

FERRYHILL PRIMARY SCHOOL

Standards and Quality Report



How Good is our School?

Context of the School

Ferryhill Primary School is located in the Drylaw neighbourhood of the north west of Edinburgh. The area comprises a mix of local authority, private landlord and privately owned accommodation. Almost all of our pupils live within SIMD 1-4 levels. The school has seen a rapid expansion since 2012 with the primary school roll increasing from 300 to 365 and the nursery capacity increasing to 144 with 72 at any one time including a mixture of full time, part time and eligible twos. We have a large number of pupils coming to the school from out with the catchment and waiting lists for places are becoming increasingly common at key stages of the school. The accommodation is well maintained and the school is situated within an excellent environment for outdoor education.

We have a large staff team which has grown to approximately 65 including a senior leadership team of Head Teacher, Depute Head Teacher, 3x Principal Teachers (Nursery, Primary and Additional Support Needs) and a Business Manager. As well as a full teaching staff complement, we have large teams of Pupil Support Assistants/Officers and Early Years Assistants/Practitioners/Officers. Long periods of understaffing added to a very high level of staff absence, has impacted heavily on the operational capacity of the school. In session 2018-2019, the Head Teacher was seconded to support another City of Edinburgh school and the Depute Head Teacher was Acting Head Teacher during this time. The Business Manager is on secondment to support the City of Edinburgh Council and a full time temporary Business Manager was employed this session.

The school's vision, values and aims were reviewed and revised in the 2017-2018 session and launched in August 2018.

We have established our attainment gap to be pupil and parent engagement with learning and have undertaken a number of initiatives this session to improve engagement in learning for pupils and parents.

You can find out more about the work we do, including links to key documents at www.ferryhill.edin.sch.uk

Capacity for Continuous Improvement

In session 2018-2019 the school has made good progress in meeting improvement plan targets. Very good progress has been made in improving learning and teaching. We have further developed leadership of learning which has had a positive impact on our capacity for improvement. Further work needs to be undertaken to raise attainment for all.

Leadership of Change

Our revised vision, values and aims were launched at the start of this year together with a relaunch of the focus on the Golden Rules. These underpin relationships and behaviour in the school. Reference to these is made in classrooms, playground and assemblies. All staff demonstrate a clear understanding of the socio-economic context of the school and a survey of staff highlights that the vision, values and aims make a positive impact on the work we do. Discussions with parents/carers and pupils show that the majority have an understanding of the school's values and aims but further work is ongoing to ensure our values are making a positive impact on standards of behaviour. We have produced our 1 in 5 poverty report which has been shared with our whole staff team. This has developed understanding of the backgrounds and lives of families and has shaped our school vision and ethos to create an inclusive, supportive, learning environment for all children and families.

Pupils are encouraged to take on leadership roles in pupil groups such as Junior Road Safety Officers, Ferryhill Techs, Pupil Council, ECO committee and we are currently exploring setting up a Diversity group, focusing on celebrating diversity and promoting inclusion. The learners contribute to the wider life of the school and take on responsibilities, such as Litter Busters, Playground Buddies and Prefects. The pupils help to share information with their classes and gather views from their peers. **Pupils from the Nurture Room are peer supporters and enjoy helping other children to learn new skills.** Views of the learners are gathered about particular aspects of the school and through a questionnaire they have given us a range of suggestions for improvement. However, we need to provide further opportunities for the gathering of learner views, particularly regarding the planning and evaluation of learning and teaching.

Parents strongly support events such as Merit Award Assemblies, class assemblies and other events which directly involve our children. We had low response rates to recent questionnaires and will look at further ways of gathering the views of an increased number of parents. The Parent Council work hard to offer a range of activities for fundraising which greatly support the school. **Next year we will look at further activities to engage more widely with parents.**

The school improvement plan has clearly defined priorities which focus appropriately on actions to improve the quality of health and wellbeing, improve attainment and provide consistency in learning and teaching. There are well-planned opportunities in the school calendar to provide collegiate staff meetings and training and cluster work which support the systems and processes to support school improvement. Senior leaders are enabling staff to gain confidence in initiating and leading change. Teachers have now taken on a wide range of leadership roles, including the development of learning and teaching, self-evaluation and outdoor learning. These important developments are helping to build the capacity for continuous improvement. The Head Teacher protects time to support staff in completing a range of self-reflection activities including the analysis of attainment results and considering comments and observations from stakeholders. A number of staff have undertaken their own professional learning including Master's level learning.

