

How good is our school?

**2002
EDITION**

Self-evaluation using
quality indicators

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quality indicators

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This edition of *How good is our school?* replaces that published in 1996. It is designed, as were the earlier editions, to help headteachers and teachers in school self-evaluation and to assist education authority officials in discharging their responsibilities for quality assurance. The continuing strength of this set of quality indicators is that it is used in external evaluation by HM Inspectors as well as in self-evaluation by schools and by local authorities in quality assurance procedures. As a result, it provides an opportunity to continue the partnership at all levels of the education system which is central to *The Quality Initiative in Scottish Schools*.

There have been many changes in Scottish education since 1996 which make it necessary to update *How good is our school?*:

- the *Standards in Scotland's Schools etc Act 2000* emphasises the raising of standards, school improvement and a focus on quality
- the National Improvement Framework encompasses National Priorities and local improvement plans and targets
- school and local authority quality assurance processes have matured and become more effective
- there has been an increasing recognition of the important link between effective education and social inclusion.

This revision uses the term 'quality' rather than 'performance' indicators to reflect the qualitative nature of the judgements to be made and to distinguish them from straightforward quantitative or statistical measures. Other changes of emphasis and terminology in recent years are also recognised in this edition, leading in some cases to minor changes in wording but in other indicators to more comprehensive revision.

However, the overall framework and purpose remain the same. They are intended to underpin both self-evaluation and external inspection. The indicators are generic and can be used in primary, secondary, special and New Community Schools and by groups within these sectors (a separate set of indicators for use in the pre-school sector, *The Child at the Centre* was published in 2000). They represent the best practice seen by HM Inspectors in the past 5 years and build on the experience of schools and education authorities. We have taken the opportunity to reflect this experience in Part 2 by providing case studies based on approaches adopted in a range of schools where the use of quality indicators in self-evaluation was judged to be very good in recent inspections.

There are, of course, a range of approaches to quality assurance and improvement. There is no single model for self-evaluation. The approaches suggested in this publication are drawn from the direct experience of schools, education authorities and HM Inspectors which has kept Scotland in the forefront of such developments worldwide.



Douglas A. Osler

HM Senior Chief Inspector

Acknowledgements

The revised set of quality indicators on which this publication is based was developed by HM Inspectors of Education (HMIE).

The materials featured in Part 2 are based on approaches in a range of schools using the quality indicators in school self-evaluation. They are the outcome of school visits undertaken by National Development Officers to a range of schools across Scotland. Particular thanks are due to the following schools:

- Glenisla Primary School (Angus Council)
- Haddington Infant School (East Lothian Council)
- Maidens Primary School (South Ayrshire Council)
- St Peter's Primary School (Scottish Borders Council)
- Eastern Primary School (Dundee City Council)
- King Edward Primary School (Aberdeenshire Council)
- Greenock Academy (Inverclyde Council)
- Cardinal Newman High School (North Lanarkshire Council)
- Beath High School (Fife Council)
- Bannerman High School (Glasgow City Council)
- Wick High School (Highland Council)

In addition, individuals, schools, education authority officers and others offered valuable insights and comments at various stages of the process of the revision.

Introduction

The aim of this publication is to help you to evaluate the quality of education in your school. It is based around a set of quality indicators to help you to:

- recognise key strengths
- identify areas where good quality needs to be maintained or where improvement is needed
- identify priorities for your development plan
- report on standards and quality in your school.

Three basic questions are at the heart of the process of evaluation.

How are we doing?

- asks us to consider how our school is performing in relation to the aims we have identified
- suggests how self-evaluation can help us.

How do we know?

- describes the use of quality indicators to measure how we are doing within key areas of provision
- indicates reference points for evaluation.

What are we going to do now?

- describes how to report and take forward what we know about standards and quality in our schools.

The publication is in four parts.

Part 1 provides a step-by-step approach to school self-evaluation drawing on the three basic questions, discusses the complementary roles of school self-evaluation and external evaluation and describes how quality indicators are used within school evaluation and development planning.

Part 2 provides practical guidance and case studies on using quality indicators in self-evaluation.

Part 3 contains the quality indicators themselves.

Part 4 gives information about further sources of advice on using quality indicators.

Parts 1 and 2 are organised by means of the three questions:

How are we doing?

How do we know?

What are we going to do now?



○ How are we doing?

How are we doing?

How do we know?

What are we going to do now?

People have always reflected on the quality of local schools and of education nationally. HM Inspectorate of Education's (HMIE) three-yearly reports on *Standards and Quality in Scottish Schools* go a long way towards answering the national question: *How good is Scottish education?* Standards and quality reports produced by local authorities aim to answer the question: *How good is education in this authority?*

This publication seeks to help teachers answer the question *How good is our school?* It suggests how we can identify strengths and areas for improvement, report on standards and quality and draw up plans for action.

How good is our school?

What we mean by *quality* changes over time in response to changes in society and our own experience. All those involved in education are engaged in a constant process of learning and of developing their ideas, whether they are pupils, managers, teachers, parents or education officials. As our thinking develops, so does our view of what is 'good' or 'very good' provision. Self-evaluation, change and improvement are therefore both natural and essential to an effective school. Schools are accountable to society, and as teachers we are involved in agreeing aims and policies to promote and improve pupils' learning and attainment. In doing this, we refer to:

- our own assessment of the needs of pupils and the community we serve
- the views of parents¹, pupils and the community at large
- advice from local and national bodies
- reports of studies into effective learning and teaching.

A good school knows:

- what it is aiming to do
- whether it is meeting its aims successfully
- what needs to be maintained or improved
- whether changes are working.

If a school knows these things and acts on them, it is well on the way to having a good quality assurance system. School self-evaluation is at the heart of quality assurance.

What is school self-evaluation?

School self-evaluation is about asking ourselves questions such as:

- How are we doing in this school?
- How are we doing in this classroom?
- How are we doing in this department?
- How are we doing in this team²?

¹ Throughout this publication the term 'parents' should be taken to include foster carers, residential care staff and carers who are relatives or friends.

² Throughout this publication the term *team* refers to the wide range of teams that work within pre-school centres and schools. Examples include: staff in pre-school centres and nurseries, teachers of particular stages in a primary school, members of a secondary school department, senior managers, guidance and learning support staff, working groups, partner agencies' groups, technicians and office and administration staff.

It involves:

- **a broad view** of performance across what have become known as **Key Areas**: curriculum; attainment; learning and teaching; support for pupils; ethos; resources and management; leadership and quality assurance
- **a closer look** at specific areas viewed as successful or causing concern.

The stimulus to take a closer look could derive from:

- an issue identified during the broad view
- the regular cycle within which the work of the school is reviewed
- a project arising from a national priority or local improvement objective, perhaps developed in partnership with other local schools, the community, industry, or other agencies such as health or social services
- a periodic review of progress made in implementing priority projects within the school development plan
- an issue arising from a survey of parents' or pupils' views
- an audit of provision carried out within the education authority's structure for quality assurance and improvement
- an HMIE inspection
- a Best Value review of or within education services, carried out by the local authority.

By reviewing all Key Areas over a number of years, schools are able to see what needs to be improved or maintained, using clearly defined measures of success. School self-evaluation is an essential stage in planning.

How does self-evaluation link with planning?

In order to plan effectively you need to know how you are doing. This is common sense. Effective self-evaluation provides a strong basis for good planning.

Planning takes place at all levels of the education system. Priorities and targets are set nationally for key aspects of educational performance. Authorities, in turn, establish local improvement objectives, taking into account their own circumstances. Schools use these objectives as a basis for deciding their own priority projects and targets for action.

At all levels, consultation is an essential stage in the process of planning. Within schools, consultation takes into account the views of parents, the School Board and pupils.

Well managed planning:

- promotes effective learning and teaching
- focuses on improving the quality of pupils' attainment and experience
- ensures that change is managed and monitored by those implementing it
- helps us to be realistic in setting priorities, targets and timescales
- helps us to make best use of our school budget and resources.

A good development plan embraces all of these factors. It summarises the school's aims and the results of self-evaluation. It outlines the school's strategy for improvement, identifies priority projects and sets clear targets for action. An effective cycle of self-evaluation and planning for action is the key to quality assurance and improvement.

What about quality assurance and improvement?

Quality assurance encompasses all aspects of school life. It includes ensuring that equality and fairness are embedded in the day to day work of schools. Quality and equality are 'built in', not 'bolted-on'. It is about establishing an ethos that only the best will do. Getting quality assurance

embedded in the way we think and do things in our schools is the responsibility of education authorities, headteachers, teachers and ancillary staff, supported by parents and HMIE. By working together, we can make a significant improvement in the quality of Scottish education.

What are the links between school self-evaluation and evaluation by HMIE and education authorities?

We all need to have an external measure of how we are performing. Evaluating performance in Scottish schools is carried out nationally by HMIE. There is no mystique here: evaluation by HMIE covers the same ground as school self-evaluation, using indicators and language shared with schools and teachers.

Education authorities have an important role in evaluating and monitoring performance in their schools. This focus on performance is enhanced by the authorities' wider commitment to continuous improvement under Best Value. When engaged in this process, they, like HMIE, use the same indicators and terminology as those used by schools.

We can see, therefore, that school self-evaluation and external evaluation, while serving different purposes, reinforce the commitment of all of us to evaluate what we are doing. School self-evaluation and external evaluation, whether by an education authority or by HMIE, examine a school's priorities, standards and achievement across the **Key Areas** referred to earlier. Schools and education authorities can do this by addressing the same questions as HMIE:

How well are pupils performing?

How well is the school managed?

How effective is the school?

○ How do we know?

How are we doing?

How do we know?

What are we going to do now?

We can see how we are doing by comparing our achievements with the expectations expressed within our school aims. In the past, we have, quite rightly, looked at the evidence of class activities and school assessments. However, we should also consider evidence which relates to wider expectations. This can be done using the quality indicators in Part 3 supported by other evidence, such as the results of surveys of the views of parents and pupils and examination results.

Quality indicators help us make judgements on the quality of school provision. They relate to a range of factors which influence the effectiveness of pupils' learning and over which schools have some control. They:

- help us judge the quality of performance against a set of criteria
- identify areas which require detailed investigation
- enable school managers to come to decisions about the overall pattern of strengths and weaknesses in the school's performance.

When coming to a judgement about performance using these indicators, we may refer to a number of sources of evidence:

- school assessments of pupil attainment
- analyses of other data
- criteria used within other quality assurance frameworks
- performance in national 5-14 levels of attainment and National Qualifications
- the views of parents, pupils and other stakeholders and users.

School assessments of pupil attainment

These can help us evaluate the quality of courses and attainment. They take several forms:

- application of criteria to course-work, expressed as 5-14 levels or estimates of SQA grades
- assessments of progress in relation to individual targets for all pupils, included in pupil profiles and individualised educational programmes (IEPs) for pupils with special needs
- measures specific to curricular areas and devised by individual schools.

The emphasis will vary according to curricular area, pupils' ages and developmental stage.

Performance in relation to national 5-14 levels of attainment, performance in National Qualifications, and achievement of targets in IEPs

Standard Tables of performance in National Qualifications are sent annually to each secondary school and education authority. Individual primary, secondary and special schools collate achievement in relation to national 5-14 levels of attainment in reading, writing and mathematics and the achievement of targets within IEPs. They may also collate information about pupils' performance at specific stages in their education, for example baseline data from the earliest stages of their school experience, or 5-14 attainment data in other curricular areas. Many education authorities collect and analyse information about performance across all the schools in their area. These analyses help schools identify and evaluate:

- areas where there are particular strengths or weaknesses, for example, in a particular curricular area, at a particular level or within the school generally
- positive or negative trends over time
- pupil progress through the school system.

There are a number of local and national publications which provide advice about how schools might take a closer look at pupils' attainment, (see Part 4).

The views of parents, pupils and other stakeholders and users

A positive school ethos influences attainment, achievement and expectations. Good schools listen to, and take account of, the views of pupils, parents, staff and members of the community in a number of ways. Some schools devise their own questionnaires. Others use or adapt the ones HMIE use in inspections or those developed by other quality organisations. Regularly gathering evidence from such surveys provides a valuable perspective on the quality of education provided by the school.

Analyses of other data

Parents, schools and education authorities have access to a range of data, for example on performance or attendance. Some of this data may be collected by schools during the course of the year. Some may be published in national reports. Individual education authorities may gather information from their schools relating to local issues, improvement projects or aspects of attainment.

Data of this kind enables schools and authorities to make:

- national and local comparisons
- comparisons over time
- inferences about the ethos and expectations within a school.

Criteria used within other quality development frameworks

A number of local authorities are developing approaches to quality assurance and improvement based on self-assessment and accreditation systems such as the *Excellence Model* of the *European Foundation for Quality Management* (EFQM), *Investors in People* or *Charter Mark*. These systems, like the quality indicators within this publication, are based on the principles of self-evaluation and continuous improvement and are consistent with the local authority's Best Value obligations. Some schools apply for recognition or for competitive awards within these, or similar, systems as part of their drive for improvement. All these models share with *How good is our school?* a belief in the importance of improving standards of provision and achievement, and a desire to provide the best possible service to those who have a stake in our schools.

The criteria for *Investors in People* have been mapped against an earlier version of the quality indicators in Part 3 of this publication (*Investors in People: Making it happen in schools, HMI 1996*). On the HMIE web-site you can find materials which show the links between the quality indicators in this revised edition of *How good is our school?* and the criteria of EFQM and *Charter Mark*. These materials provide support for those schools and education authorities which are working towards assessment or recognition within these quality development frameworks.

All of these approaches to quality development help ensure that schools can play a full and effective part in implementing and developing the Best Value framework within which all local authorities are expected to operate.

The quality indicators in Part 3

All the sources of evidence so far discussed provide important information which you should draw upon when evaluating quality within your school and, in particular, when making judgements using quality indicators. HMIE and education departments also use them in their evaluations of quality in schools.

The revised set of quality indicators in Part 3 provides comprehensive coverage of the seven Key Areas. Part 2 shows how they can be used to answer the question *How do we know?* It suggests that good and selective use of these indicators can be the key to rigorous and objective evaluation. These indicators can be used:

- within a whole school audit when identifying areas for action
- to identify contributing factors when analysing attainment
- to take a broad view of the school's overall performance as part of the planning process
- to take a closer look at a specific area within a regular cycle of self-evaluation
- to follow up issues arising from surveys of parents' and pupils' views
- to monitor progress on, and evaluate implementation of, priority projects within the development plan
- to evaluate quality in relation to a single issue which may be specific to the school or relate to a national or local priority.

We can use the indicators in the same way as HMI to answer the following questions:

How well are pupils performing?
How well is the school managed?
How effective is the school?

Using national criteria, based on a broad consensus, encourages consistency and provides a common language for discussing pupils' achievements. Education authorities and schools can use the quality indicators in their own quality processes. Teachers can use them within planning for improvement when considering how best to raise achievement in the classroom.

How do we use quality indicators in self-evaluation?

Quality indicators can help us to assess the extent to which school aims are being met. A school's aims provide general expectations. National and local publications provide specific expectations for curricular areas, stages or issues in learning and teaching. Together with school aims, they help to contextualise quality indicators by suggesting features to look for. These can be evaluated against the four levels of performance which are an integral part of each quality indicator. The four, which are used by HMIE in inspections, are:

Level

4	<i>very good</i>	- major strengths
3	<i>good</i>	- strengths outweigh weaknesses
2	<i>fair</i>	- some important weaknesses
1	<i>unsatisfactory</i>	- major weaknesses

In the complex context of school education there are many ways in which provision can merit a particular evaluation. We need to bear in mind that awarding levels will always be more of a professional skill than a technical process, however the following general guidelines should be consistently applied.

- An evaluation of **very good** applies to provision characterised, overall, by strengths. There are very few weaknesses and any that do exist do not diminish the pupil experience. Whilst an evaluation of *very good* represents a high standard of provision, it is a standard that should be achievable in all schools. It implies that it is fully appropriate for a school to continue its provision without significant adjustment. However, the school would always be expected to continue to take advantage of opportunities to improve.
- An evaluation of **good** applies to provision characterised by a number of strengths. There are weaknesses but, neither singly nor collectively, do these have a significant adverse impact on the pupil experience. An evaluation of *good* may be arrived at in a number of circumstances. Provision may make for a productive pupil experience but it may not provide consistent challenge for pupils. Typically provision will be characterised by strengths, but one or more weaknesses reduce the overall quality of the pupil experience.
- An evaluation of **fair** applies to provision which has some strengths, but where some important weaknesses have an impact on the quality of pupils' experiences. In general, an evaluation of *fair* will imply the need for structured and timed action on the part of the school. It may be arrived at in a number of circumstances. There may be a number of strengths, but there will also be weaknesses which will be, either individually or collectively, sufficient to diminish the pupil experience in significant ways.
- An evaluation of **unsatisfactory** applies when there are major weaknesses in provision, requiring immediate remedial action on the part of the school. The pupil experience is at risk in significant respects. In almost all cases, staff responsible for provision evaluated unsatisfactory will require support from senior managers in planning and carrying out the necessary actions to effect improvement. This may involve working alongside effective peers in or beyond the school.

