

Standards and Quality Report 2023 - 2024

|  |
| --- |
| Name of school |
|  |

|  |
| --- |
| Context of the school |
| *Including some or all of the following:*   * *basic school details (roll, class composition etc.)* * *school vision, value and aims;* * *local contextual issues;* * *factors affecting progress (e.g. staffing changes/issues).* |
|  |

|  |
| --- |
| Review of SIP | Priority 1 |
| **Progress and Impact:** |
|  |
| **Next Steps:** |
|  |

|  |
| --- |
| Review of SIP | Priority 2 |
| **Progress and Impact:** |
|  |
| **Next Steps:** |
|  |

|  |
| --- |
| Review of SIP | Priority 3 |
| **Progress and Impact:** |
|  |
| **Next Steps:** |
|  |

|  |
| --- |
| Review of SIP | Priority ELC |
| **Progress and Impact:** |
|  |
| **Next Steps:** |
|  |

|  |
| --- |
| Review of SIP | GME Priority |
| **Progress and Impact:** |
|  |
| **Next Steps:** |
|  |

|  |
| --- |
| Review of SIP | Developing in Faith Priority |
| **Progress and Impact:** |
|  |
| **Next Steps:** |
|  |

|  |
| --- |
| 1.1 Attainment Data |
| Attainment of Literacy Curriculum for Excellence levels 2018/19, 2020/21, 2021/22, 2022/23 and 2023/24. (teacher judgement – confirmed levels – 5 year trend). |
| **Example – Replace with school-specific data when provided** |
| **Example – Replace with school-specific data when provided** |
| **Example – Replace with school-specific data when provided** |

|  |
| --- |
| 1.2 Attainment Data |
| Attainment of Numeracy Curriculum for Excellence levels 2018/19, 2020/21, 2021/22, 2022/23 and 2023/24. (teacher judgement – confirmed levels – 5 year trend). |
| **Example – Replace with school-specific data when provided** |

Please Note:

The above data (1.1 and 1.2) reports achievement of a level – P1/P4/P7 combined.

Due to the Covid 19 pandemic, there was no collection of ACEL data by Scottish Government in 2020.

|  |
| --- |
| Wider achievements   * What opportunities for wider achievement were offered? * What systems are in place to track and monitor participation? * How have you addressed any gaps in participation? |
|  |

|  |
| --- |
| Summarise progress and next steps in relation to pupil equity funding |
|  |

|  |  |  |  |
| --- | --- | --- | --- |
| Quality Indicator | How are we doing? | How do we know? (Evidence) | School Self-Evaluation (1-6) \* |
| 1.1  Self-Evaluation for Self-improvement |  |  |  |
| 1.3  Leadership of Change  This QI also focusses on the following aspects of empowerment:   * curriculum; * improvement activities; * parental and community engagement; and * pupil participation. |  |  |  |
| 2.3  Learning, teaching and assessment |  |  |  |
| 3.1  Ensuring wellbeing, equality and inclusion |  |  |  |
| 3.2  Raising attainment and achievement |  |  |  |

\* Evaluation 6-point Scale:

6 Excellent

5 Very Good

4 Good

3 Satisfactory

2 Weak

1. Unsatisfactory