Over the past three years there has been a strong focus on self-evaluation to improve learning and teaching at Ferryhill. Staff have undertaken training, participated in self-evaluation activities and have shown a commitment to improving their practice. The new learning and teaching policy and co-constructed graffiti walls for many areas of learning and teaching have provided clear guidelines, strategies and support for staff in providing well planned and organised lessons for the pupils in their class. Specific focuses on learning intentions and success criteria, differentiation, effective questioning and feedback throughout the year have allowed class teachers to develop their practice in collaboration with their peers. A strong leadership of learning and teaching is driving forward change and having a positive impact on teaching practice, the learner's experiences and raising attainment. Our next steps are to embed high quality practices and to continue to identify areas for improvement in ensuring high quality learning and teaching. Some teachers are working successfully with their stage partners in joint planning that is having a clear impact on successful learning and teaching. All teachers have been engaged in peer evaluation and most teachers have used this as an opportunity to identify strengths and areas to improve their own learning and teaching.

Senior leaders continue to develop monitoring and tracking systems to support ongoing improvement in attainment and achievement. We now need to develop these systems further to enable us to more fully measure children's ongoing improvements individually and within cohorts to further improve the quality of learning and teaching.

Staff have worked in and led Working Parties for Literacy, Numeracy and STEM this year. The Literacy Working Party report that they have raised the profile of literacy, planned and organised literacy activities and focus events and reopened the school library. The impact on raising attainment and achievement is described further in this report. The STEM working party developed understanding of teaching STEM. They have begun clearing out and renewing our science resources to ensure a good variety of modern STEM lessons could be delivered in class. They have planned, resourced and delivered a whole school STEM week that raised the profile of STEM and increased pupils awareness of the subject. They celebrated the success of the STEM week with a successful exhibition that shared children's success with their parents. Some staff including non teaching staff have led or contributed to CAT and In Service provision. Teachers have engaged in reflective professional reading to share and improve the quality of learning and teaching. Individual members of staff have undertaken external professional study which has contributed to enhanced learning and teaching in the school. Teachers at the early stages have worked together to develop effective play across the classes.

Our new curriculum entitlements document has helped us understand the need to further develop community partnerships to broaden learning, including about the world of work. The senior leadership team have put additional opportunities in place for parents to communicate with the school including electronic sharing of letters, weekly e-newsletter, open events, use of Twitter and Facebook. We will continue to work to improve the consistency of communication with all stakeholders.

We have used our Pupil Equity Funding of £102,000 this session to take forward a range of universal and targeted interventions. The bulk of our funding has been used to employ additional staffing of a Supernumerary Teacher, 2 Pupil Support Officers and 2 Pupil Support Assistants. The Supernumerary Teacher has been engaged in teaching literacy, numeracy and science for those requiring additional support and those requiring further challenge. The additional Pupil Support Assistants have been engaged in supporting

learning in literacy and numeracy for individuals and groups of learners. The Pupil Support Officers have worked to develop and extend our nurture provision, support for individuals and families and engagement of families in learning and the life of the school. Due to on-going challenges with recruitment and staff absence we were unable to fully utilise our PEF allocation and an under spend of approximately £50,100 was carried forward at the end of March 2019.

Next Steps

- Further engage learners and their parents in the school's self-evaluation processes and staff engagement in self and peer evaluation.
- Embed high quality practice and continue to identify areas for improvement in ensuring high quality learning and teaching.
- Review and improve monitoring and tracking systems to more fully measure children's ongoing improvements individually and within cohorts to further improve the quality of learning and teaching.
- Continue to work to improve the consistency of communication and engagement of all stakeholders.

Learning, Teaching and Assessment

Classroom visits by senior leadership team and the joint practice head teacher group tell us that we provide a nurturing and stimulating environment for learning. Staff surveys and evaluations have staff identify that they are warm, welcoming and have positive relationships with pupils. This establishes a safe environment for children to learn. Almost all children are happy and motivated. Children are eager to engage in learning and in pair and small group activities, children are responsible, reliable and determined in completing tasks. Almost all classrooms are well-organised to ensure children can access resources easily and independently.

