

Standards and Quality Report 2023 - 2024

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| Name of school |
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| 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).*
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| Review of SIP | Priority 1  |
| **Progress and Impact:** |
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| **Next Steps:** |
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| Review of SIP | Priority 2 |
| **Progress and Impact:** |
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| **Next Steps:** |
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| Review of SIP | Priority 3 |
| **Progress and Impact:** |
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| **Next Steps:** |
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| Review of SIP | Priority ELC |
| **Progress and Impact:** |
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| **Next Steps:** |
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| Review of SIP | GME Priority |
| **Progress and Impact:** |
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| **Next Steps:** |
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| Review of SIP | Developing in Faith Priority |
| **Progress and Impact:** |
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| **Next Steps:** |
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| 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**  |

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| 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.

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

\* Evaluation 6-point Scale:

6 Excellent

5 Very Good

4 Good

3 Satisfactory

2 Weak

1. Unsatisfactory