Evaluations made in self-evaluation and inspections simply enable staff to ask the right questions. They do *not* represent a set of answers. Equally evaluations should not be aggregated across different indicators, or turned into percentages. In such cases, percentages can be at best meaningless and at worst deceptive. For example, it means nothing to say that 75% of all evaluations in a school self-evaluation report or an inspection are *good* or *very good*. Without further interpretation, raw percentages could hide the fact that teaching and learning was universally fair, or that all evaluations in two out of eight subjects in a secondary school were fair, or some other variant.

Furthermore, it is not valid to 'average' a count of QIs across the four levels of evaluation. Instead, we should always use a frequency distribution. It can be very useful to look at patterns of evaluations across particular indicators, as these can help to identify whether a particular strength or weakness is localised or replicated across a school. This can help staff to focus on the underlying causes of weaknesses, and identify appropriate staff development priorities, or resource allocations. Over time, trends can indicate whether a particular action has brought about the improvement sought.

Taking a broad view

You might scan across all the quality indicators each year, assigning one of the four levels to each indicator on the basis of professional judgement. This process of shared reflection could be carried out within the school as a whole or in individual departments or teams. It should be based on readily available evidence and will give immediate feedback on areas of major strengths or concern.

Taking a closer look

The broad view will give you the overall picture. However, you might also take a closer look at specific areas, referring to a wider range of evidence:

- those areas not so far covered within the regular audit cycle
- previously identified areas of concern or areas where action has already been taken and where you wish to measure success
- areas relating to national priorities or local improvement objectives.

Where a development is externally driven, you are unlikely to have to identify a development priority from scratch. This may well already have been done at national or education authority level. Instead, concentrate on establishing what has to be done in order to deliver it.

Whether you are taking a broad view or a closer look, it is essential that you come to an overall evaluation using the four levels: very good, good, fair and unsatisfactory. This is where external evaluation by your education authority and by HMIE can help you. Their assessment, based on evaluation of provision across a large number of schools, provides the important process of moderation. This moderation assures you that your judgements are accurate and that your expectations are appropriate and sufficiently challenging. External moderation will also give you confidence in your own judgement.

National standards and quality reports, including those on individual curricular areas, also provide important benchmarks for you to use when evaluating your own school, department or team. You can find reports of individual school inspections from across Scotland on the HMIE web-site. The web-site also publishes information about further sources of advice on using quality indicators.

○ What are we going to do now?

How are we doing?

How do we know?

What are we going to do now?

Drawing on the answers to the questions *How are we doing?* and *How do we know?* you should be on the way to planning for improvement and producing your own school report on standards and quality. Self-evaluation is integral to both processes.

In the audit section of your school's development plan, you will be providing a brief evaluative summary of the outcomes of your self-evaluation and indicating the strengths and development needs that you have identified. In the action section you will be listing the priority projects and targets for improvement planning to pursue in order to address these needs.

In your standards and quality report, you will be providing more detail about the results of self-evaluation. You may have been working towards taking a closer look at one or more aspects of each **Key Area** over a period of three years or so. Where this has not been possible, you will be able to use evidence gathered when taking a broad view of the school's performance.

You should find the four levels of performance useful in giving your report rigour and in helping you to go beyond providing description to providing real evaluation. These four levels should enable you to make qualitative statements like:

Most pupils meet or exceed national levels of attainment in reading ... or ... almost all classes showed important weaknesses in problem solving in mathematics ... or ... although there is good practice in some departments, assessment as part of teaching is fair overall. A number of departments have still to put into place the revised school arrangements for profiling pupils' attainment and providing regular feedback.

A good standards and quality report should:

- recognise key strengths
- identify levels of service to be maintained
- identify development needs and priorities, and set targets.

There may be occasions when, for some aspects, the answer to the question *What are we going to do now?* may be *nothing at present*. Although not perfect, performance in the aspect considered may be of an acceptable standard and there may be issues of greater concern.

In deciding what to do now, it will help if you select a manageable number of priorities for which you can identify specific, achievable and measurable targets. Priorities should:

- reflect the aims of the school
- incorporate national priorities and related local improvement objectives into the cycle
- be linked at team level to school priorities
- lead to clear plans of action.

Reporting on standards and quality is integral to the process of planning and self-evaluation. You should report according to the cycle set down by your authority and share your report with the school community and other interested parties. The report also provides an agenda for discussion with education officials and informs their view of standards and quality in the authority as a whole. They will refer to your standards and quality report, and those of other schools, when reporting on standards and quality across the authority. HMIE will use it as the starting point for their own inspections. Finally, it can be used when planning appropriate support from education advisory and support services.



○ How to use Part 2

Part 2 is in 6 sections. It provides both general and specific advice on how you might use the quality indicators printed within Part 3.

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○ Quality indicators

The quality indicators are organised into an overall framework of *Key Areas*.

Key Areas

There are seven **Key Areas** relating to the main aspects of a school's work.

1. Curriculum
2. Attainment
3. Learning and teaching
4. Support for pupils
5. Ethos
6. Resources
7. Management, leadership and quality assurance

Quality indicators

Each Key Area contains a number of quality indicators.

e.g. Ethos

- 5.1 Climate and relationships
- 5.2 Expectations and promoting achievement
- 5.3 Equality and fairness
- 5.4 Partnership with parents, the School Board and the community

Themes

Each quality indicator has a number of themes relating to observable areas of activity.

e.g. 5.3 Equality and fairness

- sense of equality and fairness
- ensuring equality and fairness.

Illustrations

Each theme is illustrated at two levels (Level 4 *very good* and Level 2 *fair*) indicating specific features to look for.

e.g. Ensuring equality and fairness

- Positive steps are taken to ensure that pupils, parents, and staff are treated equally, with respect and in a fair and just manner. Culture and language, disability, gender, race, religion, sexual orientation and special educational needs are not barriers to participation. There is a whole-school approach to issues of equality and fairness, such as racial harassment and sexual discrimination. Pupils are assisted to feel confident in recognising and addressing discrimination. Staff, pupils and visitors to the school feel valued, safe and secure.

Illustrations are intended to help create a shared understanding of the balance of strengths and weaknesses which correspond to each of the four levels. They are based on HMIE experience of best practice in the particular aspect of provision concerned and should make it easier for users to find examples of best practice to inform planning for improvement

Levels

The quality of what you observe within each quality indicator can be judged against four levels.

Level

- | | | |
|---|-----------------------|---------------------------------|
| 4 | <i>very good</i> | - major strengths |
| 3 | <i>good</i> | - strengths outweigh weaknesses |
| 2 | <i>fair</i> | - some important weaknesses |
| 1 | <i>unsatisfactory</i> | - major weaknesses |

○ How to use quality indicators

Our three basic questions can guide you through the process of evaluation.

How are we doing?

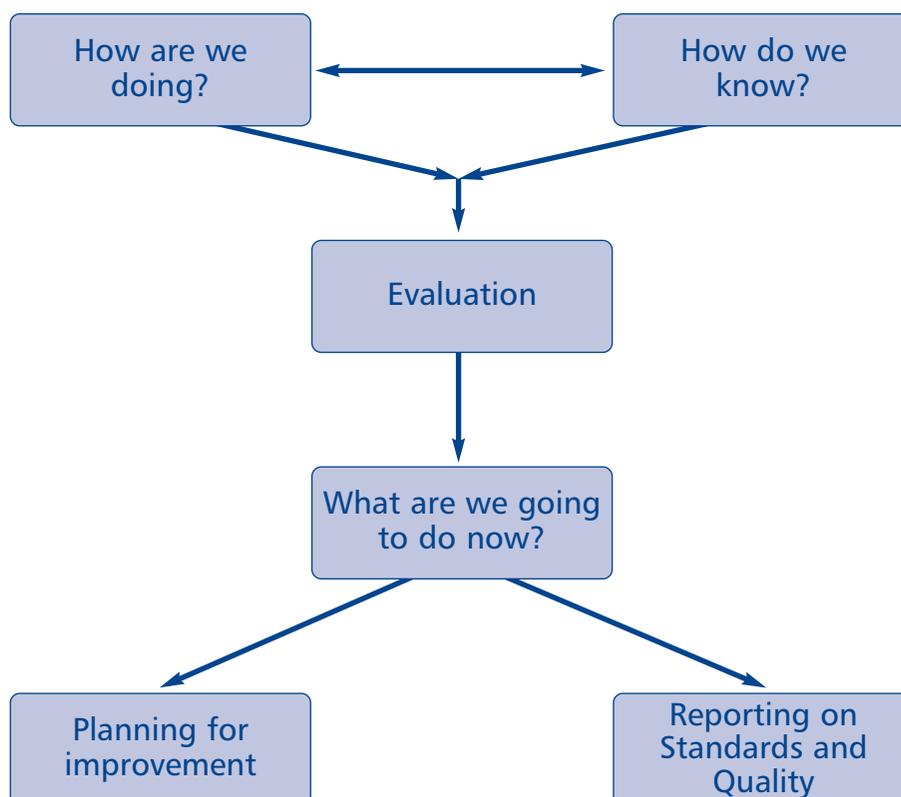
- Agree what you are going to focus on, referring to the expectations within the school aims.
- Define the area of activity, focusing on a curricular area, topic, stage or teaching approach.

How do we know?

- Select appropriate quality indicators.
- Use the illustrations to develop questions to be answered during the evaluation process.
- Identify features to look for, referring to relevant national and/or local advice or adapting other examples.
- Decide what evidence you need to show that these features are present and effective.
- Collect the evidence and judge the quality of what you have observed, referring to the illustrations at both Level 2 and Level 4 to come to a balanced judgement overall.

What are we going to do now?

- Identify key strengths and areas which require improvement.
- Provide feedback to staff and offer them the opportunity for further comment.
- Report on the standards and quality of what you have observed.
- Identify priorities to be included in your development plan.



What are you going to look for?

Quality indicators may be applied at the level of:

the whole school e.g. Monitoring progress and achievement (QI 4.4)

an individual class e.g. Meeting pupils' needs (QI 3.4)

a specific context e.g. Overall quality of attainment (QI 2.1)

several contexts e.g. Expectations and promoting achievement (QI 5.2)

As they are designed for use in a range of contexts, indicators may use terms like '*well matched*', '*used effectively*' or '*an appropriate range*'. You can find out what they mean in specific contexts (a subject, sector or stage) by referring to recent publications on the curriculum or learning and teaching. From these you can identify specific features which indicate what *very good* practice would look like. Not all the features have to be present for it to be judged as 'very good'. You are not aiming to tick them off on a checklist. Some may be more important than others. It is the **quality** of what you see that matters.

How are you going to find the evidence?

There are a number of ways of collecting evidence.

Ask people what they think

- individual interviews
- group discussions
- working parties
- surveys and questionnaires
- written responses and detailed comments
- team meetings

Look at documentation and resources

- pupils' work
- reports to parents
- profiling of pupils' responses to tasks
- diaries or records of work
- programmes of study or schemes of work
- forward plans
- progress reports on the development plan
- course materials across the ability range
- policies and guidelines
- minutes of meetings

Engage in direct observation

- shadow individual pupils
- follow a class
- observe lessons
- video record your own teaching
- exchange classes
- observe each other in pairs
- work alongside other teachers

Analyse data

- progress from prior levels of attainment
- overall progress towards school targets
- Standard Tables of examination results
- 5-14 levels of attainment
- data collected nationally or locally
- value-added measures of performance

Using quality indicators for routine monitoring

Many managers carry out monitoring and evaluation as part of their normal activities. By drawing together all your routine monitoring in an annual calendar, you can spread it evenly throughout the year. If you also link it to quality indicators, you can use the evidence for the school's standards and quality report. Here is an example of one school's calendar for monitoring.

What	Frequency	QI	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
Course Units	Annual programme	1.1, 1.2			✓		✓			✓			✓
National assessment data	Annually	2.1											✓
Forward plans	Six-weekly	3.1	✓		✓			✓		✓		✓	
Homework diaries	Termly	3.1, 3.2		✓			✓		✓			✓	
Pupil jotters and classwork	Monthly sample	3.3	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Working in classrooms	Planned programme	3.1 - 3.5		✓		✓	✓		✓	✓		✓	
Reports to parents	By stages	3.5, 3.6			✓				✓	✓		✓	
Pupil progress/profiles	Termly	4.4			✓				✓		✓		
Monitoring IEPs	Weekly	4.5, 4.6	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Attendance	Monthly	5.1	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Behaviour	Monthly	5.1	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Staff views	Termly	5.1, 7.1			✓			✓					✓
Sampling pupils' views	Annually	5.1, 7.1								✓			
Sampling parents' views	Annually	5.1, 7.1							✓				
Health & safety checks	Termly	6.1			✓				✓				✓
Progress in SDP	Termly	7.3			✓		✓			✓			✓

The focus, order and frequency of your own monitoring will probably differ from this example, but the principle remains the same: to manage the evaluation process. If you map the evidence on a grid of quality indicators, you can see the extent to which this routine monitoring has provided enough evidence for you to be able to report on standards and quality and whether or not you need to take a closer look in certain areas.

○ Taking a broad view

Self-evaluation across all Key Areas

Every so often it can be helpful to stand back and consider the question with which this publication began: *How good is our school?*. All those involved in the provision of services may have a role to play:

- the staff as a whole
- the headteacher
- senior managers
- individual teams, departments or stages
- parents and others with a stake in our schools
- the education authority.

How are we doing?

Every year you might scan across all the Key Areas and assign one of the four levels to each quality indicator. Use your professional judgement and refer to evidence which has been gathered in the normal course of your work. You do not need to look in detail at everything that is going on. Concentrate on the main areas of activity. You can then record the evidence alongside the relevant quality indicator. Remember, you are not just recording *possible* sources of evidence. You are recording evidence you have actually examined during the course of the year.

In a small school, you could carry out the broad view at a staff meeting. In a larger school you might divide into subject, modal or stage groups. Senior managers might scan all the quality indicators while teams or departments choose a subset focusing on learning and teaching. You might, however, decide to work together.

How do we know?

However you decide to work, the aim should be to promote objective and open discussion founded on evidence. Hence our key question, *How do we know?*. Set out one of the four levels of performance against each indicator, perhaps using a grid similar to the one in the example below.

No	QI and Themes	Level	Evidence to support assigned level
3.2	The teaching process <ul style="list-style-type: none"> ● range and appropriateness of teaching approaches ● teacher-pupil interaction ● clarity and purposefulness of questioning 		

When you have finished, you can see at once which quality indicators have been evaluated at level 4. These indicate your key strengths and should be recognised as such.

You can also immediately identify those assigned a level 2 or 1. These are, or should be, priorities for improvement within your development plan. You can take a closer look at these areas using the method described later in Section 2, in order to identify the contributing factors. If there are several areas for improvement, you will need to select the most pressing when agreeing priorities for your development plan.

An example of how you might take a broad view

This example illustrates one way of taking a broad view. There are, of course, other ways of managing the process. The example is based on practice within one school. The school:

- set aside part of an INSET day or time within stage, team or department meetings
- gave each person, group or team a different Key Area at each session
- aimed for all Key Areas to be covered during the course of the year by more than one group
- asked each group to assign a level of performance to each QI within the chosen Key Area
- asked them to support their judgement by noting, for example, 3 pieces of evidence.

When noting the evidence to support the assigned level, the schools used this approach.

- When awarding level 4, staff noted 3 examples of good practice.
- When awarding level 3, staff noted 2 examples of good practice and 1 area for improvement.
- When awarding level 2, staff noted 1 example of good practice and 2 areas for improvement.
- When awarding level 1, staff noted 3 areas for improvement.

There is nothing particularly significant about the number three. However, using an approach similar to this encourages you to be selective and to focus on the **major** factors contributing to success or weakness.

This method of working:

- can save time by giving you enough firm evidence for you to be able to act without having to take a closer look at the area in question
- allows the whole team in a small school or subject department to look at one Key Area in each evaluation session and cover all Key Areas over an agreed period of time
- collates evidence under each quality indicator or theme
- assists senior managers or the co-ordinating team to agree which quality indicators or aspects still need a closer look to ensure that the evidence is firm and that the methods of collection of evidence are appropriate and rigorous.

○ Taking a closer look

Self-evaluation of a specific area

Choosing an area of focus

There may be a number of reasons for you to take a closer look at some aspects of the school's work. Specific issues might have arisen while taking the broad view, when carrying out routine monitoring, or as the result of an HMIE inspection or education authority review. Taking a closer look is also an integral aspect of school and departmental planning. You will probably wish to look at some areas like attainment every year. Similarly, learning and teaching is likely to remain an area of focus, the emphasis on specific aspects changing from year to year. Other key areas or quality indicators may only be reviewed every three years or so, if the quality of provision has been evaluated as *good* or *very good*.