We can see that almost all teachers use learning intentions successfully and are beginning to co-construct success criteria with the pupils. Teachers are taking steps to develop children's higher order thinking skills and their ability to justify choices and opinions. Class plenary sessions are used well to reinforce key learning points and set up the focus for the next lesson. Teachers give clear explanations. Teachers plan and prepare their lessons well. They give careful consideration to how children are grouped to meet the needs of individual learners. The learning is at an appropriate level for most children, however staff need to continue to develop a focus on improving 'challenge and pace' to ensure all pupils are motivated and engaged. Most classes are using talk partners effectively to provide pupils with opportunities to share their learning and peer assess each other's work. Almost all classes demonstrate a good balance of individual, paired and group work, however, staff need to continue to develop their approaches to child-centred planning and need to provide more opportunities for pupils to lead learning. In most classes activities are differentiated and extend or reinforce learning, however further differentiation across all learning is

required to ensure all pupils make appropriately paced progress. Effective questioning and good, quality feedback is apparent in most classes, however this now needs to be consistent and embedded across all classes.

We have recently introduced a 'skills sack' for each class. The class teachers make references to the skills sack in relation to the learning intentions and success criteria at the beginning and plenary of each lesson. In most classes the pupils are involved in planning IDL topics using KWL grids. Staff continue to develop meaningful ways to involve pupils in the planning across all curricular areas and promoting pupil voice. All classes participate in weekly outdoor learning lessons and make good use of our school grounds. Staff have received further training in outdoor education.

Digital technologies are developing across the school. Laptops, tablets and interactive whiteboards are used appropriately to support learning. In all classes children use these with confidence and enthusiasm. They speak positively about having access to technology and that it is helping them to be more independent in their learning. Staff continue to build on children's capacity to use a range of digital technologies to share their learning with families and to capitalise on children's skills and confidence through peer tutoring.

The STEM working party developed understanding of teaching STEM. They have begun clearing out and renewing our science resources to ensure a good variety of modern STEM lessons could be delivered in class. They have planned, resourced and delivered a whole school STEM week that raised the profile of STEM and increased pupil awareness of the subject. They celebrated the success of the STEM week with a successful exhibition that shared children's success with their parents. Pupils have enjoyed learning about STEM and feedback from staff regarding the STEM bridge week/exhibition has supported this. Staff have commented that the teaching of the STEM also developed pupil skills in resilience, teamwork and problem solving. Pupil questionnaires across a sample of 45 children from P3-P7 indicated the pupils have really enjoyed increased opportunities for STEM and wish to do more in future. A large proportion of the pupils sampled told us they had developed their skills. Teaching staff questionnaires tell us that staff appreciated the PEF input of additional staffing to support STEM and that pupils had responded well to SETM input.

The Numeracy Working Party looked at ways to promote maths within Ferryhill. They looked at what was working well at each level and the challenges that our children have in number and maths. They promoted Sumdog competitions and shared ideas for websites that support maths.

Assessment is used effectively to plan next steps and identify gaps in pupils learning. Staff use standardised assessments to gauge progress and put interventions in place. There is a good balance of both formative and summative assessment used throughout the year to gather evidence and support the teacher's professional judgement of achievement of a level. However there is scope for teacher professional judgements to take account of a broader range of moderation activities, supported by the National Benchmarks. There has been an increased focus on teaching pupils how to peer assess successfully, referring to the success criteria. Regular feedback on learners' experiences should focus on ensuring that children maximise their successes and achievements. This then would give children more specific feedback on how to improve their learning.

All teaching staff have been trained using the CIRCLE document. This is used regularly to support staff in providing an inclusive classroom and identify any barriers for learning. Almost all staff have been trained in Word Boost. This training has had a positive impact on

developing vocabulary across the school. Both staff and pupils have responded well to the programme.

Teachers are involved in and value the opportunities they have to observe of each other's learning and teaching. This is contributing to a culture of peer support and sharing of effective practice. Information from professional learning, tracking and monitoring conversations and pupil focus groups now needs to be collated to identify collective areas of strength and for development and improvement.

Our in-service days and CAT sessions have focused on evaluating and improving learning and teaching. Using Shirley Clarke approaches the staff are actively engaged in discussion and have completed evaluation activities to look at and improve their practice. There has been a focus on improving the quality of learning intentions, co-constructing success criteria, differentiation and using effective questioning and providing quality feedback. The staff are committed to improving their practice and providing quality learning and teaching. All staff have been trained in Big Maths. Both staff and pupils are enjoying using Big Maths and are motivated to learn. The programme offers a focus on specific skills and provides a range of differentiated activities that provide pace and challenge for our pupils.

