

COMHAIRLE NAN EILEAN SIAR

Department of Education and Children's Services
Roinn an Fhoghlam agus Seirbheisean Chloinne

QUALITY IMPROVEMENT POLICY AND PROCEDURES

A' Coileanadh Sàr-Mhaitheas Còmhla - Achieving Excellence Together

Revised October 2013

QUALITY IMPROVEMENT POLICY AND PROCEDURES: August 2013

INDEX

1. Vision and Mission
2. Policy
3. Quality Improvement within the Education and Children's Services Department
4. The role of Headteachers, Service Managers and Learning Community Principals
5. The role of Learning Community Principals, Service Manager and Headteachers in Relation to Continuous Improvement
6. The Role of Quality Improvement Officers
7. HMI and Care Inspectorate Inspection Procedures

Appendices:

- | | |
|-------------|--|
| Appendix 1a | Quality Improvement Officers and Allocated Schools |
| Appendix 1b | Learning Community - Officer Responsibilities |
| Appendix 2a | Assisted Self-evaluation documentation for schools |
| Appendix 2b | Preparing for an Assisted Self-evaluation - What you should know |
| Appendix 2c | Assisted Self-evaluation Feedback Form |

1. Vision and Mission

Vision Statement

A' Coileanadh Sàr-Mhaitheas Còmhla - Achieving Excellence Together

Mission Statement

Mission	Rùn
<ul style="list-style-type: none"> • Excellence in Education and Children's Services • Provision of an inclusive quality culture • Provide equal opportunities for all learners • Committed to 'Best Value' in all services • Promote the value and uniqueness of the physical and cultural environment of the Western Isles 	<ul style="list-style-type: none"> • Sàr sheirbheis ann am Foghlam agus Seirbheisean Chloinne • Solar cultar in-ghabhail aig sar-inbhe • Co-ionannachd chothroman do gach neach-ionnsachaidh • Dealasach gu 'Luach as Fheàrr' anns gach seirbheis • Brosnachadh luach àrainneachd tìreil agus culturach sònraichte nan Eilean Siar.

2. Policy

Purpose

- 2.1. The purpose of this policy is to guide and support the work of Comhairle nan Eilean Siar in discharging its statutory duty to secure improvement in the quality of education and children's services.
- 2.2. The vision of the Department of Education and Children's Services is *A' Coileanadh Sàr-Mhaitheas Còmhla - Achieving Excellence Together*. This policy is designed to ensure the achievement of this vision.

Principles

- 2.3. The undernoted principles underpin the policy:
 - the vision and mission statements for Comhairle nan Eilean Siar's Department of Education and Children's Services emphasise a strong commitment to realising the potential of children and young people;
 - the Comhairle acknowledges its statutory duty to educate the whole child and to promote the active involvement of children and young people in their learning as set out in sections 2(1) and 2(2) of the Standards in Scotland's Schools, etc Act 2000;
 - the Comhairle acknowledges its statutory duty to ensure the care and protection of children in terms of its duties under the Children (Scotland) Act 1995, and the Regulation of Care (Scotland) Act 2001.

- the Comhairle recognises the importance of ensuring effective communication and developing effective partnerships between the Department of Education and Children's Services and key stakeholders.
- in pursuing continuous improvement the Comhairle wishes to promote and to support the rights and responsibilities of all staff, children, young people and parents to contribute to the development of a quality service;
- the Comhairle is committed to supporting and challenging services and staff in their efforts to nurture an ethos of achievement and to developing focused improvement strategies;
- the Comhairle recognises the importance of supporting, valuing and investing in its staff through the provision of quality continuing professional development opportunities;
- in addressing its commitment to delivering continuous improvement the Comhairle will strive to identify, disseminate and celebrate the successes of staff, children, young people and establishments.