Carrying out the evaluation

The evidence on which you base your judgements must be reliable and withstand external scrutiny. When you take a closer look, you will be moving beyond staff views and other easily accessible evidence and focusing on a wider range of sources. Some of this evidence you may need to search for or set out to find. Although scrutiny of documentation may form one stage in the process, it is what happens in practice which really matters. Evaluation often involves assessing the perceptions of pupils, parents and others. The approach must be manageable.

- Limit the area of focus and select key features in advance.
- Do not expect to see everything or try to evaluate too much.
- Decide who is to manage and co-ordinate the evaluation and who is to be involved.

When you summarise the results, try to reflect both quality and quantity. It is common for some aspects to be delivered well across the school while others are not. This information will be essential when planning for improvement.

Some common factors in schools exhibiting good practice

- tracking the use of quality indicators over a three-year cycle
- evaluating any area judged level 2 or lower each year until performance improved
- identifying the strategies which may have contributed to areas becoming strengths
- using a team approach to evaluation where possible
- involving senior promoted staff in supporting and moderating self-evaluation in teams
- recording meetings where evaluation took place or was discussed
- surveying parents where appropriate
- taking pupils' views and organising discussions with the Pupil Council
- discussing the results of evaluation and identifying action to bring about improvement.

The following examples drawn from HMIE inspections are based upon the approaches taken by a range of schools to the use of quality indicators in school self-evaluation.

○ Taking a closer look at forward planning

Context

The education authority had agreed an approach and structure for forward planning with schools. Staff were now confident and skilled in drafting and implementing forward plans.

How are we doing?

- *Focus:* the school saw forward planning as a key process in delivering effective learning and teaching and meeting pupil needs. They felt that forward planning should be included as a routine monitoring activity within the evaluation cycle.

How do we know?

- They identified the relevant Key Area and quality indicators: QI 3.1 *Teachers' planning*, QI 3.2 *The teaching process*, QI 3.4 *Meeting pupils' needs*. Using the illustrations, they entered key features of effective forward planning on a grid.
- Senior managers evaluated each plan by writing evaluative comments opposite each feature. Time was set aside for them to meet with each teacher every six weeks. They discussed and evaluated the teacher's self-evaluation of her/his own teaching and pupils' learning during the previous block in relation to the forward plan.
- Discussion of evidence of attainment and progress was a key part of the agenda. They agreed some points for the teacher to take note of in implementing the forward plan.
- At the end of every week, teachers used a simple proforma to evaluate progress made in implementing the agreed forward plan, together with the progress of individual pupils or groups towards targets. They also identified support needed and resource requirements.

What are we going to do now?

- They entered agreed discussion points on evaluation grids and used them to shape the next forward plans and daily programmes. Progress was reported weekly or at the next meeting.
- Staff evaluated the timetable in relation to structure, balance and use of the flexibility factor. They considered balance over the year and within the six week block.
- At their weekly meeting, senior staff discussed the outcomes of forward plan evaluations and any issues arising from weekly evaluations and classroom monitoring. This overview enabled them to consider how best to support teachers within the classroom and fine-tune the allocation of learning support and other resources.
- The headteacher used the evaluations to inform the annual Standards and Quality report.

Next steps

- ✓ Letters to be sent to parents at the start of each planning block suggesting how they could help their child at home.
- ✓ Notes of consultations with each teacher to include praise as well as action points.

○ Taking a closer look at learning and teaching in a secondary school

Context

Senior staff and departments took a closer look at selected key areas every year.

How are we doing?

- *Focus*: the school chose to review learning and teaching in relation to programmes of study.

How do we know?

- Staff selected the quality indicators relevant to these areas:
 - QI 3.1 *Teachers' planning*
 - QI 3.2 *The teaching process*
 - QI 3.3 *Pupils' learning experiences*
 - QI 3.4 *Meeting pupils' needs*
 - QI 3.5 *Assessment as part of teaching*
 - QI 4.4 *Monitoring progress and attainment*
 - QI 5.2 *Expectations and promoting achievement*
 - QI 6.3 *Organisation and use of resources and space*
- Features to look for came from QI illustrations, national advice and school policies. They were turned into questions for yes/no responses which teachers answered as individuals.
- Staff collected further evidence by:
 - monitoring pupils' progress through scrutiny of pupil profiles
 - looking at pupils' self-evaluation pro-forma completed at the end of S1
 - reviewing the use of resources in relation to programmes of study and forward plans
 - promoted staff working alongside colleagues in classrooms
 - teachers sampling written work within departments.
- They completed evaluation grids with themes turned into questions and sections for *response*, *evidence*, *action* and *overall evaluation*. These were submitted to senior staff.

What are we going to do now?

- Responses were discussed during department meetings with link senior managers.
- Completed departmental responses went to senior promoted staff who identified key issues at S1/S2, S3/4 and S5/6 in summary form under quality indicator headings.
- Departments drew on the findings to write standards and quality statements for their plans.
- A working group used key findings to produce a learning, teaching and homework policy reflecting the QI illustrations. Implementation became a departmental and school priority.

Next steps

- ✓ Survey of pupils' and parents' perceptions of the quality of education in the school.
- ✓ Senior managers working with departments to produce effective action plans.
- ✓ Specific advice and in-service training for staff on aspects of learning and teaching.

○ Taking a closer look at programmes of study in a small primary school

Context

This small rural school had three or more stages in each class. It had an overall cyclical programme in each curriculum area which identified what was to be taught and learned over the year. These programmes were based on 5-14 guidelines tailored to meet the needs of a small school. To assist delivery and make monitoring manageable:

- the yearly programmes were broken down into termly forward plans
- weekly and daily diaries broke these down further into specific targets
- these targets were shared with pupils as daily tasks recorded on the blackboard and in their daily diaries.

How are we doing?

- *Focus:* in this context, teachers needed to be assured that programmes of study:
 - delivered the full curriculum entitlement to each child
 - fully met the needs of each child
 - made delivery manageable for the teachers of composite classes.

How do we know?

- Teachers identified relevant quality indicators:
 - QI 1.1 *Structure of the curriculum*
 - QI 1.2 *Courses and programmes*
 - QI 3.1 *Teachers' planning*
 - QI 3.2 *The teaching process*
 - QI 3.4 *Meeting pupils' needs*
- Evidence was gathered mainly through routine monitoring using a number of approaches.
- Both teachers and pupils were involved in collecting evidence.
- The emphasis was on identifying and sharing with pupils what was to be achieved, how it would be assessed and what would demonstrate evidence of success. It involved formal and informal assessment, observation, peer assessment and, in particular, self-assessment.
- Each pupil's assessment tray contained: a folder of notably good or poor work; work done specifically for assessment; national tests; and summaries of daily tasks entered on a curriculum profile. These all contributed to a profile which was transferred between stages.
- The evidence from routine monitoring was recorded periodically on a grid. Staff made overall evaluations against each indicator at the relevant stage in the planning cycle.

What are we going to do now?

- Strengths were recognised and areas for improvement included in the development plan.

Next steps

- ✓ To use this evidence to contribute to an annual evaluation of overall attainment.

○ Taking a closer look at homework in the early years

Context

The school had revised the school aims so that they were more capable of being evaluated.

How are we doing?

- *Focus:* staff decided to evaluate provision against school aims. Within the key area of learning and teaching, they identified homework, specifically reading, at each stage.

How do we know?

- Staff used the current homework policy as a starting point. They selected quality indicators appropriate to monitoring and evaluating programmes of study:
 - QI 3.1 *Teachers' planning*
 - QI 3.2 *The teaching process, theme 1: range and appropriateness of teaching approaches*
- The headteacher consulted the School Board and followed their recommendation to carry out a survey of parents' views.
- The School Board assisted with the design of the questionnaire which was based on the school homework policy and collated the results.

What are we going to do now?

- The headteacher and School Board discussed the results of the survey and identified action points for the staff to consider.
- Parents wished to see homework in areas other than reading. Mathematics and writing were suggested.
- Parents were also keen to support their child in homework tasks and looked to the school for guidance.
- The headteacher worked with staff to review the homework policy and produce appropriate homework at each stage for mathematics and writing, to operate on a termly basis.

Next Steps

- ✓ After a year, the headteacher and staff evaluated homework provision again using the quality indicators. They looked at examples of homework tasks and the implementation of the policy at each stage.
- ✓ They used this evidence to contribute to an annual evaluation of overall attainment.
- ✓ They concluded that homework needed to be more differentiated in mathematics and writing, and that parents needed more help and guidance in playing their part.
- ✓ This became a priority in the development plan.
- ✓ A working group prepared differentiated homework sheets in mathematics and writing.
- ✓ Teachers are now to work with a group of parents to produce a booklet of activities at each stage for parents to use at home with their child.

○ Taking a closer look at meeting pupils' needs in English language in a small primary school

Context

Staff had agreed to monitor and evaluate all curricular areas in rotation, looking at the implementation of curriculum and learning and teaching policies, and attainment. Different aspects were monitored and evaluated each term using a similar approach, agreed with staff in advance.

How are we doing?

- *Focus:* the school wanted to know if pupils' needs in the area of English language were being appropriately met. They also wanted to know how well the recently introduced policy on the technical skills of writing and presentation of work was being implemented.

How do we know?

- Staff selected the following quality indicators:
 - QI 3.3 *Pupils' learning experiences*
 - QI 3.4 *Meeting pupils' needs*
 - QI 3.5 *Assessment as part of teaching*
- The headteacher drew up a grid in which illustrations of appropriate themes from these quality indicators were turned into questions. She added columns for *features to look for* and *evidence*, together with space for *comment* and *overall evaluation*. This was discussed with staff.
- The headteacher looked at language jotters from all pupils, in all classes and at all stages.
- She carried out classroom observation by working alongside each teacher and used the grid to record detailed comment.

What are we going to do now?

- The headteacher discussed the evaluation of performance in each class with the relevant teacher, using the grids for reference.
- Staff discussed the findings and agreed that they needed further support in setting appropriate work, marking and presentation.
- The headteacher photocopied samples of children's work at each stage and presented them in a booklet form to staff. In these, she added comments on the appropriateness of the task and the marking approach adopted. She included some examples of a pupil's work over a period of time, where good progress was evident and, in some instances, where regression had occurred.

Next steps

- ✓ Reinforcement of the policy on technical skills and presentation became a priority in the school development plan the following year.

○ Taking a closer look at attainment: 5-14 levels

Context

The headteacher and staff recognised the importance of regular and continuous monitoring of pupils' performance. They recorded the progress of each pupil in achieving 5-14 levels in each curricular area.

How are we doing?

- *Focus:* the school analysed the attainment of pupils at all stages and levels in reading, writing and mathematics. They aimed to use the results to plan improvements to the quality of learning and teaching.

How do we know?

- They aimed to evaluate attainment in each of the targeted areas in relation to national levels using the QI terms: *very good, good, fair or unsatisfactory*. These evaluations would then feed in to an overall evaluation using QI 2.1 *Overall quality of attainment*.
- Teachers recorded the date at which pupils achieved a level, confirmed by national test.
- In December each year, they submitted estimates predicting when pupils were expected to achieve the next level, on the basis of current progress.
- They also submitted group lists to senior staff at regular intervals indicating changes in the composition of groups.
- Senior managers analysed the information on a continuous basis during the course of the session in order to track the pace of progress of every pupil.
- They matched mid-year estimates of levels likely to be attained at the end of the school year.
- At the start of each new session, teachers and senior staff together analysed the attainment profiles of individual pupils, classes and stages. They compared overall performance in the school with that of previous years.

What are we going to do now?

- Teachers monitored the progress of those not already at the expected level for their stage.
- At transfer between stages, teachers discussed the progress of individual pupils and set targets for them.
- The whole staff monitored progress towards achieving the overall school target.
- They made an overall evaluation against QI 2.1, taking into account themes from other relevant indicators as indicated in the illustration.
- Specific staff development needs arising from the analysis of attainment, for example in writing at some stages, have been addressed.

Next steps

- ✓ Earlier testing, in P2 and occasionally in P1, to confirm the levels achieved.

○ Taking a closer look at attainment throughout a secondary school

Context

The school already had a system for monitoring pupils' performance in SQA examinations but had decided to extend performance monitoring to all stages within the school.

How are we doing?

- *Focus:* the school decided to monitor whole school, course and subject performance as well as the progress of individual pupils. They would also monitor pupil progress at S1/S2.

How do we know?

- The school used Standard Tables of results, including raw data, percentages, relative ratings, national comparison deciles and value-added residuals to achieve an evaluation at S4, S5 and S6 for the whole school, each course and each subject. They analysed SQA results by overall grade, individual Standard Grade elements, gender and concordance with estimates based on preliminary examinations. They tracked these over time and evaluated pupils' progress. Senior managers discussed results with link departments.
- A grade-point-average was calculated from S3 assessments and used as a reference point for tracking each pupil's performance through S3 and S4.
- Key staff monitored S1 and S2 pupil reports, looking at attainment in 4 curricular areas over set periods.
- They used data from a standardised reading test to establish reading ages on entry to secondary school. They established the average reading age for each year group and tracked this over time. They also tracked the percentage of the year group with reading ages of less than 10 and less than 9.2. Support for learning staff monitored the progress of these pupils using a commercial computer program and identified pupils in need of further support.
- Pupils monitored their own progress using the evidence of reading and numeracy tests and other assessment materials. They also compiled their own profile in computing.

What are we going to do now?

- Each pupil being monitored was interviewed by the principal teacher of English, agreed targets and was given a programme of focused reading activities. The principal teacher interviewed them again to discuss progress one month later.
- Reports on attainment were drawn up at whole school and departmental level.
- The head of department and link senior manager or headteacher reviewed the analysis of data annually and identified strengths and points for action. They discussed the implications for learning and teaching and for the development plan.
- Good practice identified in one department was disseminated to the rest.

Next steps

- ✓ The school will extend tracking to pupils' performance in writing.

○ Taking a closer look at classroom learning and pupil attainment

Context

Senior managers identified a focus on learning as a key characteristic of their leadership. *How good is our school?* was used over a period of time to take a broad view of each quality indicator in turn.

How are we doing?

- *Focus*: middle and senior managers wanted to keep learning and teaching and attainment under constant review in order to seek improvement, especially in pupil attainment. Classroom performance was seen as the key to this.

How do we know?

- The senior managers undertook visits to a range of classes every week. This approach was fully discussed with staff in advance and drew on QI 2.1 *Overall quality of attainment* and QI 3.3 *Pupils' learning experiences*. Its focus was very much on class and pupil performance. A weekly programme of visits was published. It was shared with staff in advance and involved three periods each week for each senior manager. All classes in the school were visited several times over the year.
- During a visit, senior staff usually established the teacher's view of class progress, praised good work, checked jotters, assessed the attitudes and work ethic of the class and considered ways to remedy any under-performance identified. A brief record was made of each visit by entering information into a data base on a standard grid based on the QI illustrations.
- After full discussion, teachers agreed to a planned programme where they would observe each other twice a year with the focus clearly on learning and teaching. An observation grid based on the themes of QI 3.1 *Teachers' planning* and QI 3.3 *Pupils' learning experiences* was used to record evaluations. The evaluations were discussed and agreed making full use of the illustrations of the PI themes.

What are we going to do now?

- Frequent praise and encouragement was given to both staff and pupils which, together with the continued focus on learning and pupil performance, was used to built up a strong ethos of achievement and helped the school meet its attainment targets.
- Priorities and targets were identified for inclusion in the school plan.
- Discussions about learning and teaching at stage/departments meetings and INSET days was made a common practice and fuller use was made of quality indicators.

Next steps

- ✓ To extend the use of pupil evaluation of courses and to encourage pupils in the self-evaluation of their own learning.

○ Taking a closer look at equality and fairness

Context

The school wished to develop a policy on social and cultural inclusion, with senior managers leading a drive to establish a more positively inclusive atmosphere in the school.

How are we doing?

- *Focus*: a staff working group decided to review current practice in the area of equality and fairness in the school community in preparation for its work.

How do we know?

- The working group used the national publication *A Route to Equality and Fairness* as the basis for their review
- The following quality indicator themes were selected:
 - QI 5.1 *Climate and relationships*, theme 2: *reception and atmosphere*
 - QI 5.3 *Equality and fairness*, theme 1: *sense of equality and fairness*
- The group reviewed the *features to look for* described in the national document and selected those which suited the needs of the school. They included areas of focus such as concern and tolerance for others, recognising and valuing differences, countering discrimination, and support for social and cultural background of children.
- They used the chosen features to devise questionnaires for teachers, parents and children. The features also formed the basis of pro forma for classroom observation focusing on equality and fairness in the learning environment.
- The questionnaires were used as a focus for discussion with groups of parents, staff and children in order to elicit more specific views. Great care was taken to ensure that groups were representative of all sections of the community.
- They summarised the evidence collected and identified strengths (those areas assigned level 4s: *very good*) and areas for action (those assigned level 2: *fair*).