Pupil Support Assistants and Officers work well with class teachers. They provide valuable help for individuals and groups of children who need additional help to learn and experience success. Our staff team is well placed to consider further how we can plan to challenge and stretch children's thinking and in particular higher achieving children at all stages.

Next Steps

- Continue to improve differentiation, challenge and pace to ensure all pupils, in particular higher achieving children are motivated and engaged.
- Continue to develop staff and pupil engagement in the successful implementation of Big Maths.
- Further develop STEM through robotics, programming and engineering to meet the needs and interests of pupils.
- Develop further approaches to child-centred planning and more opportunities for pupils to lead learning.
- Further develop feedback on learners' experiences to ensure children maximise their successes and achievements.
- Ensure teacher professional judgements take account of a broader range of moderation activities, supported by the National Benchmarks.

Ensuring Wellbeing, Equality and Inclusion

We have continued to develop our whole-school Nurture approaches. One teacher and two Pupil Support Officers have undergone Nurture Network training and accreditation. All staff have participated in Nurture training. Almost all staff have demonstrated an increased commitment to nurture and inclusion in daily practice. This is evident in the enhanced quality of relationships between staff and pupils and the increased levels of empathy and understanding staff demonstrate towards pupils. Most staff understand the links between a nurturing approach and restorative practice. There has been a significant increase in the number and quality of restorative conversations carried out by the senior leadership team, teaching staff and Pupil Support Assistants in classrooms and the playground. The recent pupil well-being survey demonstrates on average a 12% rise across all indicators with the most significant rise showing 94% (a rise of 20%) of pupils feel safe in school .

6 pupils attend the Nurture group and have evaluated that they feel able to ask an adult for help if they need it or are worried. 4 of the 6 pupils said going to the Nurture group helped them with their learning when they went back into class. All pupils demonstrated significantly increased engagement in learning measured using the Leuven scale. All 6 pupils were vulnerable to exclusion at the start of the session however this is no longer the case. All pupils have shown an increased ability to set personal learning targets, based on feedback, during learning conversations with their teacher. This has increased the use of evaluative language in daily/weekly evaluations of learning in almost all classes. In all classes, pupils use these evaluations to plan learning experiences with their teacher.

Our Pupil Support Officers work closely with particular pupils and their families to support their emotional well-being in school. They support children over break and we have an early lunch club for those who find the dinner hall too busy and noisy.

The Health and Wellbeing indicators are used effectively by staff to develop and promote the emotional well - being of our pupils. Restorative approaches are used across the school to foster positive relationships with our pupils and families. The Building Resilience programme is used to deliver HWB across the school. Assemblies are regularly used to celebrate learning and raise awareness of the school focus. Emotion Walls are used in classroom and emotional literacy is promoted in classes. Confident Staff, Confident Children training was taken up by all staff and HWB is central in their practice. Healthy snack is promoted and provided for those who don't have snack. Confident Staff, Confident Children training was taken up by all staff and HWB is central in their practice. All staff have participated in an input on Adverse Childhood Experiences.

A large number of Child Planning Meetings are organised and prioritised throughout the year to ensure the needs of our pupils are being met. We active engage in a multi-agency approach to meet the needs of our pupils and work closely with our educational Psychologist, SALT, ASL Team, Barnados and Social Work

All staff are committed to combating inequality, raising attainment and closing the gap. The school substantially subsidises school the P7 camp and school trips to ensure the cost is equitable for all

Our P.E specialist plans and delivers a progressive curriculum for the whole school. Each class participates in our Daily Mile and on a Friday parents are invited to participate in our Golden Mile. The DHT collaborates closely with the Active Schools Co-ordinator to plan transition events for P1 and P7, evaluate, and plan for after school clubs. All Active school club activities are free for our SIMD 1/2/3 pupils. Our Principal Teacher and P1 teacher have been trained in leading Outdoor Learning and help support the planning and delivering of Outdoor Learning which is an essential feature across the school. We have extensive grounds, main playground, the woods, backfields, P1 area and the Rainbow Garden which children have access to at break and lunch.