Policy Statement

2.4. Comhairle nan Eilean Siar will support and challenge all Education and Children's Services staff to realise the potential of children and young people by establishing and maintaining effective procedures in relation to:

- planning for improvement at local authority, establishment and support service levels
- providing a robust framework for the professional review and the continuing professional development of all staff
- monitoring, reviewing, evaluating and auditing the work of schools, support services and children's services as a whole, on the basis of Best Value principles
- producing school and service performance reports based on self-evaluation activities using national and local performance measures and quality indicators
- providing comprehensive support to schools, children's services and support services, in preparing for, and in following through, inspections of education and children's services
- celebrating and sharing innovative and sector leading practice and success
- establishing systematic and rigorous approaches to data management designed to produce service improvement
- providing a range of support and information to assist schools and children's services in their management and implementation of quality improvement procedures
- identifying the roles and responsibilities of staff in respect of quality improvement matters.

Development of Policy

2.5. This policy has been developed in consultation with Department of Education and Children's Services' staff and has been approved by the Education and Children's Services' Committee.

Rationale

2.6. The Standards in Scotland's Schools etc. Act 2000 provides the rationale and the framework for quality improvement at school and local authority level while the Regulation of Care (Scotland) Act 2001, 'How well do we protect our children and meet their needs' (HMIe 2009), *Getting it right for every child: An overview of the Getting it Right Approach* (Scottish Government 2008) and the Social Work Inspectorate (SWIA) publication '*A guide to managing and improving performance - taking a closer look at managing and improving performance in social work services*' (December 2009) provide the legislative and policy framework for ensuring the quality of child protection and children's services.

- 2.7. This Quality Improvement Policy should be implemented in association with the range of curriculum and administrative policies and procedures which have been developed in order to support the work of the service.
- 2.8. Curriculum for Excellence aims to achieve a transformation in education in Scotland by providing a coherent, more flexible and enriched curriculum from 3-18. Schools and services use self-evaluation to audit existing provision and to build on strengths to further develop the curriculum, learning, teaching and assessment approaches. The place of self-evaluation within quality improvement is of increasing importance. There is a greater focus on the leadership of self-evaluation, including effective support for career-long professional learning and evaluating its impact on the work of staff and the progress and achievement of learners.

3. Quality Improvement within Education and Children's Services Department

- 3.1 An effective system designed to deliver continuous improvement is based on co-operation and partnership. The key parties involved in delivering continuous improvement are:
- Director of Education and Children's Services
 - Head of Service
 - Learning Community Principals and Senior Managers
 - Quality Improvement Staff
 - Headteachers;
 - All school staff;
 - All Children's Services Staff
 - Other support staff;
 - Parent Councils
 - Education Scotland Inspectorate

These parties will co-operate with each other and be attentive and responsive to the needs of and views expressed by pupils, parents and the wider community.

Quality Improvement Overview

- 3.2 Learning Community Principals and the other senior managers have responsibility for the implementation of all aspects of quality improvement in their respective areas of responsibility. Quality Improvement Officers will assist in this process by carrying out their functions as described in the arrangements for quality improvement which follow.
- 3.3 The main mechanism for quality improvement is rigorous, evidenced self-evaluation and audit using appropriate quality indicators and other relevant qualitative and quantitative data.

Effective services have:

- an agreed vision;
- clear, relevant aims;
- quality assurance processes that are manageable and proportionate
- valid systems for monitoring and evaluating performance;
- effective procedures for setting and agreeing targets for improvement;
- effective procedures for reviewing and monitoring progress in meeting targets and evaluating outcomes.

- 3.4 Each Learning Community will have a designated Quality Improvement Officer whose role will be to provide support and challenge and to ensure continuous improvement. Each Learning Community will engage in self-evaluation, in order to develop the Department of Education and Children's Services capacity to drive continuous improvement. The purpose of this is to demonstrate measurable improvement in the quality of learners' educational experiences.