What are we going to do now?

- The ‘traffic lights’ approach, set out on page 28 of the national publication, was used to set out the actions needed for improvement.
 - Red: Things to stop doing - ‘making assumptions because of children’s background’.
 - Amber: Things to keep doing - ‘maintaining strengths in praising and rewarding achievement and valuing all children and parents’.
 - Green: Things to start doing - ‘celebrating cultural diversity, assisting groups who feel discriminated against, reinforcing positive behaviour and attitudes’.

Next steps

- ✓ A joint working group of teachers and parents will use the evidence to draft a school policy on inclusion.

○ Taking a closer look at the school library

Context

As part of the monitoring of the learning and teaching policy, the school library resource committee was asked to look at how the library supported learning and encouraged independence and responsibility in pupils.

How are we doing?

- *Focus:* the committee decided to focus on the use of the library by pupils and teachers to support learning and to meet pupils' needs.

How do we know?

- The committee used the national document *Taking a closer look at the School Library/Resource Centre*. They selected quality indicators appropriate to meeting pupils' needs and providing opportunities for pupils to make independent use of resources
 - QI 3.4 *Meeting pupils' needs*
 - QI 6.3 *Organisation and use of resources and space* (with particular reference to independent use)
- The staff were asked to meet in groups to identify the main issues arising from the quality indicators in the context of the library resource centre and to report back to the committee. The librarian provided support and summarised their conclusions.
- The committee drew up a self-evaluation pro forma for teachers and the librarian to use when observing pupils working in the library. The aspects to be monitored included the links between the use of the library and the pupil's curriculum, differentiation of tasks and outcomes, use of ICT, opportunities for pupil choice, support for study skills and pupil responsibility.
- The committee and the librarian interviewed pupils in groups, discussed the issues with teachers, looked at pupils' folders and evaluated forward plans which referred to learning in the library.
- The findings were drawn together and the strengths and areas for action agreed.

What are we going to do now?

- The committee presented the findings to a staff meeting with the librarian playing the key role.
- The librarian delivered INSET on study skills and reference skills.

Next Steps

- ✓ Teachers' plans and schemes of work will refer to the use of the library as part of pupil learning as appropriate.
- ✓ Study skills courses will be introduced for all pupils.



No	Quality indicator	Themes	4	3	2	1
Curriculum						
1.1	Structure of the curriculum	<ul style="list-style-type: none"> breadth and balance across elements of the curriculum integration, permeation timetabling and arrangements for pupil choice 				
1.2	Courses and programmes	<ul style="list-style-type: none"> breadth, balance and choice integration, continuity and progression support and guidance for teachers 				
Attainment						
2.1	Overall quality of attainment	<ul style="list-style-type: none"> the school's progress in raising attainment pupils' progress in learning pupils' attainment in relation to national 5-14 levels and/or in national examinations evaluations across other related quality indicators 				
Learning and teaching						
3.1	Teachers' planning	<ul style="list-style-type: none"> planning of programmes and day-to-day activities 				
3.2	The teaching process	<ul style="list-style-type: none"> range and appropriateness of teaching approaches teacher-pupil interaction clarity and purposefulness of questioning 				
3.3	Pupils' learning experiences	<ul style="list-style-type: none"> extent to which the learning environment stimulates and motivates pupils pace of learning personal responsibility for learning, independent thinking and active involvement in learning interaction with others 				
3.4	Meeting pupils' needs	<ul style="list-style-type: none"> choice of tasks, activities and resources provision for pupils with differing abilities and aptitudes identification of learning needs 				
3.5	Assessment as part of teaching	<ul style="list-style-type: none"> assessment methods and arrangements for recording judgements made in the course of teaching use of assessment information 				
3.6	Reporting pupils' progress	<ul style="list-style-type: none"> reporting procedures information given to parents about each pupil's progress responsiveness of the school to parents' views and enquiries about their child's progress 				
Support for pupils						
4.1	Pastoral care	<ul style="list-style-type: none"> arrangements for ensuring the care, welfare and protection of pupils provision for meeting the emotional, physical and social needs of individual pupils 				
4.2	Personal and social development	<ul style="list-style-type: none"> planned approaches to promoting personal and social development pupils' progress in developing positive attitudes and personal and social skills contribution of extra-curricular and other activities 				
4.3	Curricular and vocational guidance	<ul style="list-style-type: none"> preparation for choice in education, training or employment accuracy and relevance of information and advice extent to which guidance is founded on appropriate consultation 				
4.4	Monitoring progress and achievement	<ul style="list-style-type: none"> the monitoring process profiles of pupils' progress and development arrangements for using acquired information 				
4.5	Learning support	<ul style="list-style-type: none"> programmes to support pupils' learning pupils' progress and attainment implementation of the roles of learning support 				
4.6	Implementation of legislation relating to special educational needs and disabilities	<ul style="list-style-type: none"> knowledge and understanding of legislation and related procedures meeting the requirement of legislation procedures for implementing legislation 				
4.7	Placement of pupils with special educational needs and disabilities	<ul style="list-style-type: none"> processes for placements of pupils with special educational needs and disabilities into provision processes for placements of pupils with special educational needs and disabilities into classes 				
4.8	Links with local authority or other managing body, other schools, agencies and employers	<ul style="list-style-type: none"> links with local authority or other managing body links with other educational establishments links with voluntary organisations, the wider community and employers links with statutory organisations 				

No	Quality indicator	Themes	4	3	2	1
Ethos						
5.1	Climate and relationships	<ul style="list-style-type: none"> • sense of identity and pride in the school • reception and atmosphere • pupil and staff morale • pupil/staff relationships • pupils' behaviour and discipline 				
5.2	Expectations and promoting achievement	<ul style="list-style-type: none"> • pupil and staff expectations and use of praise • promoting an ethos of achievement 				
5.3	Equality and fairness	<ul style="list-style-type: none"> • sense of equality and fairness • ensuring equality and fairness 				
5.4	Partnership with parents, the School Board and the community	<ul style="list-style-type: none"> • encouragement to parents to be involved in their child's learning and the life of the school • procedures for communicating with parents • information given to parents about the work of the school • links between the school and School Board • the school's role in the local community 				
Resources						
6.1	Accommodation and facilities	<ul style="list-style-type: none"> • sufficiency, range and appropriateness • arrangements to ensure health and safety 				
6.2	Provision of resources	<ul style="list-style-type: none"> • sufficiency of available finance • sufficiency, range and suitability of resources 				
6.3	Organisation and use of resources and space	<ul style="list-style-type: none"> • organisation and accessibility • use of resources • display and presentation of items of interest 				
6.4	Staffing	<ul style="list-style-type: none"> • provision of staff • experience, qualifications and expertise of staff 				
6.5	Effectiveness and deployment of staff	<ul style="list-style-type: none"> • effectiveness of teachers and teamwork • formation of classes and deployment of teachers • provision for liaison to support pupils • effectiveness and deployment of auxiliary staff 				
6.6	Staff review and development	<ul style="list-style-type: none"> • links between staff review and development and school self-evaluation and planning • staff review procedures • staff development 				
6.7	School management of finances	<ul style="list-style-type: none"> • understanding of school funding mechanisms • arrangements for managing the school's budget • use of finance in support of school planning and learning and teaching 				
Management, leadership and quality assurance						
7.1	Aims and policy making	<ul style="list-style-type: none"> • clarity and appropriateness of aims • effectiveness of procedures for formulating policy 				
7.2	Self-evaluation	<ul style="list-style-type: none"> • processes of self-evaluation • monitoring and evaluation by promoted staff • reporting on standards and quality 				
7.3	Planning for improvement	<ul style="list-style-type: none"> • the development plan • action planning • the impact of planning 				
7.4	Leadership	<ul style="list-style-type: none"> • leadership qualities • professional competence and commitment • relationships with people and development of teamwork 				
7.5	Effectiveness and deployment of staff with additional responsibilities	<ul style="list-style-type: none"> • remits and deployment • individual effectiveness • corporate effectiveness 				

Note

Throughout this publication the term 'parents' should be taken to include foster carers, residential care staff and carers who are relatives or friends. When applying the Quality Indicators schools should be mindful of issues of equality and fairness across the range of pupils' experiences.

1.1 Structure of the curriculum

This quality indicator is concerned with the following themes:

- *breadth and balance across elements of the curriculum*
- *integration, permeation*
- *timetabling and arrangements for pupil choice*

It refers to the structure of the curriculum in terms of curriculum areas in the primary school, to modes and subjects in the secondary school and to any more specialised framework being offered in special schools. It also refers to core skills and cross-curricular aspects.

Level 4 Illustration

- The curriculum has breadth and balance across its various elements. It has a sound rationale that is clearly focused on achieving the school's aims. In developing the curriculum, full consideration has been taken of best practice as embodied in national advice and local guidance. Good account has also been taken of parents' and pupils' views.
- There is effective integration of knowledge, skills and understanding. Personal and social capabilities and cross-curricular aspects, including ICT, permeate the curriculum.
- Timetables enable the curriculum to be offered efficiently, giving appropriate time and emphasis to each curriculum area, subject or mode. There are appropriate opportunities for pupil choice and well planned opportunities for pupils to continue their study of subjects chosen at an earlier stage.

Quality of provision broadly equivalent to that illustrated above would be evaluated at Level 4.

Level 2 Illustration

- The curriculum lacks breadth and balance across its various elements in some important respects. The rationale on which it is based is inappropriate in some respects and not fully consistent with meeting the school's aims. Limited consideration has been taken of best practice as embodied in national advice and local guidance or of parents' and pupils' views.
- There is limited integration of knowledge, skills and understanding. Personal and social capabilities and cross-curricular aspects, including ICT, permeate the curriculum in only a limited way.
- Timetables do not enable the curriculum to be delivered efficiently. Time allocations and emphases to curriculum areas, subjects or modes are not always appropriate. Opportunities for pupil choice are limited or inappropriate. In some cases, pupils are not able to continue their study of subjects chosen at an earlier stage.

Quality of provision broadly equivalent to that illustrated above would be evaluated at Level 2.

Notes:

1. Reference should be made to national guidance on the balance of the 5-14 curriculum and the balance of the curriculum at the secondary stages.
2. Choice can mean the availability of different levels of course and the overall range of courses. Where pupils have a choice, for example, between subjects and courses in secondary stages S3, S5 and S6, the following should be taken into account: the range of options presented to pupils; the extent to which courses can be matched with individual preferences and aptitudes; and the ease with which an appropriate balance is achieved between different modes of learning.
3. Where the term 'element' is used, this refers to an outcome, component, Standard Grade element or other such aspect of the curriculum.
4. Where the curriculum differs significantly from the recognised best practice as embodied in national and local advice, consideration should be given to the extent to which differences are based on a clearly stated alternative rationale which takes account of parents' and pupils' views and raising attainment.

1.2 Courses and programmes

This quality indicator is concerned with the following themes:

- *breadth, balance and choice*
- *integration, continuity and progression*
- *support and guidance for teachers*

It refers to outcomes, components, aspects and subjects within curriculum areas, including core skills, in the primary school and in S1/S2 in the secondary school, to course elements in S3-S6 in the secondary school and to any more specialised programmes being offered in special schools.

Level 4 Illustration

- Courses or programmes have breadth and balance between the various elements. They give full consideration to national and local guidelines, and are fully in keeping with the school's aims. There are appropriate opportunities for pupil choice. Programmes contribute to a continuing interest in learning and self-development.
- The various elements of the courses or programmes are planned and taught in an appropriate sequence to meet the range of needs, abilities and aspirations of pupils, and to promote progression and continuity in pupils' learning. Productive links are made with other curriculum areas or subjects.
- Teachers receive comprehensive and helpful guidance on courses and programmes of work, learning and teaching, support for pupils and assessment and recording.

Quality of provision broadly equivalent to that illustrated above would be evaluated at Level 4.

Level 2 Illustration

- Courses or programmes do not consistently have breadth and balance between the various elements. They give limited consideration to national and local guidelines or school aims. Choice is limited in extent, inappropriate or offered only to certain groups of pupils. Programmes provide insufficient encouragement to pupils to develop a continuing interest in learning and self-development.
- While there is generally an appropriate sequence to the various elements of courses, there are insufficient links between them. More could be done to promote progression and continuity in pupils' learning. Opportunities to make reference to other curricular areas or subjects are not always taken.
- Teachers receive insufficient guidance on courses and programmes of work, learning and teaching, support for pupils and assessment and recording.

Quality of provision broadly equivalent to that illustrated above would be evaluated at Level 2.

Notes:

1. Where the term element is used, this refers to an outcome, component, Standard Grade element or other aspect of the curriculum.
2. Choice in this context can mean: choice between activities and tasks within a course; the availability of different levels of course; and, if appropriate, the overall range of courses.
3. Where courses or programmes of study differ significantly from recognised best practice as embodied in national and local advice, consideration should be given to the extent to which differences are based on a clearly stated alternative rationale which takes account of parents' and pupils' views and raising attainment.

2.1 Overall quality of attainment

This quality indicator is used to evaluate the overall quality of pupils' attainment, taking due consideration of:

- *the school's progress in raising attainment*
- *pupils' progress in learning*
- *pupils' attainment in relation to national 5-14 levels and/or in national examinations¹*
- *evaluations across other related quality indicators²*

Level 4 Illustration

- Very good progress has been made towards raising attainment and/or maintaining very high standards of attainment.
- Almost all pupils make very good progress from their prior levels of attainment.
- Performance in terms of 5-14 levels of attainment and/or pupils' attainment in national examinations is consistently very strong across a range of aspects.
- When looking across the range of related quality indicators listed below there is strong evidence that they have contributed very effectively to the achievement and/or maintenance of high standards of attainment.

Quality of provision broadly equivalent to that illustrated above would be evaluated at Level 4.

Level 2 Illustration

- Limited progress has been made towards raising attainment and/or there is evidence of declining standards of attainment in some areas.
- Pupils generally make limited progress from their prior levels of attainment.
- There are a number of aspects in which performances in terms of 5-14 levels of attainment and/or pupils' attainment in national examinations is weak.
- Looking across the range of related quality indicators listed below there is only limited evidence that they have contributed to improving standards of attainment.

Quality of provision broadly equivalent to that illustrated above would be evaluated at Level 2.

¹ This QI should be used to evaluate attainment at various stages as well as at whole school level. It is based on a carefully balanced judgement which will be sensitive to the nature of the school and its pupil population. For example, in a special school different expectations may be appropriate for pupils in terms of 5-14 attainment and/or national examinations than would apply in mainstream schools.

² In evaluating attainment due consideration should be given to the following quality indicators:

- Courses and programmes (QI 1.2)
- The teaching process (QI 3.2)
- Pupils' learning experiences (QI 3.3)
- Meeting pupils' needs (QI 3.4),
- Assessment as part of teaching (QI 3.5)
- Monitoring progress and achievement (QI 4.4)
- Expectations and promoting achievement (QI 5.2)

3.1 Teachers' planning

This quality indicator is concerned with the following theme:

- *planning of programmes and day-to-day activities*

Level 4 Illustration

- Teaching plans provide concise and clear specifications of what pupils are expected to learn and how and when learning is to be undertaken. Learning outcomes and assessment strategies are clearly stated. Staff make effective use of assessment information to identify pupils' needs and plan next steps in learning. Plans take account, as appropriate, of national and local curriculum guidelines and school policies. Activities, including homework, are planned in a way which makes effective use of the pupils' and teachers' time. Opportunities for planning with colleagues are used well.

Quality of provision broadly equivalent to that illustrated above would be evaluated at Level 4.

Level 2 Illustration

- Teaching plans provide only a general, or incomplete, indication of what pupils are expected to learn. Insufficient attention is given to how the plans are to be implemented. Learning outcomes and assessment strategies are unclear. Some account is taken of national and local curriculum guidelines and/or school policies. When planning to identify pupils' needs and next steps in learning, staff make general reference to assessment information but take insufficient account of it. Activities, including homework, are not always planned in a way which makes effective use of the pupils' and/or teachers' time. Opportunities for planning with colleagues are not always available or used well.

Quality of provision broadly equivalent to that illustrated above would be evaluated at Level 2.

Note:

Account should be taken of:

- weekly, monthly, termly and annual plans
- planning undertaken in collaboration with specialist staff or agencies
- individualised educational programmes where they have been established for pupils with special educational needs
- provision for pupils who have English as an additional language
- the planned use of ICT.

