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| Forgue Primary School *Where everyone is inspired to be the best they can be!* | logo 2 |

STANDARDS & QUALITY SUMMARY 2022-2023

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| **Self-Evaluation of Core Quality Indicators:**  QI 1.3: Leadership of Change  QI 2.3: Learning, Teaching and Assessment  QI 3.1: Ensuring Wellbeing, Equity and Inclusion  QI 3.2: Raising Attainment and Achievement | |
| **Strengths of the School** | **Core QI Focus** |
| The ethos of the school and the positive relationships between staff, pupils and parents. | QI 1.2  QI 2.7 |
| School staff support parents to actively engage in their child’s learning, attainment and achievement. | QI 2.5  QI 2.7 |
| Improved attainment particularly in Reading and Mathematics & Numeracy | QI 3.2 |
| Working with partners to provide exciting learning opportunities for our children and enabling them to develop the skills required for learning, life and work. | QI 2.2  QI 2,7  QI 3.3 |
| **QI 1.3 Leadership of Change** | |
| **Strengths:**   * Our vision, values and aims drive school improvement. * The views of all stakeholders are always considered and influence school improvement. * We use How Good is OUR School to enable pupils to take part in school improvement. * Staff are highly committed, work collegiately and attend CPD sessions linked to improvement planning to improve outcomes for learners. * Leadership roles are taken on by staff e.g., Children’s Rights, Science & Engineering.   **Development Priorities:**   * To ensure our vision and values are shared with all new stakeholders. Discuss whether these need to be updated. * To continue to use ‘HGIOS4’ and ‘How Good is OUR School?’ to further improve outcomes for learners. * To continue to work towards a Rights Respecting School Award. | |
| **QI 2.3: Improving Learning, Teaching and Assessment** | |
| **Strengths:**   * The very positive ethos in the school based on our shared vision and values and a respect for learning. All children are motivated and eager to learn. * Positive engagement with parents encourages them to take an interest in their child’s learning. * Staff use Aberdeenshire frameworks and Education Scotland Benchmarks to plan effectively and meet pupil need. They provide a balance of group work and personalised tasks to give children appropriate support and challenge. * Assessment is integral and planned for. The school reviews the progress of children effectively and identifies appropriate intervention and next steps.   **Development Priorities:**   * To further embed the use of the Aberdeenshire learning, teaching and assessment toolkit. * To continue to take learning outdoors. * To continue to develop learning through play. * To continue to increase pupil confidence to discuss their learning and identify next steps. * To embed listening and talking assessments and to further improve writing across the school. | |
| **QI 3.1 Ensuring Equity, Wellbeing and Inclusion** | |
| **Strengths:**   * The ethos and culture of the school where the views of everyone are valued and acted upon. * Parent questionnaires show parents are highly satisfied with the school. * Children feel happy, safe and successful. Their learning experiences are enhanced through a commitment to meeting the needs of all individuals. They benefit from the level of care and nurture provided. The school’s commitment to our shared values and the rights of the child promotes our inclusive ethos. * Staff use GIRFEC (Getting it Right for Every Child) and wellbeing indicators to improve outcomes for children. * Learners’ achievements in and out of school are recognised and celebrated. * All staff are up to date and confident in Child Protection procedures and show great commitment to the welfare of the children. * Planning is differentiated to meet individual needs. PSA (Pupil Support Assistants) time is targeted appropriately and links to our ASN audit. * PEF funding is used effectively to reduce barriers to learning.   **Development Priorities:**   * Further develop approaches to measure fully the impact of targeted interventions over time for our learners * Continue to target the use of PEF to the best of our ability to ensure pupil need is met. * Continue to develop the use of assessment and moderation to ensure all children make the best possible progress in their learning. * Work towards a Rights Respecting School Award. * Revisit health and well-being planning and tracking. * To use the ‘Circle Resource’ and ‘Friendship Terrace’ to support inclusion of all learners. | |
| **QI 3.2 Raising Attainment & Achievement For All** | |
| **Strengths:**   * Overall, our learners are successful, confident, exercise responsibility and contribute to the life of the school, the wider community and global citizenship. They are personally and socially adept and have achieved a range of skills and attributes through a wide range of activities. As they move through their learning pathways, they take increasing responsibility for ensuring they continue to add value to their achievements. * Staff engage in regular professional dialogue to discuss attainment and pupil progress. * Attainment is tracked over time and information is used to identify improvement priorities. Most pupils achieve the expected level in listening & talking and numeracy & mathematics. The majority of pupils achieve the expected level or above in reading and writing. All children achieve expected levels in health & well-being. * Attainment data from standardised assessments demonstrates that there is a very good match between this and teachers’ professional judgements.   **Development Priorities:**   * To further develop approaches to measure fully the impact of targeted interventions over time for our learners * To continue to target the use of PEF to the best of our ability to ensure pupil need is met. * To continue to ensure we take account of research and target CPD effectively to continue to improve attainment in literacy and numeracy. | |