In addition, each Learning Community will have affiliated to it:

- Learning Community Principal
- Educational Psychologist
- Business Support Officer
- Principal Teacher of Learning Support
- Social Worker
- Early Years Support Worker
- Business Support Officer
- Extended Learning Officer

- 3.5 The principal mechanisms for ensuring continuous improvement in this authority are:
- rigorous and robust, evidence based, self-evaluation;
 - improvement planning;
 - providing support and challenge to services through Quality Improvement Officers and principals of learning communities;
 - effective staff review;
 - action resulting from inspection processes;
 - production of rigorous, well-evidenced, evaluative reports on progress, impact and outcomes;
 - production of robust action plans with SMART targets.

Internal/Assisted Self-evaluation

- 3.6 All staff have access to copies of the relevant quality indicators and are required to use them for their own ongoing internal self-evaluation purposes.
- 3.7 The CNES online Self-evaluation Tool is a useful mechanism for staff to reflect on their practice and to record sources of evidence.
- 3.8 Quality Improvement staff will engage with services in carrying out self-evaluations according to an annual planned programme which will be agreed by the Head of Service, Learning Community Principals and Senior Managers as appropriate.

4. The role of Learning Community Principals

- 4.1 Learning Community Principals line manage Headteachers and coordinate all Education and Children's Services functions within the Learning Community.
- 4.2 The following duties are an essential part of the role of the Learning Community Principal in planning for improvement:
- ensure that self-evaluation based on service needs for improvement and planning is co-ordinated across the Learning Community;

- work with the Head of Service to ensure that the Learning Community priorities are consistent with local and national priorities as well as the aims and needs of the school/service;
- ensure staff and service users are fully consulted in self-evaluation exercises in all service planning;
- ensure that all staff/functions have a calendar of QA activities and key dates in place;
- agree any areas of concern with Head of Service and ensure that all action plans are appropriately addressed;
- work to establish a Practice Agreement of service inputs and standards between the Learning Community team and all service providers;
- undertake regular reviews of service provision and provide support and supervision for the Learning Community area team;
- ensure that a full ICS and CP self-evaluation is undertaken at Learning Community level on at least a 3 yearly cycle.

5. The role of Learning Community Principals, Service Managers and Headteachers in relation to continuous improvement

- 5.1 A key role of the Learning Community Principal/Service Manager/Headteacher is to provide effective leadership and direction for the school/service and its community in striving for continuous improvement.
- 5.2 The effectiveness of leadership across each Learning Community will be evaluated across a range of relevant quality indicators.
- 5.3 The following duties are an essential part of the role of the Learning Community Principals/Service Managers/ Headteachers in planning for improvement:
- ensuring that staff are fully engaged in self-evaluation procedures which are systematic, rigorous and evidence based;
 - identifying the priority areas for improvement in consultation with staff, parents, children, young people, and other relevant stakeholders;
 - ensuring that improvement priorities are consistent with local and national priorities and with the aims and needs of the school/service;
 - establishing and operating procedures to ensure that an improvement plan is produced in line with statutory requirements and implemented through the active engagement of staff and other partners.
 - reporting to staff, children and young people, parents and other stakeholders on progress in meeting improvement targets;
 - reporting to key stakeholders on standards and quality in line with statutory requirements;

6. The Role of Quality Improvement Officers

- 6.1 A Quality Improvement Officer (QIO) has been allocated to each Learning Community/school (Appendix 1). QIOs will assist in promoting the authority's vision, mission and policies and procedures.