3.2 The teaching process

This quality indicator is concerned with the following themes:

- *range and appropriateness of teaching approaches*
- *teacher-pupil interaction*
- *clarity and purposefulness of questioning*

Level 4 Illustration

- Teaching approaches, including the use of ICT, are well matched to pupils' learning needs and preferred styles of learning. They maximise the opportunities available to work directly with pupils in appropriate and well planned whole-class, group and individual situations. Homework is well planned and well linked to classwork. Teachers successfully develop pupils' independent learning skills.
- Teachers share the purposes of lessons with pupils. Their explanations, expositions and instructions are unambiguous and pitched at an appropriate level. Discussions with pupils promote learning and build confidence. Pupils' contributions are encouraged and valued. Praise is used effectively.
- Teachers' questioning is skilled and pupils' responses are listened to and used effectively. Care is taken to involve all pupils. Where there are weaknesses in pupils' knowledge and understanding, efforts are made to ascertain where learning went wrong so that errors can be identified and rectified.

Quality of provision broadly equivalent to that illustrated above would be evaluated at Level 4.

Level 2 Illustration

- Teaching approaches, including the use of ICT, are generally appropriate, although they cover a limited range. They are not always chosen with sufficient regard for pupils' learning needs and styles. They neglect, or do not make good use of, opportunities to work directly with pupils in appropriate whole-class, group and individual situations. While homework is given, it is not always well planned or well linked to classwork. Teachers neglect to develop independent learning skills.
- Pupils are sometimes unclear about the purposes of lessons. Their explanations, expositions and instructions often require further clarification. Discussions with pupils do not always promote effective learning or build confidence. There are weaknesses such as a reluctance to encourage and value pupils' contributions or too little, or too ready, use of praise.
- Teachers' questioning too often requires merely the recall of factual information or lacks direction. Teachers may not listen to or use pupils' responses effectively or involve all pupils. Weaknesses may include a failure to recognise gaps in pupils' knowledge and understanding.

Quality of provision broadly equivalent to that illustrated above would be evaluated at Level 2.

Note:

1. When this quality indicator is used to evaluate an aspect of the primary curriculum, account should be taken of the contribution of visiting specialists.

3.3 Pupils' learning experiences

This quality indicator is concerned with the following themes:

- *extent to which the learning environment stimulates and motivates pupils*
- *pace of learning*
- *personal responsibility for learning, independent thinking and active involvement in learning*
- *interaction with others*

Level 4 Illustration

- The learning environment is stimulating and challenging. Contexts reflect pupils' interests, previous experiences and future development. Pupils are motivated to work well and enthusiastically without close supervision.
- The pace of learning enables pupils to make good progress in their coursework.
- Pupils take responsibility for, and are active in, their own learning. Pupils frequently think for themselves and reflect on ideas, issues and experiences. They have a very good understanding of what they need to do to improve.
- Pupils work collaboratively in a variety of circumstances involving groups of differing composition and size.

Quality of provision broadly equivalent to that illustrated above would be evaluated at Level 4.

Level 2 Illustration

- The environment lacks stimulation and challenge. Contexts generally reflect pupils' interests, previous experiences and future development, but one or more of these aspects may be neglected or over-emphasised. While the majority of pupils work well in the absence of close supervision, the attention of others is more easily distracted.
- The pace of learning is frequently either too slow or too fast and does not always enable pupils to make good progress in their coursework.
- Pupils occasionally take responsibility for, and are active in, their own learning. They do what the teacher asks them to do but frequently they are passive listeners or watchers, or undertake tasks which do not require much thought. They are often unclear about what they need to do to improve.
- Pupils rarely work collaboratively and the composition and size of pupil groups lack variety.

Quality of provision broadly equivalent to that illustrated above would be evaluated at Level 2.

3.4 Meeting pupils' needs

This quality indicator is concerned with the following themes:

- *choice of tasks, activities and resources*
- *provision for pupils with differing abilities and aptitudes*
- *identification of learning needs*

Level 4 Illustration

- Tasks and activities are very well matched to the needs of individual pupils, a very good choice of resources is made, and learning and teaching approaches are such that pupils are helped to achieve their next steps in learning. Pupils contribute to setting their own learning targets. Productive links are made to other learning opportunities. Appropriate account is taken of pupils' linguistic and cultural background.
- Carefully judged provision is made for individuals or groups of pupils with differing abilities or aptitudes, ensuring that all are challenged at an appropriate level.
- Learning needs are systematically identified and barriers to learning are clearly addressed. Learning support and other specialist staff contribute effectively to meeting pupils' needs.

Quality of provision broadly equivalent to that illustrated above would be evaluated at Level 4.

Level 2 Illustration

- Some steps are taken to match tasks, activities and resources to the needs of individual pupils but learning and teaching approaches are not always helpful for achieving the targets set. Teachers communicate learning targets to pupils but do not involve them in the process of identifying these. Individual tasks and activities are carried out in isolation from other learning opportunities. Insufficient account is taken of pupils' linguistic and cultural backgrounds.
- Pupils are hindered from achieving appropriate levels of attainment through limited provision for pupils of differing abilities or aptitudes.
- Although in general learning needs are recognised, they are not identified systematically. Little is done to remove barriers to pupils' learning. The contribution of learning support and other specialist staff is insufficient in range and/or effectiveness.

Quality of provision broadly equivalent to that illustrated above would be evaluated at Level 2.

Notes:

1. Reference should be made to:
 - equal opportunities in gender, cultural, language and religious diversity
 - the range of pupils' experiences
 - the implementation of individualised educational programmes and the recommendations in other relevant documents.
2. Where appropriate, reference should be made to approaches for identifying the needs of, and providing support to: refugees; traveller children; looked after children; those for whom English is an additional language; pupils with disabilities; those with irregular attendance caused by illness, family circumstances or respite care; and, any other potentially vulnerable groups within the school.

3.5 Assessment as part of teaching

This quality indicator is concerned with the following themes:

- *assessment methods and arrangements for recording*
- *judgements made in the course of teaching*
- *use of assessment information*

Level 4 Illustration

- Methods of assessment are well matched to clearly identified purposes. An appropriate range of approaches to assessment, formal and informal, is employed in making judgements about progress towards curricular targets and there is an effective means of recording and summarising assessment information. Where appropriate, tests are used effectively and in accordance with local and national guidance.
- Teachers are knowledgeable about the pupils and constantly seek to find out how individuals are dealing with key learning aims and tasks, how successful they are and what difficulties they are meeting. Appropriate arrangements are in place to moderate and validate teachers' judgements.
- Information as to progress and attainment is regularly transmitted by the teacher to pupils. Pupils themselves are involved in dialogue about their progress and their views are valued. A strong emphasis is placed on valuing individual achievement and identifying next steps in learning. Summaries and records are used periodically to inform pupils, to provide a basis for reporting to parents and to foster continuity of learning from stage to stage. Teachers make full use of assessment information to evaluate the effectiveness of learning and teaching and inform future provision.

Quality of provision broadly equivalent to that illustrated above would be evaluated at Level 4.

Level 2 Illustration

- A limited range of assessment procedures is employed. Some of these are inappropriate for assessing progress towards curricular targets. Assessment information is recorded but is inadequate in some important respects or unhelpful. Local and national tests are used but not in accordance with the relevant guidance, for example, the timing of tests is not well matched to pupils' progress.
- Teachers' knowledge of the pupils is uneven. Key strengths and weaknesses are occasionally overlooked and 'on the spot' judgements are superficial. There are some important weaknesses in arrangements for moderating and validating teachers' judgements.
- Pupils occasionally discuss their progress with the teacher but feedback to pupils is irregular. Such feedback as is provided takes insufficient account of the need to acknowledge achievement or to identify next steps in learning. Records are kept but do not cover all key aspects of performance. They are not often used to inform pupils and do not provide an adequate basis for reporting to parents. Not enough use is made of assessment information to evaluate the effectiveness of, and/or to inform, future provision for learning and teaching.

Quality of provision broadly equivalent to that illustrated above would be evaluated at Level 2.

3.6 Reporting pupils' progress

This quality indicator is concerned with the following themes:

- reporting procedures
- information given to parents about each pupil's progress
- responsiveness of the school to parents' views and enquiries about their child's progress

Level 4 Illustration

- Parents are positively encouraged to communicate with the school about their children's progress and opportunities to consult with teachers are readily available. Formal occasions are well organised and all arrangements are communicated clearly.
- Written reports to parents are in a helpful format, providing clear information and details of how each pupil is progressing across all aspects of the curriculum, including personal and social development, and indicating the next stages in each pupil's learning. Parents are encouraged to respond to these reports.
- Parents' views and enquiries about their child's attainment and progress are promptly and carefully considered. The school provides an effective response.

Quality of provision broadly equivalent to that illustrated above would be evaluated at Level 4.

Level 2 Illustration

- Parents are informed about how to communicate with the school about their child's progress but are not actively encouraged to do so. There are opportunities for parents to consult with teachers but they are infrequent and/or the arrangements are not communicated clearly.
- Written reports to parents are unclear or have unhelpful formats. They give information about each pupil's progress across most aspects of the curriculum but do not indicate the next stages in the pupil's learning. They tend to focus too much on pupils' attitudes rather than knowledge and understanding and development of pupils' skills. Parents are not invited to respond to the reports.
- Parents' views and enquiries about their child's attainment and progress receive generalised responses and are not seen as a high priority.

Quality of provision broadly equivalent to that illustrated above would be evaluated at Level 2.

4.1 Pastoral care

This quality indicator is concerned with the following themes:

- *arrangements for ensuring the care, welfare and protection of pupils*
- *provision for meeting the emotional, physical and social needs of individual pupils*

Level 4 Illustration

- The school operates agreed policies and procedures which support pupils and protect them from harm, abuse and neglect. All staff have a clear understanding of their roles and responsibilities, are vigilant about pupils' health and safety and are fully aware of child protection issues. There are clear, well-designed policies and procedures for dealing with bullying, racial incidents, drugs misuse and safe use of the internet, which are implemented effectively. The development of a healthy lifestyle is promoted across the school. Pupils' needs and concerns are dealt with sensitively, taking account of pupils' rights, confidentiality (where appropriate), dignity and privacy. Pupils have access to effective complaints procedures. Their concerns are dealt with promptly and fairly and pupils are informed of outcomes.
- Staff work collectively to create a climate where mutual trust, respect and confidence are evident throughout the school. Staff with responsibility for pastoral care including, where appropriate, staff from a range of partner agencies, give full support to family members/carers and keep other staff informed of relevant background information concerning individual pupils. Staff are alert to the emotional, physical and social needs of individual pupils and are sensitive to background information. They address any needs identified at an early stage, using other sources of expertise as appropriate.

Quality of provision broadly equivalent to that illustrated above would be evaluated at Level 4.

Level 2 Illustration

- While the school takes steps to provide a safe and secure environment for pupils, there are important weaknesses in its practice. Policies and procedures cover only some aspects of care and welfare or are out-of-date. Implementation relies on the activities of individual staff. Some staff do not have a sufficient understanding of their roles and responsibilities or of health and safety issues. Staff have some awareness of child protection issues but would benefit from further training. Policies on anti-bullying, racial incidents, misuse of drugs and safe use of the internet lack clarity or are not fully implemented. Health issues are recognised but not always followed through into practical action. While pupils' needs and concerns are dealt with conscientiously, staff sometimes neglect to take account of pupils' rights, confidentiality (where appropriate), dignity and privacy. Pupils are not sure how to make a complaint and/or are not confident that it will be dealt with promptly and fairly.
- Approaches to creating a climate of mutual trust, respect and confidence are not fully effective. Staff are not always sensitive to background information and consider response to emotional needs important only in crises or in the case of pupils with obvious difficulties. They provide insufficient support for family members/carers.

Quality of provision broadly equivalent to that illustrated above would be evaluated at Level 2.

Notes:

1. When this QI is applied to guidance in secondary schools, it should take into account the following:
 - guidance staff's knowledge of individual pupils (include promoted and first level guidance staff)
 - procedures for acquiring this knowledge (e.g. regular one-to-one or small group interviews)
 - quality of response to identified needs (e.g. counselling, case conferences)
 - guidance records and communication with other staff.
2. Where appropriate, reference should be made to approaches for identifying the needs of, and providing support to: refugees; traveller children; looked after children; those for whom English is an additional language; those with irregular attendance caused by illness, family circumstances or respite care; and any other potentially vulnerable groups within the school.

4.2 Personal and social development

This quality indicator is concerned with the following themes:

- *planned approaches to promoting personal and social development*
- *pupils' progress in developing positive attitudes and personal and social skills*
- *contribution of extra-curricular and other activities*

Level 4 Illustration

- The school uses a range of planned and inter-related approaches to developing pupils' personal and social skills. Teachers are committed to, and active in, promoting whole-school strategies. Common expectations of behaviour are applied consistently across the school. The school provides frequent and regular opportunities for pupils to be praised and for their achievements to be recognised and valued. There are planned opportunities for pupils to show care and consideration for others and to develop the skills of active citizenship. Personal and social skills are developed across all aspects of the curriculum. Planning of programmes and special focus activities such as circle time, anti-bullying and anti-racist campaigns and community action is effective and provides for progression in the development of personal and social skills.
- Almost all pupils are making good progress towards the development of self-esteem, an awareness of personal safety and confidence in their own knowledge, skills and emerging values. They show independence of mind and co-operate well with others both socially and in school work. Their behaviour and social relations show genuine concern for and tolerance of others.
- Pupils are given opportunities and are encouraged to participate in a wide range of extra-curricular and other activities, for example, clubs, study support, membership of youth work organisations, volunteering, presentations to local community groups, residential experiences and activities relating to education industry links. Involvement in such activities supports the development of active citizenship.

Quality of provision broadly equivalent to that illustrated above would be evaluated at Level 4.

Level 2 Illustration

- A limited range of approaches is used to develop pupils' personal and social skills. Teachers vary in their commitment to whole-school strategies and in the standards of behaviour they expect. Opportunities for pupils' achievements to be recognised and for them to show care and consideration for others are irregular and unplanned. Insufficient planned opportunities are provided for developing the skills of active citizenship. The development of personal and social skills is perceived to be the responsibility of particular teachers or departments. Programmes and special focus activities do not provide effectively for the developing needs of pupils.
- The majority of pupils are making progress towards the development of self-esteem, awareness of personal safety and confidence in their own knowledge, skills and emerging values. Co-operation with others in social and classwork situations is limited. Behaviour and the quality of social relationships are variable overall and a significant number of pupils display unacceptable behaviour, aggression or intolerance.
- Pupils are given limited opportunity to participate in extra-curricular and other activities. They do so as a result of their own efforts rather than being encouraged by the school. This results in limited opportunities for pupils to develop skills in active citizenship.

Quality of provision broadly equivalent to that illustrated above would be evaluated at Level 2.

4.3 Curricular and vocational guidance

This quality indicator is concerned with the following themes:

- *preparation for choice in education, training or employment*
- *accuracy and relevance of information and advice*
- *extent to which guidance is founded on appropriate consultation*

Level 4 Illustration

- Preparation for choice at key stages (e.g. S2 to S3, S4 to S5, school leavers) involves a wide range of well-targeted approaches: for example, self-assessment of abilities and interests; very good information and advice about courses and careers; effective use of the careers library; and profitable contact with the careers officer. From S4/S5 and beyond, the ranges of approaches include: opportunities for well-organised work experience/shadowing; very good support for the preparation of a curriculum vitae and for interviews; suitable opportunities to attend careers conventions, or colleges and university open days; and visiting speakers from FE, HE and business. The information and opportunities, including the use of ICT, are readily available to meet the needs of all pupils and their parents (and, where appropriate, adult students).
- Pupils have access to clear, accurate, relevant and up-to-date information and advice about further learning opportunities, career choices and financial awards, for example, through booklets on courses and schemes available at future stages; college and university prospectuses; careers information in publications and other media including ICT; and information packs for school leavers on matters such as employment law, taxation and national insurance.
- Staff with guidance responsibilities are well informed about individual pupils' overall curriculum needs and liaise with subject departments so that they can discuss appropriate routes in education, training or employment. Exchange of information between staff with guidance responsibilities and careers advisory staff is very effective. Pupils (and parents where appropriate) are offered individual interviews with relevant staff and with careers advisory staff.

Quality of provision broadly equivalent to that illustrated above would be evaluated at Level 4.

Level 2 Illustration

- The range of approaches to guide pupils in their choices in education is limited. Basic information about course choice is offered but individual guidance is limited, perfunctory or badly timed. Pupils have only limited access to the careers library and/or careers officer and little opportunity to use ICT. Guidance does not provide equally for the needs of all pupils. For example, those leaving for employment are less well served than those proceeding to higher education. There are opportunities for work experience/shadowing and other outside contacts but the range is limited or some are of poor quality.
- The information produced by the schools about course choice and the range of further learning opportunities available is patchy. For example, it is adequate for S3/S4 courses but poor for S5/S6. Prospectuses, careers information and details of schemes and financial awards are incomplete or out-of-date.
- Staff with guidance responsibilities have insufficient information to form a complete view of pupils' curriculum needs. They are not readily available to advise pupils and/or consult with parents on curricular and vocational matters. Links with careers advisory staff are not always effective.

