WHITDALE PRIMARY SCHOOL AND ELC

SELF-EVALUATION SUMMARY

Latest update: AUGUST 2024

SELF-EVALUATION PLAN OVERVIEW

"We make effective use of all 15 QIs over a 3-5 year period, through a comprehensive self-evaluation plan which enables us to measure achievement of targets"

Continue to self-evaluate against QI 1.3, 2.3, 3.1, 2.3 annually – aspects of professional learning of these QIs is supported by the MFiL working groups
Continue to evaluate against QI 2.2 Curriculum pathways theme & 2.7 Partnerships impact theme annually – although it would be highly recommended that schools look at all themes within these QIs
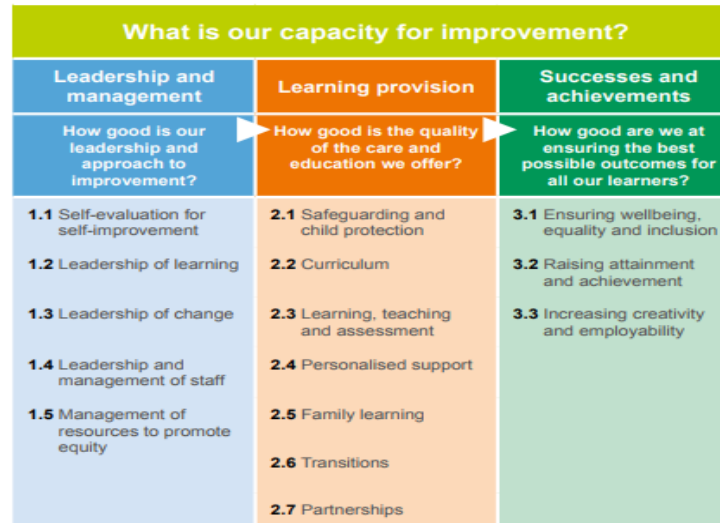2.1 Safeguarding & Child Protection is ongoing with professional learning delivered through annual update training
Professional learning in 2.4 Personalised Support is delivered through LAC/GIRFEC/HWB training
IWB is developing aspects of transition for ASN
2.5 Family Learning is being developed through the Family Learning Steering Group
Indicate below your plan to make effective use of the other QIs over a 3 – 5 year plan

	Session 2023/24	Session 2024/25	Session 2025/26	Session 2026/27	Session 2027/28
1.1					
1.2	X				
1.4					
1.5		X			
2.2 (All)	X	X			
2.4		X			
2.5	X				
2.6	X				
2.7 (All)	X	X			
3.3		*	√		

What is our capacity for improvement?

Leadership and management	Learning provision	Successes and achievements
How good is our leadership and approach to improvement?	How good is the quality of the care and education we offer?	How good are we at ensuring the best possible outcomes for all our learners?
1.1 Self-evaluation for self-improvement	**2.1** Safeguarding and child protection	**3.1** Ensuring wellbeing, equality and inclusion
1.2 Leadership of learning	**2.2** Curriculum	**3.2** Raising attainment and achievement
1.3 Leadership of change	**2.3** Learning, teaching and assessment	**3.3** Increasing creativity and employability
1.4 Leadership and management of staff	**2.4** Personalised support	
1.5 Management of resources to promote equity	**2.5** Family learning	
	2.6 Transitions	
	2.7 Partnerships	

Quality Indicators	How well are you doing? What's working well for your learners? *What do children benefit from?*	How do you know? What evidence do you have of positive impact on learners? *What is different for our learners?*	*This section indicates the connection between your self-evaluation and school improvement priorities*	
			What are you going to do now? What are your improvement priorities in this area (if any)? Remember that some of this section will be copied into your SIP as indicated in the next column	Link to SIP (only tick if relevant and will appear in next sessions' SIP)
1.3 Leadership of Change **Evaluation:**				
Developing a shared vision, values and aims relevant to the school and its community	The vision and values alongside our school aims are underpinned by 'The Whitdale Way'. ELC consulted with staff, parents/ carers and children to review our ELC vision and values. We continue to be ambitious for our learners. Through our focus on social justice and equity, our school, ELC and community have a clear understanding of the social context in the Whitburn community.	This has resulted in positive and respectful relationships between pupils and adults. There are significantly less SPHERAs recorded. Children know their and make effective use of their trusted adults. Children quote 'The Whitdale Way' and promote Whitdale walking.	Implement working groups for the four areas of our SIP.	Raising Attain ■Literacy ■Numeracy ■HWB ■Closing the Gap ☐Employability
Strategic planning for continuous improvement	We continue to prioritise time for staff to work collegiately to drive forward school and ELC improvements in conditions for staff to feel supported.	Pupil leadership team consulted with all stakeholders and revised school values. Staff engage positively in CLPL activities which benefit in the children receiving high quality, rich learning experiences.		■Raising Attain ☐Literacy ☐Numeracy ☐HWB ■Closing the Gap ■Employability
Implementing improvement and change	The newly created Senior leadership team are working on specific remits to effectively guide and manage the strategic			■Raising Attain ■Literacy ■Numeracy ■HWB

	direction and pace of change in school and the ELC.	Pupils are accessing enriched learning opportunities in our community. Pupil ethos surveys and pupil focus groups demonstrate greater awareness of our shared vision, values and aims. Assemblies are a good example of coming together as a community to 'live and breathe' our vision and values. Learners and staff comment positively on our curriculum offerings.		☒Closing the Gap ☐Employability