- 6.2 QIOs will work with schools/services to assist with self-evaluation and to support improvement planning, target setting and the production of evidence-based, evaluative reports on progress in meeting targets.
- 6.3 QIOs will be responsible to the Learning Community Principal for providing rigorous, evidence-based reports in relation to all quality issues.
- 6.4 In carrying out their duties QIOs will:
- visit schools, Learning Communities and other relevant service providers;
 - attend relevant meetings to ensure that QIOs they are fully briefed on all issues relating to quality improvement;
 - produce rigorous, evidence based reports as required;
 - support the Headteachers/service managers with the production of appropriately focused post-inspection action plans;
 - complete a summary and action record for all visits showing the issues discussed and the action agreed. Staff will be given a copy of this record and a further copy will be lodged with the Learning Community Principal
- 6.5 QIOs will have a proportionate and intelligence led approach to supporting and challenging schools and services. This will be based on sound and accurate self-evaluation. The level of support required by a school or service will be agreed by the Head of Service/Learning Community Principal/Service Manager/Headteacher or Head of establishment as appropriate.
- 6.6 The broad levels of support are as follows:
- *High Level:* This may be due to a number of factors which may include for example, an ASE visit in which the school/pre-school establishment/service was evaluated as satisfactory, weak or unsatisfactory in any quality indicator; a school's/pre-school establishment/service's own review or an HMI Inspection which identified weaknesses, a newly appointed Headteacher, an issue which a school or the department identifies as requiring a high level of support.
 - *Moderate Level:* This may be due to a number of factors which may include for example, an ASE visit in which the school/pre-school establishment/service was evaluated as good in any quality indicator, a school's/pre-school establishment /service's own review or an HMI Inspection which identified any indicator as good, an issue which a school or the department identifies as requiring a moderate level of support.
 - *Basic Level:* Schools/service area identified as very good or better in self-evaluation
- 6.7 Schools and Services will be assisted in their self-evaluation through:
- Assisted Self-evaluations carried out by Quality Improvement Officers and peer Headteacher/member of a school management team.
 - External evaluation by HMI or other external agencies.
 - Qualitative and quantitative data held centrally and in school and services.
 - The use of the CNES online Self-evaluation tool

Improvement Planning

- 6.8 Learning Community Principals have a duty to ensure that improvement plans are drawn up and submitted in line with authority and national requirements. QIOs will monitor the progress of improvement plan projects and will assist senior managers as appropriate, in accessing external support for improvement projects.

- 6.9 QIOs will liaise with schools/services to provide support and assistance with improvement projects and follow-through arrangements for schools and services after HMI core inspections.

Target Setting and Tracking

- 6.10 QIOs will liaise with school management on a regular basis in order to monitor and assess progress in setting targets and tracking pupils' progress.
- 6.11 QIOs will provide support and challenge in setting and meeting local and national targets.

Reporting on Standards and Quality

- 6.12 QIOs will support the Head of Service in drawing up a Department Standards and Quality report. Learning Community Principals/Service Managers/Headteachers have a duty to ensure that the standards and quality reports for schools and relevant sectors of the Education and Children's Services Department, are submitted in line with authority and national requirements.

6.13 Continuing Professional Development

QIOs will promote, deliver and engage in activities which will support the continuing professional development of staff.

7. HMI and Care Inspectorate Inspection Procedures

Responsibilities

- 7.1 The Director of the Department of Education and Children's Services has responsibility to liaise with HMI and the Care Inspectorate, etc., to improve the quality of the service and responding appropriately to the results of visits to schools and services.
- 7.2 The Director of the Department of Education and Children's Services is expected to provide quality reports for HMI and other external bodies as and when these are requested.

Action Plans

- 7.3 Action Plans will be drawn up following inspection in consultation with the relevant QIO/ Learning Community Principal/Senior Manager/Headteacher
- 7.4 Progress in implementing action plans for schools and children's services, will be monitored by the Learning Community Principal working with the QIO/Senior Manager/Headteacher as appropriate.

Education and Children's Services Committee

- 7.5 The Learning Community Principal will arrange for the presentation to Committee of all relevant quality reports, including HMI school reports. Headteachers and other service managers will attend committee for the presentation of reports which are relevant to their school/service.