Quality of provision broadly equivalent to that illustrated above would be evaluated at Level 2.

4.4 Monitoring progress and achievement

This quality indicator is concerned with the following themes:

- *the monitoring process*
- *profiles of pupils' progress and development*
- *arrangements for using acquired information*

Level 4 Illustration

- Key staff systematically track individual pupils' progress and regularly scrutinise progress reports. Projected and actual performance are compared at regular intervals and trends (positive or negative) are followed up through interviews with pupils and, when appropriate, parents to agree action. Pupils have opportunities to evaluate their own progress and aptitudes and contribute to their own learning plans.
- Pupils' projected and actual performance is recorded systematically. A comprehensive and useful profile of individual pupils' aptitudes, progress and attainment is built up, with the full involvement of pupils. Where appropriate, profiles give due credit for achievements outwith the school.
- Key staff make effective use of information gathered to negotiate realistic learning targets and enable pupils to develop their own learning plans. There is effective communication of information about pupils' achievements between senior managers, class/subject teachers, learning support staff, staff with guidance responsibilities and parents. Pupils use profile information to complete a curriculum vitae and to prepare for interviews. Information is also used to prepare briefings for careers advisory agencies and to produce references.

Quality of provision broadly equivalent to that illustrated above would be evaluated at Level 4.

Level 2 Illustration

- Tracking of individual pupils' progress and scrutiny of reports are limited. Occasional opportunities are planned for key staff to compare projected and actual performance and discuss findings with pupils or parents. Pupils have limited involvement in evaluating their progress and planning next steps in learning.
- Limited evidence of individual pupils' achievements is recorded. Records contain information about their attainment over a period of years, but information about motivation, vocational inclination, aptitudes and interests is patchy or absent. Profiles include limited references to achievements gained outwith the school.
- Key staff make limited use of available information. While evidence of attainment and occasional self-assessment exercises are on file, the information is seldom used to negotiate learning targets or their own learning plans. Liaison between senior managers, class/subject teachers, learning support staff, staff with guidance responsibilities and parents is limited. Pupils do not have access to a full range of information to assist them in preparing for interviews or compiling a curriculum vitae. Staff do not use information systematically to prepare briefings for careers advisory agencies or to produce references.

Quality of provision broadly equivalent to that illustrated above would be evaluated at Level 2.

Note:

When considering pupils' learning plans references should be made as appropriate to personal learning plans and/or individualised educational programmes where these exist.

4.5 Learning support

This quality indicator is concerned with the following themes:

- *programmes to support pupils' learning*
- *pupils' progress and attainment*
- *implementation of the roles of learning support*

Level 4 Illustration

- Programmes of work are well designed and suitably differentiated to enable all pupils to participate fully and maximise progress across the curriculum. Targets, tasks and activities are carefully selected to take account of pupils' individual needs. Where appropriate, additional experiences, including the use of ICT, are systematically planned and provided to help identified pupils to overcome significant difficulties in a particular element(s) of the curriculum. Where relevant, the involvement of learning support staff makes a significant contribution to programmes of work.
- Almost all pupils with special educational needs and/or disabilities are making very good progress towards the outcomes and curriculum targets identified within their programmes of work. Taking account of their needs, their overall level of attainment is high.
- Learning support staff fulfil an appropriate range of roles effectively. These include well planned and effective tutorial and co-operative teaching, well-informed advice to senior managers and class teachers about the curriculum, effective individualised programmes of work and strategies to meet pupils' needs. Effective specialist services are provided to individual pupils. Learning support staff provide high quality staff development to support the implementation of the school's policies for meeting pupils' needs.

Quality of provision broadly equivalent to that illustrated above would be evaluated at Level 4.

Level 2 Illustration

- Programmes of work tend to focus narrowly on core skills, particularly in literacy and numeracy. Key elements of the curriculum are adapted in only general ways to take account of the learning difficulties most commonly experienced by pupils. Occasional additional activities are provided for groups of pupils with significant difficulties in a particular element(s) of the curriculum. The involvement of learning support staff does not contribute significantly to programmes of work.
- The majority of pupils with special educational needs and/or disabilities are progressing towards achieving a number of the outcomes and curriculum targets as determined by their work programmes but progress is often slow and overall attainment only fair.
- Learning support staff fulfil only limited aspects of their roles effectively. Tutorial and co-operative teaching is not well planned. Insufficient advice is provided to senior managers and class teachers about the curriculum, individual programmes of work and strategies to meet pupils' needs. Specialist services to individual pupils address the needs of some pupils effectively. There is evidence of a need for more effective staff development to support implementation of the school's policies for meeting pupils' needs.

Quality of provision broadly equivalent to that illustrated above would be evaluated at Level 2.

Notes:

1. When using this QI, due consideration should be given to the roles of learning support, as agreed by the school. Learning support provision includes: co-operative teaching; tutorial support; consultancy; specialist services to individual pupils; and staff development. Not all of these roles may be fulfilled in any one school or department. This QI evaluates the appropriateness and quality of the implementation of the roles within a particular context. Specific issues about deployment are covered by QI 6.5.
2. Where the term element is used, this refers to an outcome, component, Standard Grade element or other aspect of the curriculum.
3. Where appropriate reference should be made to the support provided to pupils with English as an additional language.

4.6 Implementation of legislation relating to special educational needs and disabilities

This quality indicator is concerned with the following themes:

- *knowledge and understanding of legislation and related procedures*
- *meeting the requirements of legislation*
- *procedures for implementing legislation*

Level 4 Illustration

- Senior managers and learning support staff are knowledgeable about, and have a clear understanding of, current legislation and advice relating to the special educational needs and disabilities of pupils.
- The needs of individual pupils, as stated in relevant documentation, inform the development and effective implementation of individualised educational programmes. The support specified in these programmes is delivered effectively. Reviews are undertaken at appropriate times and care is taken to ensure that pupils' future needs are reviewed properly in line with statutory requirements.
- Effective procedures exist within the school to enable it to fulfil its duties to implement the legislation pertaining to special educational needs and disabilities. Senior managers and learning support staff work closely together to ensure that the procedures and provision for pupils with special educational needs and disabilities are well managed, giving due consideration to the roles of pupils, parents and external professionals.

Quality of provision broadly equivalent to that illustrated above would be evaluated at Level 4.

Level 2 Illustration

- Senior managers and learning support staff have limited knowledge and understanding of current legislation and advice relating to the special educational needs and disabilities of pupils.
- The needs of individual pupils, as stated in relevant documents, are not taken fully into account in the development and implementation of individualised educational programmes. The timing and quality of reviews and, where appropriate, of future needs, are not fully effective in meeting statutory requirements.
- The procedures operating in the school for implementing legislation pertaining to special educational needs and disabilities are limited in a number of aspects. Lack of effective collaboration between senior managers and learning support staff results in weaknesses in the management of provision for pupils with special educational needs and disabilities. There are cases of delay in the implementation or revision of relevant documentation and pupils, parents and external professionals are not always fully involved.

Quality of provision broadly equivalent to that illustrated above would be evaluated at Level 2.

4.7 Placement of pupils with special educational needs and disabilities

This quality indicator is concerned with the following themes:

- *processes for placements of pupils with special educational needs and disabilities into provision*
- *processes for placements of pupils with special educational needs and disabilities into classes*

It deals with the processes which determine integrated placements and inclusive education within mainstream settings and the referral and selection processes for special schools and units.

Level 4 Illustration

- Accurate assessment and careful prior consideration of the nature of pupils' special needs and disabilities result in a very good match between these needs and the placement or provision offered. Pupil placements are closely monitored. Partnership between the local authority, the school, pupils and parents/carers in determining appropriate placements is very effective. Where a placement is not proving successful, onward referral is made promptly to a more appropriate placement or additional or different resources are allocated.
- In mainstream settings an inclusive approach is promoted and pupils with special needs and disabilities are placed in classes which successfully address their curricular and social needs. Within a special school or unit care is taken to ensure that classes contain a manageable balance of pupils with special needs and disabilities with due attention to the age and stage of pupils and to the overall level of resources available.

Quality of provision broadly equivalent to that illustrated above would be evaluated at Level 4.

Level 2 Illustration

- The majority of pupils have special needs and disabilities which lie within the range of needs which the placement or provision is intended to address. Placement of some pupils in the provision is based on insufficiently accurate or incomplete assessment information. The local authority, the school, pupils and parents/carers do not always work together effectively when determining appropriate placements. Once placed, review is limited and/or infrequent. There is too long a delay in dealing effectively with pupils whose placements are proving unsuccessful.
- In mainstream settings, although an inclusive approach has been intended, pupils with special educational needs and disabilities are placed in classes where some of their needs are addressed but others are not. Within a special school or unit, a number of class groups contains combinations of needs which result in difficulty in addressing some of these needs.

Quality of provision broadly equivalent to that illustrated above would be evaluated at Level 2.

4.8 Links with local authority or other managing body, other schools, agencies and employers

This quality indicator is concerned with the range, purpose and effectiveness of:

- *links with the local authority or other managing body*
- *links with other educational establishments*
- *links with voluntary organisations, the wider community and employers*
- *links with statutory organisations*

It refers to the links with the local authority or other managing body, other schools, agencies and employers which help to support pupils' learning.

Level 4 Illustration

- The school has strong and productive links with the local authority or other managing body. The respective roles and responsibilities of managers in the school and those in the local authority or other managing body are clearly defined.
- The school has well-developed and effective links with other schools, units, further education colleges and other educational establishments as appropriate. They include effective transfer of assessment information as well as curricular and pastoral aspects. Clear and detailed information about pupils' learning needs is exchanged at appropriate times.
- There are well-established and productive networks and partnerships with employers, education industry partnerships and other community and specialist agencies to provide a high level of support for pupils.
- The school maintains effective links with statutory agencies, including educational psychologists, medical services, social work and other such agencies. Services work together very well to support pupils in the school.

Quality of provision broadly equivalent to that illustrated above would be evaluated at Level 4.

Level 2 Illustration

- There are weaknesses in the partnership between the school and the local authority or other managing body. Staff have limited understanding of the respective roles and responsibilities of managers in schools and those in the local authority/Board of Governors.
- The school has a limited range of links with other schools, units, further education colleges and other educational establishments. Working relationships are only partially effective. The links focus on pastoral aspects but take insufficient account of key curriculum and assessment information.
- Links with employers, business partners or other community or voluntary organisations provide limited support for pupils.
- While the school maintains some links with statutory agencies, the links are inconsistent or limited in effectiveness. There are weaknesses in the integration of services to support pupils in the school.

Quality of provision broadly equivalent to that illustrated above would be evaluated at Level 2.

Notes:

1. When this quality indicator is applied to a primary or special school, links with nursery schools, with other forms of pre-school provision, with the associated secondary school, and with other primaries and secondaries where appropriate, should be taken into account.
2. When applied to a secondary or special school, links with primary schools, with other secondary schools and with further education colleges should be taken into account where appropriate.
3. When applied to a secondary or special school, links with employers and careers advisory agencies should be taken into account.
4. Co-operation with other schools over 5-14 developments is a key concern when using this indicator.
5. When applied to support for pupils in secondary or special schools, this quality indicator should include primary-secondary transition arrangements, including guidance and learning support contacts with primary schools, induction arrangements and interviews with pupils during the settling-in period in S1.
6. In cases where pupils are transferring between mainstream and special schools, or are in shared placements, account should be taken of the quality of planning, documentation and organisation.

5.1 Climate and relationships

This quality indicator is concerned with the following themes:

- *sense of identity and pride in the school*
- *reception and atmosphere*
- *pupil and staff morale*
- *pupil/staff relationships*
- *pupils' behaviour and discipline*

Level 4 Illustration

- Pupils and staff identify strongly with the school and are proud to be associated with it. There are effective arrangements for consulting with pupils and involving them appropriately in decision making about the life and work of the school.
- The reception of parents and visitors is well organised and welcoming. School managers consistently play a very significant part in fostering a good atmosphere throughout the school and this is evident in their dealings with pupils, staff, parents and visitors to the school.
- Pupil and staff morale is high.
- Relationships among and between staff and pupils are very positive.
- Standards of pupils' behaviour and discipline are very high. Pupils work conscientiously and co-operatively with staff and one another and are very well behaved, polite and courteous. Pupil behaviour and social relationships show concern for and understanding of others. Staff handle any attendance and discipline problems in a sensitive and caring but authoritative manner so that disruption to learning and teaching is minimised.

Quality of provision broadly equivalent to that illustrated above would be evaluated at Level 4.

Level 2 Illustration

- Pupils and staff do not fully share a sense of identity or loyalty to the school community. Arrangements for consulting with pupils are limited and not always effective.
- The reception of visitors is not given sufficient attention. School managers are inconsistent in their approach to promoting a good atmosphere within the school. Their relationships with pupils, staff and visitors are, in a number of respects, such as to inhibit the development of a positive atmosphere.
- Morale among a significant number of pupils and/or staff is low.
- Relationships among staff are not always positive. The atmosphere is satisfactory in a number of respects but is not always relaxed or purposeful. Teacher-pupil and inter-pupil relationships lack consistency and are occasionally strained or unsympathetic.
- There are important weaknesses in the standards of behaviour and discipline of a significant number of pupils. These pupils fail to work co-operatively with staff and their behaviour lacks consideration for others. There are inconsistencies in the way poor pupil attendance and behaviour are handled and weaknesses in staff-pupil relationships give rise to occasional indiscipline which could be avoided.

Quality of provision broadly equivalent to that illustrated above would be evaluated at Level 2.

5.2 Expectations and promoting achievement

This quality indicator is concerned with the following themes:

- *pupil and staff expectations and use of praise*
- *promoting an ethos of achievement*

Level 4 Illustration

- Staff expectations of pupils' achievement, attendance and behaviour are high. Pupils have positive attitudes to these aspects. The importance of praise as a motivating and positive aspect of school life is well understood. Appropriate use of praise permeates all aspects of the life of the school. Pupils have high expectations of themselves and others. At all stages, they have opportunities to exercise responsibilities and many do so.
- Staff successfully promote a strong ethos of achievement throughout the school. Teachers successfully establish a learning environment with clear expectations for the high quality of pupils' work. Pupils have high aspirations of achievement, reflected in a positive approach to coursework, attainment in national examinations and self-improvement. Appropriately high standards of achievement in a broad range of areas are expected of all pupils. The school values, recognises and shares these achievements with peers, parents, family members and the wider community.

Quality of provision broadly equivalent to that illustrated above would be evaluated at Level 4.

Level 2 Illustration

- Staff expectations of pupils' achievement, attendance and behaviour are variable. Pupils do not always have positive attitudes to these aspects. Where praise is used, there is limited understanding or recognition of its value or it is used inappropriately. Pupils' expectations of themselves and others are limited. Opportunities to exercise responsibilities are restricted, for example, limited to older pupils only. Teachers promote a positive environment but do not make sufficiently clear to pupils the quality of work expected or set appropriately high standards.
- Steps taken to promote an ethos of achievement are limited. Although high quality achievement is valued in some areas, this is not extended across all aspects of school life. Pupils' aspirations of their achievement may be unnecessarily modest. Achievement in a broad range of areas is only expected of specific groups of pupils within the school. Opportunities for recognition and sharing success with peers, family members or the wider community are infrequent.

Quality of provision broadly equivalent to that illustrated above would be evaluated at Level 2.

5.3 Equality and fairness

This quality indicator is concerned with the following themes:

- *sense of equality and fairness*
- *ensuring equality and fairness*

Level 4 Illustration

- The promotion of equality of opportunity and a sense of fairness is strongly evident in the work of the school at all levels. Equality issues are discussed openly and constructively among and between pupils and staff. Ethnic, religious, cultural and linguistic diversity is recognised, valued and promoted as a positive feature of the school and its community. Pupils are well prepared for their future lives in society.
- Positive steps are taken to ensure that pupils, parents, and staff are treated equally, with respect and in a fair and just manner. Culture and language, disability, gender, race, religion, sexual orientation and special educational needs are not barriers to participation. There is a whole-school approach to issues of equality and fairness, such as racial harassment and sexual discrimination. Pupils are assisted to feel confident in recognising and addressing discrimination. Staff, pupils and visitors to the school feel valued, safe and secure.

Quality of provision broadly equivalent to that illustrated above would be evaluated at Level 4.

Level 2 Illustration

- Equality of opportunity and a sense of fairness do not feature significantly in the work of the school. Discussion of equality issues among and between pupils and staff tends to take place on an 'ad hoc' basis. Participants do not always engage in open or constructive discussion. Ethnic, religious, cultural and linguistic diversity is generally ignored or undervalued. There are important weaknesses in the way pupils are prepared for their future lives in society.
- It is assumed that pupils, parents, and staff are treated with respect and in a fair and just manner, but few positive steps are taken to ensure that this happens. Some groups of pupils may be under-represented in school activities. Although the school addresses issues of equality and fairness, such as racial harassment and sexual discrimination, there are variations in the extent to which individual teachers and departments approach them. Pupils are not consistently assisted to recognise and address discrimination. In general, staff, pupils and visitors to the school feel safe and secure, but some doubt the extent to which they are genuinely valued.