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2.3 Learning, Teaching and Assessment **Evaluation:**				
Learning and engagement	The majority of our learners are successful, confident and responsible. They effectively contribute to the life of the school, ELC and the wider community. They know their views are sought, valued and acted upon through both formal and informal opportunities such as consultation and pupil focus groups.	We have made good progress ensuring our learners experiences are varied and differentiated. Interventions demonstrate an increase in attainment and closing of specific gaps.	Continue to ensure we are planning differentiated learning activities. To embed whole school consistent approaches to learning, teaching and assessment. To continue to build staff knowledge and understanding of data.	■Raising Attain ■Literacy ■Numeracy ■HWB ■Closing the Gap ☐Employability
Quality of teaching	Our focus this year has been on systems, processes and one-page documentation to support consistency of approach to pedagogy and improvements. Our main focus has been on differentiation and inclusive practices.	We regularly hold pupil focus groups where pupil views are sought upon. Pupils know they are listened to and are confident to express their views and opinions.		■Raising Attain ■Literacy ■Numeracy ■HWB ■Closing the Gap ■Employability
Effective use of assessment	We are working creatively to ensure our approach to assessment is robust. A draft assessment policy has been created to ensure consistency and shared expectations. In the ELC, we have worked hard on a consistent approach to Seesaw, observations, support strategies and passports.	'The Whitdale Way' digital handbook of processes/ systems has been co-created with staff and shared with staff resulting in improved consistency of learning for our pupils.		■Raising Attain ■Literacy ■Numeracy ■HWB ■Closing the Gap ☐Employability

Planning, tracking and monitoring	Our excellence and equity meetings are carefully planned in line with our Quality Assurance policy. The focus is on improving outcomes for all learners, both universal and targeted support.	Staff engage positively in excellence and equity meetings		☑Raising Attain ☐Literacy ☐Numeracy ☐HWB ☑Closing the Gap ☐Employability

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3.1 Ensuring wellbeing, equality and inclusion Evaluation:				
Wellbeing	We have worked hard this session to embed our approaches to GIRFEC. SHANARRI wellbeing indicators are carefully tracked. Our school works effectively with our small group of parents who are on our parent council/ fundraising group.	To continue to take the theory and understanding of equity into practice. To review our Positive Relationships Policy to support the needs of all learners. To create a parent-friendly anti-bullying policy. We will continue to work on the four areas of differentiation including environment, content, process and product.		■Raising Attain ☐Literacy ☐Numeracy ■HWB ■Closing the Gap ☐Employability
Fulfilment of statutory duties	We comply and actively engage with statutory requirements. Staff contribute to and attend Child Planning Meetings, wellbeing assessment meetings, STAR charts, passports and other meetings with multi-agencies to support the inclusion of our young people. We have revised our small group settings including our nurture provision.			☐Raising Attain ☐Literacy ☐Numeracy ■HWB ☐Closing the Gap ☐Employability
Inclusion and equality	We have worked in partnership with the equity team where our aims focused on inclusive practices, effective targeted interventions and differentiation. Staff participated in a range of learning opportunities to ensure we are providing inclusive learning environments. Staff CLPL focused on differentiation, inclusion and equality.			☐Raising Attain ☐Literacy ☐Numeracy ■HWB ☐Closing the Gap ☐Employability

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3.2 Raising attainment and achievement/ Securing children's progress Evaluation:				
Attainment in literacy and numeracy	Attainment evidence demonstrates that learners make good progress in literacy and numeracy from their prior levels of attainment. Regular excellence and equity are contributing to staff having a sound understanding of learner progress.	Data meetings, trackers, teacher professional judgements, assessments both qualitative and quantitative.	To embed whole school consistent approaches to learning, teaching and assessment in literacy and numeracy. To align progression pathways and benchmarks to support teachers to deliver high quality learning experiences.	■Raising Attain ■Literacy ■Numeracy ■HWB ■Closing the Gap ☐Employability
Attainment over time	Raising attainment in Literacy and Numeracy is a focus for school and ELC improvement, all staff are committed to ensuring children progress through quality learning experiences. Improving the wellbeing of our children and families is central to the ethos and culture of our school and ELC.			■Raising Attain ■Literacy ■Numeracy ■HWB ■Closing the Gap ☐Employability
Overall quality of learners' achievement	Our data shows that overall, attainment in literacy and numeracy is good. In literacy, by the end of P1, P4 and P7, the majority of children attain the appropriate CfE levels.			■Raising Attain ■Literacy ■Numeracy ☐HWB ■Closing the Gap ☐Employability