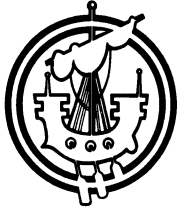
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Department of Education and Children's Services
Roinn an Fhoghlam agus Seirbheisean Chloinne

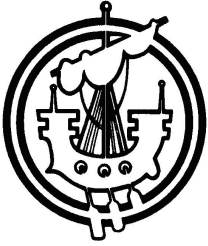
Quality Improvement Officers/Schools

QIO	Allocated Schools
Catherine MacLennan Lochs/Harris Learning Community	Uig Primary School
	Bernera Primary School
	Breasclate Primary School
	Sgoil nan Loch
	Pairc Primary School
	Sir E Scott School
	Leverhulme Memorial School
William MacDonald Uist and Barra Learning Community	Paible School
	Carinish Primary School
	Lochmaddy Primary School
	Balivanich Primary School
	Sgoil Lionacleit
	Tochdar Primary School
	Daliburgh School
	Eoligarry Primary School
Castlebay School	
Agnes MacDonald Ness/Westside/Greater Broadbay Learning Community	Lionel
	Sgoil an Taobh Siar
	Shawbost
	Sgoil an Rubha
	The Nicolson Institute
	Stornoway Primary School
	Laxdale Primary
	Tong Primary School
	Back School
	Tolsta Primary School
<i>Sandwickhill Learning Centre</i>	

DEPARTMENT OF EDUCATION AND CHILDREN'S SERVICES

<i>Officer responsibilities with effect from August 2013</i>			
<p>Comhairle Nan Eilean Siar</p>  <p>A' Coileanadh Sàr-Mhaitheas Còmhla</p> <p>Achieving Excellence Together</p>	<p>Alan Smithyman Learning Community Principal Areas 3, 4 and 5</p>	<p style="text-align: center;">Learning Community Areas Integrated Services</p>	<p>Donald MacLeod Learning Community Principal Areas 1 and 2</p>
	<p><u><i>Authority Lead Officer</i></u></p> <ul style="list-style-type: none"> • WISP/New School Developments <p><u><i>CfE Lead Officer</i></u></p> <ul style="list-style-type: none"> • Health and Well-Being 	<p><u><i>Education Development Centre</i></u> Donald MacLeod</p> <p><u><i>Achmore and Lionacleit Education Centre</i></u> Alan Smithyman</p> <p><u><i>CfE Shared responsibilities for all officers</i></u></p> <ul style="list-style-type: none"> • AifL • Learning Wall • Staff Engagement • Portfolios • NAR • Audits 	<p><u><i>Authority Lead Officer</i></u></p> <ul style="list-style-type: none"> • Self-Evaluation • Leadership and CPD <p><u><i>CfE Lead Officer</i></u></p> <ul style="list-style-type: none"> • Religious and moral education
<p>Catherine MacLennan Quality Improvement Officer Areas 3 and 4</p>	<p>William MacDonald Quality Improvement Officer Area 5</p>	<p>Agnes MacDonald Quality Improvement Officer Areas 1 and 2</p>	
<p><u><i>Authority Lead Officer</i></u></p> <ul style="list-style-type: none"> • Teaching and learning <p><u><i>CfE Lead Officer</i></u></p> <ul style="list-style-type: none"> • Languages (English/Literacy and MFL) • Social Studies • Curriculum -Primary (Early, First and Second levels) 	<p><u><i>Authority Lead Officer</i></u></p> <ul style="list-style-type: none"> • Probationer Manager <p><u><i>CfE Lead Officer</i></u></p> <ul style="list-style-type: none"> • Languages (Gaelic) • Science • Expressive Arts • Curriculum – Senior Phase (SQA) 	<p><u><i>Authority Lead Officer</i></u></p> <ul style="list-style-type: none"> • Assessment, moderation and performance data <p><u><i>CfE Lead Officer</i></u></p> <ul style="list-style-type: none"> • Mathematics/Numeracy • Technologies • Curriculum - Secondary (Broad General) 	

APPENDIX 2A



COMHAIRLE NAN EILEAN SIAR

Sandwick Road, Stornoway. HS1 2BW

Rathad Shanndabhaig, Steornabagh. HS1 2BW

Dear

ASSISTED SELF-EVALUATION: DATE

As previously discussed with you, an Assisted Self-evaluation exercise is to be carried out in **XXX** School during the period **XXX** .