Quality of provision broadly equivalent to that illustrated above would be evaluated at Level 2.

Note:

In applying this indicator schools should be mindful of issues of equality and fairness across the range of pupils' experiences, such as: refugees; traveller children; looked after children; those for whom English is an additional language; pupils with disabilities; those with irregular attendance caused by illness, family circumstances or respite care; and any other potentially vulnerable groups within the school.

5.4 Partnership with parents, the School Board and the community

This quality indicator is concerned with the following themes:

- *encouragement to parents to be involved in their child's learning and the life of the school*
- *procedures for communicating with parents*
- *information given to parents about the work of the school*
- *links between the school and School Board*
- *the school's role in the local community*

Level 4 Illustration

- Parents support, and participate in, the life of the school in a planned and purposeful manner. They are actively encouraged to be partners in their children's learning in a variety of ways, for example, in homework, classroom activities, participation in out-of-school visits and other extra-curricular activities. Positive steps are taken to enable all parents to participate effectively in their children's care and education.
- The school uses a wide range of effective methods for communicating with parents. These methods take full account of the needs of minority language groups. Parents readily engage with the school concerning its work within a framework of effective two-way communication.
- Clear and well-presented information about a wide range of aspects of the work of the school, such as the aims, organisation, future developments and levels of achievement are readily available to parents.
- The headteacher has well-developed links with the School Board. The school actively encourages Board members to be knowledgeable about and involved in the life of the school and its community. The partnership generates substantial benefits and is valued by all concerned.
- The school makes a strong contribution to the life of the community and works with it by, for example, participating in events and contributing to the local media. The school mounts a range of events which the community can attend. Where appropriate, it enables members of the community to engage in educational experiences and/or contribute to decision-making.

Quality of provision broadly equivalent to that illustrated above would be evaluated at Level 4.

Level 2 Illustration

- Although the school accepts the help parents offer it does not actively involve them in a planned or purposeful way. Parents are given some encouragement to be involved in their children's learning, for example, through homework, but are given insufficient guidance as to how best to help them. Few positive steps are taken to enable all parents to participate in their children's care and education.
- The school uses a limited range of methods for communicating with parents and does not encourage parents to take the initiative. It takes little account of the needs of minority language groups.
- Information is made available to parents about a number of aspects of the work of the school. It is of limited value to parents, for example, being poorly presented, difficult to interpret or limited in scope.
- There is little evidence of constructive activity or positive benefits from the partnership between the school and its community and the School Board.
- The range of the school's contribution to the community is narrow and there are only a few events which the community can attend. Opportunities provided for members of the community to engage in educational experiences or contribute to decision-making are limited.

Quality of provision broadly equivalent to that illustrated above would be evaluated at Level 2.

Notes:

1. Where there is no School Board, the QI Level should be decided using the other themes.
2. When this QI is used in the context of learning support, parents' involvement in discussing individualised educational programmes and in supporting their implementation should be considered.
3. In independent schools, account should be taken of the Board of Governors/Directors/Trustees/ other managing bodies.

6.1 Accommodation and facilities

This quality indicator is concerned with the following themes:

- *sufficiency, range and appropriateness*
- *arrangements to ensure health and safety*

It refers to the accommodation and facilities allocated to the school by the education authority or managing body, or to a team of staff by school managers.

Level 4 Illustration

- The accommodation and facilities provide a safe, pleasant and stimulating environment, well suited to supporting the curricular activities of pupils, the work of staff, and social and leisure activities, where applicable. Appropriate space is available for the size of classes involved. There are suitable work areas for teachers and adequate social provision for pupils. Storage provision and facilities for display are plentiful and convenient. Accommodation is very well maintained. Fixtures, fittings, and furniture match educational needs, are of high quality and are in very good condition. Access is suitable to the needs of all users.
- The school has very effective arrangements for ensuring appropriate security of buildings and for ensuring that health and safety aspects of accommodation and facilities are identified and addressed.

Quality of provision broadly equivalent to that illustrated above would be evaluated at Level 4.

Level 2 Illustration

- The accommodation and facilities provide a safe environment but some adaptations are needed to support learning and teaching activities and social and leisure activities. Although the majority of teaching areas are of an appropriate size, restricted space in some areas limits the range of learning and teaching strategies. Storage and display facilities need improvement. Accommodation is in need of decoration in places. Fixtures, fittings and furniture are functional but they do not fully match educational needs or are in only fair condition. A number of aspects of maintenance require review. Access may be difficult for some users.
- Arrangements for monitoring the security of school buildings are not sufficiently rigorous. Whilst some health and safety issues relating to accommodation have been identified, they have not always been addressed effectively.

Quality of provision broadly equivalent to that illustrated above would be evaluated at Level 2.

Notes:

1. When used in evaluating whole-school provision in a primary or secondary school, this quality indicator refers to the accommodation, facilities and related services (for example property maintenance services) allocated to the school by the education authority or managing body.
2. When used in evaluating provision at team level, it refers to the accommodation and facilities allocated by management.
3. When this quality indicator is applied to a secondary school, account should be taken of the appropriateness of specialist facilities including those for music, science, physical education and the technological subjects, including home economics.
4. When applied to a primary school, account should be taken of the provision of convenient open or general-purpose areas for movement, broadcasts, and play or group activities.
5. When applied to special schools/units, account should be taken of the suitability of the specialist facilities available to meet pupils' special needs.

6.2 Provision of resources

This quality indicator is concerned with the following themes:

- *sufficiency of available finance*
- *sufficiency, range and suitability of resources*

It refers to the resources allocated to the school by the education authority or managing body, or to a team of staff within the school.

Level 4 Illustration

- Available finance provides a very good basis for supporting the work of the school or team.
- A plentiful stock of up-to-date resources, including books, practical materials, audio-visual resources, photocopying and information and communications technology equipment is available. Resources match the educational context, are in very good condition and provide suitable support for the work of the school or team.

Quality of provision broadly equivalent to that illustrated above would be evaluated at Level 4.

Level 2 Illustration

- While available finance is sufficient to provide the minimum necessary support for the work of the school or team, in several respects the level of finance available adversely affects the quality of learning and teaching, restricts decision making or delays developments.
- The stock of resources supplied to the school or team is in reasonable condition but some resources are outdated and/or there are deficiencies in quantity, range or suitability. This limits several aspects of the work of the school or team.

Quality of provision broadly equivalent to that illustrated above would be evaluated at Level 2.

Notes:

1. When used in evaluating whole-school provision in a primary or secondary school, this quality indicator refers to the finance devolved to the school by the education authority or managing body.
2. Where appropriate, account should be taken of resources provided by, or purchased from, local authority support services.
3. When used in evaluating provision in teams, the QI refers to the resources allocated to that specific team.
4. When used in the context of learning support, attention should be given to specialised resources such as aids and appliances.

6.3 Organisation and use of resources and space

This quality indicator is concerned with the following themes:

- *organisation and accessibility*
- *use of resources*
- *display and presentation of items of interest*

Level 4 Illustration

- Resources, including space and resources from outwith the school, are efficiently and effectively organised for use by teachers and pupils. Staff know what resources are available and have easy access to them.
- Very good use is made of resources, including ICT, the local environment and resources from outwith the school, to provide high quality support for learning and teaching, and enriching additional experiences. Pupils are encouraged to make regular independent use of resources including specialist resources, where appropriate. ICT is used well to provide effective administrative support for staff, including support for the management of assessment information. The management of resources is consistent with sustainable development.
- Well-presented and regularly changed displays of pupils' work and other items of interest support learning and teaching. They are attractive and help to create a stimulating atmosphere.

Quality of provision broadly equivalent to that illustrated above would be evaluated at Level 4.

Level 2 Illustration

- Staff and pupils are not fully aware of what is available. Access to resources is at times unnecessarily difficult or restricted.
- The use made of resources supports the delivery of the curriculum at a basic level but is at times not well matched to the purpose intended and does not provide high quality support for learning and teaching or for enriching additional experiences. There is insufficient encouragement of pupils to make independent use of resources. ICT is used but for a limited range of purposes. The potential of ICT for providing efficient administrative support for staff is not being realised in a number of areas. The management of resources pays too little attention to the need for sustainable development.
- There is a limited amount of display of pupils' work and items of interest, but this is seldom changed and insufficient attention is paid to its contribution to learning and teaching. Overall, the effect is unstimulating.

Quality of provision broadly equivalent to that illustrated above would be evaluated at Level 2.

6.4 Staffing

This quality indicator is concerned with the following themes:

- *provision of staff*
- *experience, qualifications and expertise of staff*

It refers to all staff, for example, teachers (including promoted staff), technicians, administrators, auxiliary staff and janitors.

Level 4 Illustration

- There is sufficient teaching staff to provide an appropriate curriculum for all pupils including provision of support from specialist agencies for pupils with special educational needs. Teachers are complemented in their work by the provision of sufficient ancillary and auxiliary staff and other professionals, as appropriate. The school has ready access to appropriately qualified supply staff and has good arrangements for ensuring that they are able to operate effectively when they are in the school.
- There is a very good balance of experience among staff. Individual members of staff are well qualified and, taken as a whole, they have a range of qualifications, skills and training relevant to their responsibilities and the needs of the school and its pupils. Teachers are knowledgeable about the processes of child development and learning.

Quality of provision broadly equivalent to that illustrated above would be evaluated at Level 4.

Level 2 Illustration

- There is sufficient teaching staff to provide for almost all aspects of the curriculum. There is insufficient staff to provide adequate support to pupils with special educational needs. Teachers are complemented in their work by ancillary and auxiliary staff and other professionals, as appropriate, but the level of provision needs to be improved in some important aspects. The school often fails to access suitably qualified and experienced supply staff when they are needed. Arrangements for supporting supply staff when they are in the school sometimes fail to ensure that they are able to work effectively with the classes they are allocated.
- Individual members of staff are adequately qualified but the range or distribution of their qualifications, skills, experience and training causes difficulties in meeting the needs of the school and its pupils. Teachers have a limited knowledge of the processes of child development and learning.

Quality of provision broadly equivalent to that illustrated above would be evaluated at Level 2.

6.5 Effectiveness and deployment of staff

This quality indicator is concerned with the following themes:

- effectiveness of teachers and teamwork
- formation of classes and deployment of teachers
- provision for liaison to support pupils
- effectiveness and deployment of auxiliary staff

It refers to the deployment of all staff.

Level 4 Illustration

- Teachers make very effective contributions to the work of the school or team. Where appropriate, teachers work well together in teams.
- In allocating staff to classes, account is taken of the qualities, experience and expertise of teachers and matching these to curricular objectives. Where applicable, the deployment of learning support staff and visiting specialist teachers is carefully planned and regularly reviewed to good effect.
- A planned system allows for regular and effective liaison among all staff jointly involved with any particular pupil or group of pupils. Where applicable, learning support staff and visiting specialist teachers and other specialists or therapists work effectively with class teachers.
- Where applicable, auxiliary staff duties have been carefully defined and are clearly understood by all staff. Auxiliary staff make a very effective contribution to the work of the school. They undertake a range of appropriate administrative and other tasks which release teachers' and senior managers' time from routine administration. Within the context of clearly defined duties, auxiliary staff working in classrooms contribute effectively to pupils' wider education.

Quality of provision broadly equivalent to that illustrated above would be evaluated at Level 4.

Level 2 Illustration

- The quality and effectiveness of teachers' contributions to the work of the school or department varies. Teachers do not always work together well in teams where it is appropriate that they should do so.
- The deployment of teachers to classes does not always make best use of their experience and qualifications. Where applicable, learning support staff and visiting teachers are not used to best effect.
- Liaison among staff responsible for delivering the curriculum to any particular pupil or group of pupils is irregular or only partially effective. Where applicable, learning support staff and visiting specialist teachers and other specialists and therapists do not always work effectively with class teachers.
- The duties of auxiliary staff are not sufficiently well defined and are not clearly understood by all staff. Support is not fully effective. Teachers and senior managers sometimes spend time on routine administrative and other tasks which would be more appropriately and efficiently undertaken by auxiliary staff. Auxiliary staff working in classrooms lack clear remits and are not fully effective in contributing to pupils' wider education.

Quality of provision broadly equivalent to that illustrated above would be evaluated at Level 2.

Note:

In the specific context of learning support, due consideration should be given to balance across the roles of learning support including: co-operative teaching; tutorial support; consultancy; the provision of specialist services; and staff development. The balance across each of these roles should be stated clearly and should meet the needs of staff and pupils in the school.

6.6 Staff review and development

This quality indicator is concerned with the following themes:

- *links between staff review and development and school self-evaluation and planning*
- *staff review procedures*
- *staff development*

It refers to arrangements for staff review and development for all staff managed by the school.

Level 4 Illustration

- All members of staff have a clear and well focused remit. Information from staff review and other sources is used to inform the school's self-evaluation and planning process. Senior staff have clear responsibilities for, and a commitment to, staff review and development. The development needs of all staff are identified effectively. The provision of support for staff development takes full account of, and carefully balances, whole-school, team and individual needs. The system for identifying and acknowledging successes and needs is applied at all levels. Staff are fully aware of the aims and priorities for staff development.
- Well-designed procedures for review are being implemented for all staff. These meet or exceed the key principles of best practice highlighted in local and national guidelines.
- Staff development is well planned and matched to the identified needs of individuals and of the school or team. The continuing professional development programme makes effective use of staff, local and national expertise as appropriate to the school. Activities are followed up and evaluated and the findings are used to influence future planning. New staff, including newly appointed managers and probationer teachers, experience an effective induction process.

Quality of provision broadly equivalent to that illustrated above would be evaluated at Level 4.

Level 2 Illustration

- Remits are not entirely clear or well focused. The link between staff review and other sources and the planning process is not well formed. Responsibility at senior management level is not clearly specified. The development needs of staff are not effectively recognised. Support to meet the needs of the individual members of staff and the school is not fully balanced or well matched. The system for identifying and acknowledging successes and needs is not applied at all levels. Staff are not fully aware of the aims and priorities for staff development.
- Procedures for the review of staff are in place, but reviews are not carried out in a sufficiently systematic or effective manner and/or are not applied consistently.
- Staff development is not well planned and does not always meet needs effectively. The continuing professional development programme for staff sometimes neglects to draw on areas of expertise. Evaluation and follow up of activities are uncommon. New staff are not always well supported.

Quality of provision broadly equivalent to that illustrated above would be evaluated at Level 2.

6.7 School management of finances

This quality indicator is concerned with the following themes:

- *understanding of school funding mechanisms*
- *arrangements for managing the school's budget*
- *use of finance in support of school planning and learning and teaching*

Level 4 Illustration

- The headteacher and school budget managers have a sound understanding of school funding mechanisms. The arrangements for operating the budget take full account of local and national guidelines or schemes of operation. All staff and, where appropriate, the School Board are aware of funding arrangements.
- There is a financial calendar linked to important school planning dates. Arrangements for managing the school's budget are open and fair and can be shown to be successful in practice. Key staff discuss resource information to ensure economy, efficiency and equity through budget decisions. All staff have an appropriate involvement in consultation at a suitable level of detail. The system set up for the day-to-day financial management of the school enables the headteacher to balance the time spent on financial management with other duties. Administrative systems from outwith the school provide timeous and helpful information for budget management and allocation of resources.
- Spending priorities and the use of financial resources are clearly linked to school planning priorities and reflect the school's educational objectives. Where appropriate, realistic and clearly costed and focused bids for funds linked to local and national priorities are made. Budgets are used imaginatively and are focused on improving the quality of pupils' learning and supporting specific developments. Expenditure under specific budget headings is monitored effectively to ensure value for money.

Quality of provision broadly equivalent to that illustrated above would be evaluated at Level 4.

Level 2 Illustration

- The headteacher and school budget managers have only a limited understanding of overall school funding mechanisms. The arrangements for operating the budget take insufficient account of local or national guidelines or schemes of operation.
- The financial calendar does not always articulate sufficiently with important school planning dates. Arrangements for managing the school's budget are not fully successful in practice or lack openness and fairness. A number of staff are not consulted appropriately about financial arrangements. This includes key staff whose discussion of resource information is necessary to ensure economy, efficiency and equity of budget decisions. The system set up for day-to-day financial management of the school is such that the headteacher and school budget managers are involved unnecessarily with financial detail. Information from administrative systems outwith the school does not always arrive in time to be useful or does not always cover all the necessary aspects of the budgeting process.
- The use of financial resources in the school is not always clearly linked to the school planning priorities. When bids are submitted for funds linked to local and national priorities, they have often not been considered in sufficient depth, with the result that costings may be inaccurate or objectives too diffuse. Budgets tend to be used for short term or limited priorities which have only a general link with improving the quality of pupils' learning or the implementation of specific developments. It is assumed that value for money is being achieved, but this is not monitored at the level of budget headings.