The whole school follows the Golden Rules as part of our Behaviour Policy which was reviewed and launched for August 2018. A further review has been undertaken and action taken to make further improvements. Behaviour Flow Charts are available in the classroom and the Playground to support staff in providing the appropriate sanctions and ensuring consistency across the school. Our new anti-bullying policy and resources were also launched during 2018-2019. However sometimes a few parents do not always agree that appropriate follow up action has been taken to address their concerns about behaviour or bullying challenges. There is a need for further parental engagement in our approaches to achieve higher levels of parental satisfaction. However this contrasts with what pupils tell us. 81% of children across the stages P3-P7 reported in the City of Edinburgh Council's Pupil Wellbeing Questionnaire this year that, "adults in our school are good at dealing with bullying." This represents a 5% increase when the same question was asked in 2016.

Health Care Plans are reviewed regularly and supports put in place.

Information regarding Child Protection is shared with relevant staff and good communication is a priority in ensuring pupil safety. All staff have received their statutory Child Protection update training in this current academic session. Staff have undertaken training in asthma, allergies and epilepsy and ASD.

Next steps:

- Increase levels of parental engagement in learning and teaching and the life and work of the school
- Achieve higher levels of parental understanding and satisfaction in the school's Positive Behaviour and Anti Bullying Policies and Procedures.
- Increase the variety of clubs on offer throughout the week including Free Active Schools for all children in SIMD 1/2/3 known by the school to be living in poverty
- Ensure Active Schools provides a programme which is shaped by learner voice
- Increase opportunities to ensure the views of learners are sought, valued and lead to change
- Promote and celebrate diversity

Raising Attainment and Achievement

The school has a merit system which is very popular with all our children and families. Pupils work towards the Bronze, Silver and Gold award throughout the year. Achievements and wider achievements are celebrated in class, across the school and through the Merit Award scheme. Our Merit Award System tells us that across the school there is varied participation in opportunities for out of school achievement. Our Active Schools Clubs are not fully subscribed. We need to further review the level of participation in opportunities for out of school achievement and take action to increase the number of children and families understanding the value of wider participation on their own achievement and progress. We need to work to ensure that active schools places are fully subscribed.

We have an attainment tracking system in place which is used to support discussion in planning meetings with SLT and class teachers. These meetings look at the attainment data, discuss individual pupil progress, challenged and needs and the supports to be put in place. These meetings demonstrate that teachers are responsive to individual pupils' needs and are initiating planning to meet these needs at an early stage. Teachers are developing increased confidence in using a range of assessment data to support their judgements about pupil progress. Our planning has been revised and developed to ensure learning outcomes are identified and used as the basis of dialogue between staff and senior leadership team regarding attainment. Teaching staff have engaged with the benchmarks to further develop confidence in pupil achievement and attainment. We will adopt the City of Edinburgh Council's EDICT tracking package to improve our tracking of attainment in session 2019-2020.

The Principal Teacher Additional Support Needs undertakes a comprehensive review of attainment in literacy at key stages of the school and plans and evaluates a range of interventions to support learning and increase levels of attainment.

Moderation activity this year has focused on STEM at cluster levels where colleagues have planned learning experiences including assessment opportunities engaging with benchmarks. Almost all staff have demonstrated a much higher degree of confidence in making judgements about pupils' attainment levels.

The Literacy Working Party report they have raised the profile of literacy, planned and organised literacy activities and focus events and reopened the school library. IDs have been created for every pupil and teacher logins created. A timetable was created for all classes to sign up for regular class visits to the school library. Links have been re-established with Blackhall Library and information provided to all class teachers about potential class visits including storytelling sessions and 'How to use the library' sessions. Everyone Reading in Class (ERIC) and Bring and Pick a Book events were undertaken. A Reading Group was offered as a 'Big Golden Time' opportunity and there have been regular 'Shared Reading' sessions between P1s and P2s with P6s and P7s. All children have had regular opportunities to select books of their own choice from the library. These sessions were met with enthusiasm and children have been discussing and recommending books to their peers. In addition, all children who attended the book swap week also received a book which they were able to keep and take home. Teachers have been

modelling good practice; reading class novels, supporting reading groups in class with a focus on different elements such as expression and pace and summarising skills. Lessons have also linked in reading and grammar for example highlighting use of speech marks, apostrophes, ellipses etc. Use of 'Higher Order Thinking' skills has also encouraged the children to discuss their learning in greater depth. Evidence of improvements in literacy can also be shown in the increase in scores in SWST and Cold Writing pieces for many children.