Details of the work programme and the classroom observation sheets currently used are attached. In consultation with your QIO you should use the work programme to draft a timetable for the team. Please note that the following members of staff will present the feedback:

XXX

Please arrange to share details with staff, so that they will be fully aware of the process and will have relevant documentation available as evidence.

I would appreciate if you would allocate a room for use during our time in the school.

If you have any questions, please do not hesitate to contact me.

Yours sincerely

Quality Improvement Officer
Education and Children's Services

Enc

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Assisted Self-evaluation

1. Calendar

DATE	ACTIVITY
	Planning meeting: QIO(s) plus HT
	Assisted Self-evaluation
	Draft report discussed with HT
	Final report Issued
	Action Plan Agreed with Quality Improvement Officer
	Monitoring visits
	Approx 1 year later, follow-through visit/report

2. ASE team

QIOs plus peer Headteacher/member of SMT as appropriate

HGIOS 3 quality indicators in respect of all key areas will be used as the basis of evaluation in all activities.

3. Process:

Prior to visit: The team will review the following:

- School Improvement Plan
- Standards and Quality Report
- Attainment data

4. Timetable of Activities:

The ASE will commence with a presentation from the Headteacher on the theme '*How good is XXXX school?*' Thereafter, the team will carry out the activities as indicated below. Every effort will be made to provide verbal feedback to individual teachers on the day of the lesson observation. The afternoon of the final day should be left free, for a team discussion. Feedback to the Headteacher will be provided on the last day of the ASE. Please allow between 30-45 mins for feedback.

Activity	Officers	Participants/Staff
Classroom observations	All	All teaching staff
Pupil focus group	Team member(s)	Cross section of pupils
Teaching staff focus group	Team member(s)	As available
Ancillary staff focus group	Team member(s)	As available
Headteacher's Presentation	All	
Parent focus group	Team member(s)	As available

5. Evidence

Evidence will be collected from the following:

- Focus Groups
- Individual Interviews
- Observations
- Data Analysis
- Evaluation of Documents
- Pupil work

Examples of supporting documentation, which should be made available to the team:

- Self-evaluation documentation
- Policy documents
- Curricular Programmes
- Minutes of staff meetings
- Record of staff development activities
- Timetable(s)
- Planning documentation
- Examples of pupils' work (selection of jotters/folders)
- Pupil reports

Preparing for an Assisted Self-evaluation **What you should know**

What should be happening routinely

Senior Management Team:

- **Gather evidence** e.g. Pupil/staff/parent Focus Groups; classroom observations and work sampling; evaluations of initiatives, analysis of data, to identify strengths and improvement needs, take action and *show impact on learning*. *Always 'close the circle' by using QA system to check that measures taken have resulted in improved outcomes for learners.
- Set up opportunities for staff to share good practice and carry out peer observations. *Staff should keep a brief record of key points arising and action to be taken.
- Gather evidence of pupil attainment and achievement (includes achievements outwith the classroom and school)
- Know who the vulnerable (in terms of learning) pupils are and be able to say how they are being tracked and what actions are being taken to impact on learning.
- Plan for and measure improvement

Teaching Staff:

- Routinely **gather evidence about your pupils' learning** and show *evidence that you have adapted practice as a result of feedback*.
- **Jointly plan** learning, with colleague(s) using the NAR flowchart
- **Plan for challenging learning** – by incorporating higher order questions and tasks– at all stages. Ensure there is evidence of differentiation.
- Show **evidence that pupils have been involved in the planning** – and that *plans have been adapted as a result*.
- Have a **clear lesson structure** (AifL - *Learning Intention(s); Success Criteria; timed activities, with variety of group/pair or individual learning; brisk pace; plenary)
- Provide **opportunities for pupil-led learning**
- **Discuss learning and achievement (outwith the school also) with individual pupils and set targets for improvement**. Share the targets with parents.
- Provide **informative feedback** - *Linked to Success Criteria and identifying Strengths and Next Steps. (**Very good' 'Keep up the good work' – is not good enough!)
- How are you **monitoring, tracking and using pupil attainment data to improve learning?**