Quality of provision broadly equivalent to that illustrated above would be evaluated at Level 2.

7.1 Aims and policy making

This quality indicator is concerned with the following themes:

- *clarity and appropriateness of aims*
- *effectiveness of procedures for formulating policy*

Level 4 Illustration

- Staff, pupils and parents have a clear understanding of school aims, core purposes, values and how these are being taken forward. All have been engaged in the process of their development. Aims are concise and have an appropriate focus on improving the quality of pupils' learning experiences and maximising standards of attainment. They offer a very good starting point for the construction of policies and guidelines and provide clear reference points for evaluation. The aims have a positive impact on the work of the school. School and team aims are consistent with those of the local authority or other governing body.
- Staff participate actively in the development and review of policies and guidelines. The school takes full account of the views of parents and pupils, as appropriate.

Quality of provision broadly equivalent to that illustrated above would be evaluated at Level 4.

Level 2 Illustration

- The aims outline the values of the school in a general sense. It is not clear how they will be taken forward in some important respects. Their significance and importance have not been fully shared with pupils and parents. Aims have a limited focus on providing learning experiences of high quality and lack a clear emphasis on improving attainment and enabling all pupils to achieve the highest standards. School aims do not systematically inform the construction of school policies or provide good points of reference for evaluation. They have a limited impact on the work of the school. School and individual team aims have some overlap with those of the local authority aims or other governing body but they are not well linked.
- Staff have some involvement in the development of policies and guidelines. While some policies have been reviewed, a number of policies in important areas are out-of-date. The school takes some account of the view of parents and pupils.

Quality of provision broadly equivalent to that illustrated above would be evaluated at Level 2.

7.2 Self-evaluation

This quality indicator is concerned with the following themes:

- *processes of self-evaluation*
- *monitoring and evaluation by promoted staff*
- *reporting on standards and quality*

Level 4 Illustration

- Staff are fully involved in reflective and systematic self-evaluation which has the explicit purpose of improving the quality of pupils' experiences and standards of attainment. Self-evaluation is rigorous and generates valid and reliable evidence which contributes significantly to procedures for assuring quality. Its results are used effectively to identify priority areas for action. Performance measurement and review take appropriate account of best practice as embodied in local and national guidance. Positive steps are taken to gather the views of parents, pupils and others about the quality of service provided by the school. Effective action is taken in response to these and to other comments. Parents, pupils and others help to identify school strengths, development needs and planning priorities.
- Promoted staff monitor teachers' plans, evaluate pupils' classroom experiences, track pupils' attainment and evaluate their progress towards meeting agreed targets. Senior managers systematically monitor the effectiveness of school teams. Staff systematically monitor and evaluate progress in implementing the development plan and in meeting agreed targets.
- Self-evaluation provides valid, comprehensive and reliable evidence for reporting on standards and quality. Arrangements for reporting on standards and quality are based on concise and accurate evaluations of performance across key areas, and clearly convey strengths and areas for improvement.

Quality of provision broadly equivalent to that illustrated above would be evaluated at Level 4.

Level 2 Illustration

- Self-evaluation is regarded largely as the responsibility of senior managers and does not significantly involve the majority of staff. Approaches to self-evaluation lack rigour and are not sufficiently systematic. Weaknesses may include insufficient focus on the quality of pupils' experiences and standards of attainment. Evidence gathered is incomplete or is insufficiently reliable to contribute effectively to procedures for assuring quality. Performance measurement and review take too little account of best practice as embodied in local and national guidance. Although the school receives some feedback, it does not take formal steps to find out what parents, pupils and others feel about the quality of service or to engage them in consultation. There is no direct link between the feedback received and subsequent action.
- Promoted staff evaluate aspects of the school's work but use a limited range of methods which do not focus sufficiently on the quality of pupils' experiences and their attainment. Senior managers have a general overview of the work of school teams but do not systematically evaluate their effectiveness or focus sufficiently on the outcomes of teams' work. Progress towards meeting targets in the development plan and local improvement objectives is not evaluated systematically.
- The school uses the results of self-evaluation to report on standards and quality but the evidence base is insecure. Some key areas receive frequent attention while others are neglected. Reports on standards and quality do not accurately identify strengths and areas for improvement. They are largely descriptive rather than evaluative.

Quality of provision broadly equivalent to that illustrated above would be evaluated at Level 2.

Note:

The process of self-evaluation is the same at school and team level. This QI should be used to assess self-evaluation within pre-school centres, schools and teams such as curriculum and stage teams in primary schools, secondary departments, learning support groups, guidance teams, working groups, administration, technician and office groups.

7.3 Planning for improvement

This quality indicator is concerned with the following themes:

- *the development plan*
- *action planning*
- *the impact of planning*

Level 4 Illustration

- The development plan is well organised and provides a clear and easy to read summary of aims, audit and action. It accurately summarises key strengths, areas for development and progress made in achieving previous development priorities. The action section provides a strategy for improvement in key areas over a number of years along with well-chosen annual priority projects. Priorities for development are clearly linked to local improvement objectives and national priorities for education.
- Related action plans clearly identify how priorities will be implemented and objectives met. Targets within the plan, tasks and timescales are clearly defined and success criteria are specific, measurable and achievable. Resource and staff development requirements are carefully costed.
- Priorities set in previous plans have been implemented very effectively. Very good progress is being made towards meeting or exceeding current objectives. The implementation of plans has improved the quality of pupils' experiences and has had a positive impact on maximising attainment. Progress towards implementation is consistent across the school. Staff are fully engaged at each stage of the planning process and are fully committed to the plan. Parents and pupils are consulted and are well aware of the plan's contents.

Quality of provision broadly equivalent to that illustrated above would be evaluated at Level 4.

Level 2 Illustration

- While the development plan contains useful information, insufficient consideration has been given to presentation, particularly with respect to summarising information about aims, audit, and action. The key strengths and areas for development identified within it are not always well-judged. Priorities for development are not always well chosen and are not always clearly linked to local improvement objectives and national priorities for education. The school's strategy for improving key areas over a number of years is not clear.
- Action plans are not fully effective in enabling the school to implement its priorities. Targets within the plans, tasks and timescales lack clear definition. Success criteria tend to be very general and it is unclear how successful implementation will be evaluated. Resources and staff development requirements have not been fully costed.
- Some important priorities set in an earlier plan have been addressed to a limited extent. In a number of respects, progress towards implementing the current plan, including progress towards meeting or exceeding agreed local and national objectives, is behind schedule. There is limited evidence that implementation of plans has improved the quality of pupils' experiences and maximised standards of attainment. Progress towards implementing priorities at whole-school and team level is inconsistent. Although many staff are involved in the planning process, a number lack commitment to implementation. There is limited consultation with parents and pupils and they are not fully aware of the plan's contents.

Quality of provision broadly equivalent to that illustrated above would be evaluated at Level 2.

Notes:

1. The process of planning is the same at school and team level, in the context of joint working with partner agencies. This QI should be used to assess the quality of planning within schools and teams such as curriculum and stage teams in primary schools, secondary departments, learning support groups, guidance teams, working groups, administration, technician and office groups.
2. In independent schools plans for development of the educational provision may be supplemented by additional business planning procedures.

7.4 Leadership

This quality indicator is concerned with the following themes:

- *leadership qualities*
- *professional competence and commitment*
- *relationships with people and development of teamwork*

It refers to the headteacher of a primary, secondary or special school, a principal teacher or other team leader, or other member of staff with leadership responsibilities. In evaluating the effectiveness of leadership, consideration should also be given to evaluations across a range of relevant QIs.³

Level 4 Illustration

- She/he provides a clear strategic direction based on a vision which takes into account the views and needs of all those with a stake in the life of the school or team. She/he has a wide range of relevant personal qualities and interpersonal skills, including the ability to create confidence and motivate and inspire others. She/he is a positive influence on his or her area of responsibility. She/he has the ability to evaluate objectively the qualities of staff and their contributions to teamwork and promotes the best practice identified in the school. She/he can take difficult decisions effectively when necessary.
- She/he has personal credibility and demonstrates a high level of professional competence and commitment based on wide-ranging up-to-date knowledge and skills, including the ability to direct, communicate and manage staff and their development effectively. She/he initiates and manages change very well. She/he identifies, and focuses on, clear priorities identified through effective self-evaluation and puts pupils' learning and achievement at the centre of management and improvement activities. Where applicable, his or her teaching is a model of best practice.
- She/he seeks out and develops productive partnerships in the immediate and wider community and has very good relationships with pupils, parents, staff and appropriate agencies. She/he communicates effectively about the school's or team's work, is responsive and actively seeks feedback. She/he leads a management team very well (where applicable), and delegates and shares leadership effectively. She/he has a planned approach to the development of teamwork and ensures staff are involved in policy development, quality assurance and planning. His or her dissemination of information is clear and prompt.

Quality of provision broadly equivalent to that illustrated above would be evaluated at Level 4.

Level 2 Illustration

- She/he has a general idea of what is best for the school but this is not focused enough to provide a clear strategic direction to the school or team. She/he demonstrates leadership but is not wholly successful in inspiring confidence in others and a number of staff do not respond to his or her management style, either because she/he is not wholly successful in inspiring confidence or does not provide a clear sense of direction. She/he tends to avoid difficult decisions.
- She/he demonstrates a degree of professional competence based on relevant knowledge, although this is not always successfully applied in practical contexts. She/he has some difficulty in managing the process of change smoothly and encouraging staff to accept and embrace change. She/he has difficulties in communicating and is only partially effective at initiating and directing. Priorities identified for management and improvement activities are not always the most appropriate and have limited impact on the quality of pupils' learning and achievement. Where applicable, his or her teaching provides a good model in a number of respects.
- She/he tends to manage the school in isolation from its immediate context. Difficulties arise at times in his or her relationships with pupils, staff, parents and/or agencies. She/he does not always communicate well about the school's or team's work. She/he tends to be defensive when faced with criticism or concerns. She/he has difficulties at times in creating a team approach, delegating effectively and sharing leadership. There are only occasional instances of effective teamwork and there is limited involvement of staff in policy development, quality assurance and planning. Dissemination of information is not always clear or prompt.

Quality of provision broadly equivalent to that illustrated above would be evaluated at Level 2.

³ Particularly relevant QIs are:

- Structure of curriculum (QI 1.1)
- Overall quality of attainment (QI 2.1)
- Pupils' learning experiences (QI 3.3)
- Meeting pupils' needs (QI 3.4)
- Climate and relationships (QI 5.1)
- Expectations and promoting achievement (QI 5.2)
- Self-evaluation (QI 7.2)
- Planning for improvement (QI 7.3)

7.5 Effectiveness and deployment of staff with additional responsibilities

This quality indicator is concerned with the following themes:

- *remits and deployment*
- *individual effectiveness*
- *corporate effectiveness*

It refers to senior managers and others who have a defined management role in the school but for whom the leadership QI is not appropriate in the context concerned. It can be applied separately to different groups of staff with such responsibilities within the school.

Level 4 Illustration

- Staff with additional responsibilities have clearly defined and understood remits which meet the needs of the school and its pupils. All aspects of the school's work are included within the responsibilities specified for senior managers. Shared responsibilities are managed effectively to ensure well-co-ordinated services for pupils.
- Staff with additional responsibilities fulfil their remits well, are influential and produce high quality work. They demonstrate effective management skills. Where applicable, their teaching is a model of best practice.
- Staff with additional responsibilities form effective teams and work well with other staff in a team approach. The work of teams across the school is structured and managed to focus on quality improvement.

Quality of provision broadly equivalent to that illustrated above would be evaluated at Level 4.

Level 2 Illustration

- The remits of staff with additional responsibilities are generally matched to the school's needs, but do not take sufficient account of qualifications, experience and skills and the needs of the school. Deployment is broadly linked to the needs of the school and its pupils but there are weaknesses such as some important aspects of the school's work not being addressed. The management of shared responsibilities is not always effective, leading to disjointed services for pupils in some respects.
- Staff with additional responsibilities fulfil their remits in a limited way, produce work of fair quality, and have limited influence on others. They only occasionally demonstrate effective management skills. Where applicable, their teaching provides a good model in some respects.
- In some aspects of their work there are important weaknesses in the way in which staff with additional responsibilities work together in teams and/or with other staff. The work of teams across the school has too little focus on quality improvement.

Quality of provision broadly equivalent to that illustrated above would be evaluated at Level 2.



Once you have decided to take a closer look at an aspect of provision in your school, you will need to ask the following questions:

- what features of best practice should we be looking for?
- what evidence will help us to decide how well we are doing?

There are a number of sources of information which can help you answer these questions. Together, they form a *tool-kit* for self-evaluation.

Many of the elements within this tool-kit have been developed by schools, authorities and HM Inspectors, working in partnership within the **Quality Initiative in Scottish Schools**. These elements include individual publications, and series such as:

- *Taking a Closer Look...* which focuses on specific well defined areas; and
- *A Route to...* which deals with cross-cutting issues.

Schools, authorities and HMI are continuing to add to this tool-kit as self-evaluation becomes more and more embedded in the way we manage quality in our schools. You can find information about a wide range of current publications on the HMIE web-site: <http://www.scotland.gov.uk/hmie>. This site also provides **links** to a range of other educational organisations. The *Scottish Virtual Teachers Centre*: <http://www.svtc.org.uk> provides a comprehensive list of publications and sources of advice.

Examples of relevant sources of information include:

Key Area 1: Curriculum

Learning and Teaching Scotland: <http://www.ltscotland.com>

5-14 guidelines, Scottish CCC (now LTS)

Standard Grade Arrangements, SQA

Higher Still course documentation, HSDU and SQA

Key Area 2: Attainment

National and local reports on 5-14 attainment levels

Standard Tables and Charts, CD ROM, SEED

Raising Standards – Setting Targets (series), HMI, SOEID

Key Area 3: Learning and Teaching

Effective Learning and Teaching in Scottish Secondary Schools (series), HMI, SOEID at <http://www.scotland.gov.uk/hmie>

Teaching for Effective Learning, SCCC, 1996

Achievement for All, HMI, SOED, 1996

Improving Maths Education 5-14, HMI, SOED, 1997, and other titles in the series

Achieving Success in S1/S2, HMI, SOEID, 1998

A Route to Effective Learning and Teaching, South Ayrshire Council, 1999

The Homework File, Quality in Education, Strathclyde University

Key Area 4: Support for Pupils

- Support for Learning: SEN within 5-14*, SCCC, 1993
Effective Provision for Special Educational Needs, SOED, 1994
Taking a closer look at guidance, Aberdeen City Council with HMI, SOEID, 1998
Taking a closer look at specialist services to schools, Aberdeen City and South Lanarkshire Councils with HMI, SOEID, 1998
Taking a closer look at promoting social competence, SOEID, 1998
A Manual of Good Practice in Special Educational Needs, SOEID, 1999
Taking a closer look at primary-secondary liaison, South Ayrshire Council, 1999
Work experience: a guide to promoting quality, Scottish CCC, 1999
Taking a closer look at education industry links, HMI, SOEID 1997

Key Area 5: Ethos

- Scottish Schools Ethos Network*: <http://www.ethosnet.co.uk>
Scottish Initiative on Absence, Attendance and Attainment
Close to the Mark, HMI with QIE, Strathclyde University, (1998)
A Route to Equality and Fairness, South Ayrshire Council, 1999
An Ethos of Achievement, HMI, SEED, 2000
Promoting Positive Discipline, HMI, SEED, March 1999
Anti-bullying Network: <http://www.antibullying.net>
Dealing with Disruption CD-ROM, SEED, Edinburgh University
Alternatives to School Exclusion, HMIE, April 2001
Learning with Care, HMIE/SWSI, March 2001

Key Area 6: Resources

- Investors in People: Making it Happen in Scottish Schools*, HMI, SOED, 1996
Taking a closer look at the school library resource centre, HMI, SOEID, SCCC, SLIC, SLC, 1997

Key Area 7: Management, leadership and quality assurance

- Scottish Qualification for Headship* – <http://www.sqh.co.uk/>
Improving Leadership in Scottish Schools, HMI, SEED, 2000
Effective Secondary Schools, SOED, 1988 and *Effective Primary Schools*, SOED, 1989
Making it happen using Performance Indicators, HMI, SOEID, 1998, and other titles in the series
Standards and Quality in Scottish Schools three-yearly reports, HMI, SEED
Standards and Quality in Modern Languages, HMI, SOEID, 1998 and other titles in the series at <http://www.scotland.gov.uk/hmie>
Annual Information Reports on Schools (AIRS) series, SEED
Links between How good is our school? and the EFQM Excellence model: <http://www.scotland.gov.uk/hmie>
Links between How good is our school? and Charter Mark: <http://www.scotland.gov.uk/hmie>