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| Capacity for Continuous Improvement | Standards and Quality Report Template 2 |

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| **Quality Indicator** | **Key strengths** | **Areas for improvement** |
| 1.3 Leadership of change | * Effective approaches to evaluating strengths and areas for improvement using a wide range of evidence gathered from the whole school community * A clear vision and aims focussed on positive outcomes for learners * Shared values which underpin the work of the school and are clearly articulated by learners * High expectations and a clear focus on improved outcomes for all learners * Highly committed staff actively involved in planning for school improvement * Staff committed to continuous improvement in individual and collective professional practice * Leadership of change is strategic, involves learners, staff, parents and community. * Devolved leadership approaches give staff and learners ownership of school improvement planning and encourages creativity and innovation. | To improve the use of evidence and data   * To continue to analyse strengths and developments needs in key curricular areas highlighted as a focus for change * To agree key milestones to ensure an appropriate pace of change and ensure changes are sustainable. * To evaluate and monitor the impact of change on learners. |
| 2.3 Learning, teaching and assessment | * A broad range of quality learning experiences * Ethos of achievement that celebrates achievement in the widest sense. * A positive and nurturing culture built on shared vision and values. * Learners involvement in leadership roles and contribution to school improvement * Broad curriculum offering learners a wide range of opportunities to develop skills, knowledge and the four capacities of Curriculum for Excellence * Range of opportunities to apply skills and knowledge across learning in and beyond the classroom * Range of evidence used to assess and moderate learners progress | * Further improve approaches to quality questioning * Further improve approaches to Assessment is For Learning to enhance quality feedback to learners * Further develop the language of improvement to ensure feedback is focussed on outcomes and impact for learners * To continue to review and improve approaches to learning teaching and assessment in Literacy, Numeracy and Health and Wellbeing through School Improvement Planning. * Improve approaches to assessment and the use of data to inform next steps and provide targeted support with a particular focus on the lowest attaining 20% of learners. |
| 3.1 Ensuring wellbeing, equity and inclusion | * A positive indoor and outdoor environment that is used to promote positive friendships through buddying, squaddies and well planned activities. * An active approach to developing resilience through Health and Wellbeing and the use of fair and proportionate behaviour management strategies and pupil peer mediators. * Wellbeing indicators are used to assess children’s needs and support is targeted as required * Wellbeing is promoted in school and outdoors through Health and Wellbeing Programme of activities * A range of approaches are used to develop friendship skills and resolve relationship challenges through Circle of Friends and Friendship Circles led by staff. * Extra-curricular activities encourage participation by all and children are targeted for inclusion in activities that will support their specific need. * Positive relationships that reflect school values are demonstrated by almost all in the school community * Children are listened to and their needs are addressed * Children are confident that staff look out for their wellbeing * A school environment where children are safe and secure. * Children have access to a variety of lines of communication and ways of accessing support form adults in the school to discuss things of a personal or sensitive nature when required | * To review approaches to Health and Wellbeing to provide support for all children, specifically those with social and emotional needs through training for staff in   -Nurture principles  -Mindfulness     * To evaluate and report on the impact of PEF Funding in ensuring equity and improving outcomes for the lowest attaining 20% of learners.% of learners. |
| 3.2 Raising attainment and achievement | * Shared aims and a highly committed team of staff have high expectations of learners and promote an ethos of achievement. * Almost all children are attaining age and stage appropriate levels and some have exceeded these. * Almost all leaners make very good progress from prior levels of attainment of literacy and numeracy over the year. * Almost all learners demonstrate improved attainment and high levels of achievement in school and beyond, in all curricular areas over time. * GIRFEC (Getting it Right for every child) approach is embedded in school and used effectively to provide targeted or universal support for children with additional support needs as required. * Learners with additional support needs are supported through staged intervention * Effective partnership working with parents and other professionals ensures early intervention and appropriate support strategies are implemented. * Staff Children and Parents demonstrate pride in the progress and achievements of self and others * We have approaches in place to recognise and celebrate success and achievement in the broadest sense in school and beyond | To further improve the use of assessment information and data  to   * track and monitor the progress of learners * track and monitor the progress of the lowest achieving 20% of learners * track and monitor the progress of the highest attaining learners in literacy and numeracy   Information from assessment and data will inform approaches to  Support for learners’ early intervention, challenge and support. |

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| Evaluation of school’s capacity for continuous improvement:  This Standards and Quality Report highlights the schools progress and success in ongoing improvement. It reflects the quality of self-evaluation and rigorous approaches to school improvement. The School Improvement Plan reflects effective quality assurance and self-evaluation and outlines the schools key priorities for improvement.  There is clear evidence that the school has the capacity for continuous improvement. |

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| Key priorities for improvement planning 2017-2018:  Literacy-   * Improve approaches to teaching and assessment of spelling and writing * Review resources to further enhance the reading culture in school and provide targeted support for lower attaining 20% - using PEF FUNDING   Numeracy   * Improve approaches to assessment, moderation and the effective use of data to track progress and provide targeted support for the lowest attaining 20% - using PEF FUNDING   Expressive Arts   * Review and improve approaches to teaching and assessment -Art and Design   Health and Wellbeing   * Improve our approaches to providing support for pupils through -Nurture principles and Mindfulness * Source training and resources to improve support for all pupils thought Health and Wellbeing-Nurture Principles and Mindfulness- using PEF FUNDING   *PEF Funding - Pupil Equity Fund is an allocation of money from Scottish Government given for each child in the school who gets a footwear and clothing grant. £10, 800 was allocated to Strathblane as there is a very tiny minority of children in this category.*  **Feedback on our Standards and Quality Report is welcome.**  **Please send your comments in writing to Mrs Cassidy, Head teacher.** |