Preparing for the ASE

- 1-2 weeks prior to the ASE, a letter outlining the visit and a 'Self-evaluation Summary Paper' will arrive.
- HT/SMT, in collaboration with all staff, will use the '**Self-evaluation Summary**' to provide evidence of **Strengths and Development Needs in the key QIs (1.1, 2.1, 5.1, 5.3, 5.9)**
- The HT will be involved in the process at all stages.
- In consultation with the QIO, HT/SMT - will draw up a timetable which includes classroom visits and meetings with staff, pupils and parents.
- The team will need a room where **key** documentation should be provided.

During the ASE

- The ASE will start with a **presentation (approx 30-60 mins.) by the HT** – focusing on the key QIs – what the school does well and areas for improvement (more detail than the Self-evaluation Summary). Include school achievements and other relevant information.
- Verbal feedback will be provided after classroom observations.
- Meetings with staff, pupils and parents (each group 5-10) will focus on how the school meets their needs and will check points made in the 'Self-evaluation Summary'.
- The team will provide the HT/SMT with a verbal report at the end of school visit.

After the ASE

- Staff complete ASE evaluation sheet
- Approx. 2 weeks after the visit, a draft report will be issued to the school. The draft report, will be collated from team feedback and written by the school QIO. It will be shared with the school and may be adapted following discussion between HT and QIO.
- Approx. 2 weeks later, the final report is issued to the school.
- Approx. 1 week later, an Action Plan is agreed between the HT/SMT and QIO

Ratings:

Excellent – Sector-leading.

Very good – A very high standard of provision, with few areas for improvement. This is a standard that should be achievable by all. The school should strive to make the provision 'Excellent'

Good – Important strengths, which outweigh areas for improvement. Pupil experience is in some way diminished by improvement needs. The school should improve further the areas of strengths and take action to address improvement needs.

Satisfactory – Strengths which just outweigh the weaknesses. Pupils have a basic level of provision. Strengths have a positive impact on the pupils' experiences, but this is constrained by the weaknesses. The school should address the weaknesses by building on the strengths.

Weak – Some strengths, but also important weaknesses, which substantially diminish pupils' experiences. There needs to be prompt, structured, planned action by the school.

Unsatisfactory – Major weaknesses which require immediate action. Pupils' experiences are at risk in significant respects and support will be required from SMT to plan and implement improvement. Staff or agencies in or beyond the school may be involved in providing support.



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 Department of Education and Children's Services
ASSISTED SELF-EVALUATION FEEDBACK

1. The school received clear information, guidance and support prior to the ASE.

Strongly Agree		Agree		Disagree		Strongly Disagree		Don't Know	
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2. The purpose of the ASE was clear.

Strongly Agree		Agree		Disagree		Strongly Disagree		Don't Know	
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3. The Headteacher was involved at all stages of the process.

Strongly Agree		Agree		Disagree		Strongly Disagree		Don't Know	
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4. Following lesson observations, teachers were provided with helpful feedback identifying strengths and areas for improvement.

Strongly Agree		Agree		Disagree		Strongly Disagree		Don't Know	
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5. The views of staff, pupils and parents were reflected in the feedback/report.

Strongly Agree		Agree		Disagree		Strongly Disagree		Don't Know	
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6. The team behaved in a respectful manner during the ASE.

Strongly Agree		Agree		Disagree		Strongly Disagree		Don't Know	
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7. The Headteacher and staff had opportunities to share information and comment on findings during the review and on publication of the draft report.

Strongly Agree		Agree		Disagree		Strongly Disagree		Don't Know	
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Please share your thoughts on how this process could be improved.

Thank you for taking the time to complete this evaluation