	Attainment data in numeracy and maths in P4 demonstrates that most pupils are achieving in line with national expectations and in P1 and P7 the majority of pupils are achieving the appropriate CfE levels. Attainment evidence demonstrates that learners make good progress over time in literacy and numeracy from their prior levels of attainment. Our data in ELC demonstrates an improvement in all areas.			
Equity for all learners	In our settings, we actively promote equity across all areas.	Robust tracking of attainment through excellence and equity meetings, equity meetings with the equity team, staff professional dialogue, classroom observations.		■Raising Attain ■Literacy ■Numeracy ■HWB ■Closing the Gap ☐Employability

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2.2 Curriculum Evaluation:				
Rationale and design	We are reviewing what we are trying to achieve through our curriculum.	Staff self-evaluation processes demonstrate robust evaluation/ development of our curriculum which aim to therefore have a positive impact on learner attainment.	Staff to make explicit links throughout curriculum design through DYW focused.	■Raising Attain ■Literacy ■Numeracy ■HWB ■Closing the Gap ☐Employability
Development of the curriculum	We are currently reviewing our curriculum offerings – big learning questions (school). We are using data to support the principles of curriculum design with a focus on the Whitburn community.			■Raising Attain ■Literacy ■Numeracy ■HWB ■Closing the Gap ☐Employability
Learning Pathways	Staff use flexible learning pathways, resources, including the outdoor environment and other learning spaces creatively to support our learners to build on their prior learning and address identified gaps in school and ELC.			■Raising Attain ■Literacy ■Numeracy ■HWB ■Closing the Gap ☐Employability
Skills for learning, life and work	Pupils understand a range of positive destinations, including careers which reflect the 21st century. Through opportunities such as careers breakfasts, we continue to raise aspirations for our young people. DYW is promoted in all spaces in our ELC.			☐Raising Attain ☐Literacy ☐Numeracy ☐HWB ☐Closing the Gap ■Employability

2.7 Partnerships Evaluation:				
The development and promotion of partnerships	Our school and ELC community have established relationships with existing and new partners this session. We have re-established our parent group, continued with our partnerships including Kids Gone Wild and Studio Fitness and re-established trips to the local library, local shops/ market and Answer House day care centre.	<mark>Feedback</mark>	Staff to continue to make links in our community to support our SIP.	■Raising Attain ■Literacy ■Numeracy ■HWB ■Closing the Gap □Employability
Collaborative learning and improvement	We have consulted with our range of partners to ask for feedback about our curriculum offerings and next steps.	Feedback, discussions with partners	Recruitment. Staff aware of support available from partners	■Raising Attain ■Literacy ■Numeracy ■HWB ■Closing the Gap □Employability
Impact on Learners	Partnerships with our pedagogy DHTs, The Equity Team and Whitburn Academy – this is linked to work in literacy and numeracy including reading, maths and numeracy. Learners report increased confidence and have an increased range of opportunities as a result. ELC work with the EY cluster networks to support consistency in approaches.	Partnerships with our pedagogy DHTs and ICHS is supporting our work on profiling – this is linked to work on TEAMs, SEESAW and online learners journals to increase parental engagement in their children's learning.	Continue to work effectively with existing partners and to explore new partnerships e.g. The Larder, local community links	■Raising Attain ■Literacy ■Numeracy ■HWB ■Closing the Gap □Employability

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Additional QI – 1.4 Leadership and management of staff				■Raising Attain ■Literacy ■Numeracy ■HWB ■Closing the Gap ■Employability
Governance framework	The newly formed Senior Management Team have newly established roles and remits. We follow WLC policy to monitor complaints. Staff feedback is sought regularly.	Surveys	Continue to gather regular staff feedback	☐Raising Attain ☐Literacy ☐Numeracy ☐HWB ☐Closing the Gap ☐Employability
Building and sustained a professional staff team	Staff have had PRDs this year. We employ safeguarding procedures in line with WLC policy.	PRDs WLC policy Annual updates	Support and signpost to CLPL opportunities in line with our SIP	☐Raising Attain ☐Literacy ☐Numeracy ☐HWB ☐Closing the Gap ☐Employability
Staff wellbeing and pastoral support	The culture and ethos of our school and ELC is becoming more positive and focused on the needs of all. Regular staff wellbeing opportunities are planned for and supported by SMT e.g. Chatter Matters	Staff wellbeing check-ins	Continue to support all	☐Raising Attain ☐Literacy ☐Numeracy ☐HWB ☐Closing the Gap ☐Employability