New resources to support literacy and numeracy have been purchased. We now have SRA Literacy Reading Boxes and we are working towards full implementation of the Big Maths Approach. Word Boost is now fully implemented across the school and is having a positive impact on children's vocabulary for reading, writing and talking. Individuals and groups of children are receiving targeted support for maths and literacy.

Part of our focus for raising attainment using PEF resources has been to promote engagement with families in learning and life and work of the school. In addition, literacy and numeracy packs have been provided to support learning at home for Primary 1.

We have analysed our poverty-related attainment gap and identified a range of strategies to support learning. This includes targeted support from a Supernumerary Teacher, additional Pupil Support Assistants and Pupil Support Officers. The support includes a focus on engagement in learning as well as direct intervention for numeracy, literacy and science. We have produced our 1 in 5 Poverty Report which highlights the actions we are taking to promote equity for all learners. Staff have a very good understanding of the challenges faced by our children and families and work hard to ensure equity for all learners.

Attendance at school remains a key factor in raising attainment. Whilst we have similar attendance rates to other comparator schools we are concerned that 13.8% of our children have attendance lower than 85% at the beginning of June 2019. With a focus on improving attendance and using PEF we aim to significantly reduce this figure to 10% in 2019-2020.

Next Steps:

- Adopt City of Edinburgh Council EDICT tracking package.
- Further develop the use of assessment data to inform planning and supporting individuals and groups of children.
- Reduce absence levels to 10% of our children having attendance lower than 85%.
- Carry out a detailed analysis of our attainment levels identifying successes and areas for improvement in 2019-2020.
- Further review the level of participation in opportunities for out of school achievement and take action to increase the number of children and families understanding the value of wider participation on their own achievement and progress.
- Ensure that active schools places are fully subscribed and free places are offered to children living in SIMD 1, 2 and 3.

Equity and Best Value

Pupil Equity Fund

We have used our Pupil Equity Funding of £102,000 this session to take forward a range of universal and targeted interventions. The bulk of our funding has been used to employ additional staffing of a Supernumerary Teacher, 2 Pupil Support Officers and 2 Pupil Support Assistants. The Supernumerary Teacher has been engaged in teaching literacy, numeracy and science for those requiring additional support and those requiring further challenge. The additional Pupil Support Assistants have been engaged in supporting learning in literacy and numeracy for individuals and groups of learners. The Pupil Support Officers have worked to develop and extend our nurture provision, support for individuals and families and engagement of families in learning and the life of the school. Due to on-going challenges with recruitment and staff absence we were unable to fully utilise our PEF allocation and an under spend of approximately £50,100 was carried forward at the end of March 2019. A sample of parents was sent a questionnaire to ask their views about how we were using our Pupil Equity Funding. SIMD data was used to create the sample of parents. 62 questionnaires were sent, 7 returns were received. This is a return of 11% and suggests we need to do more to promote how we are using PEF and how we gather the views of parents. The majority of these responses suggested the child had benefitted from the use of PEF in our school. Most of the responses wanted PEF to be used to improve attainment in literacy and numeracy and to be used to employ additional staffing to support this.

FOR SESSION 2018-19, THE PUPIL EQUITY FUND HAS TOTALLED £154,566.69 .

THIS INCLUDED A CARRY-FORWARD OF £52,287.23 FROM THE PREVIOUS SESSION OF WHICH £52,287.23 HAS NOW BEEN SPENT.

THERE IS A CURRENT CARRY-FORWARD OF £50,115.99 TO SESSION 2019-20.

THIS SPEND IS DEEMED EXCEPTIONAL AND THE PLANS FOR THIS SPEND ARE OUTLINED IN THE SCHOOL IMPROVEMENT PLAN FOR 2019-20 AND CODED GREEN.

Quality Indicator Grades

| | School | Nursery | HMI/Care Inspectorate |
|---|--------------|--------------|-----------------------|
| Leadership of Change | Good | Good | Good |
| Learning, Teaching & Assessment | Good | Satisfactory | N/a |
| Wellbeing, Equality & Inclusion | Very Good | Good | N/a |
| Raising Attainment & Achievement | Satisfactory | Satisfactory | N/a |

Self-Evaluation Schedule

| QI | | 2017 – 2018 | 2018 – 2019 | 2019 – 2020 | 2020 - 2021 |
|------------|---|-------------|-------------|-------------|-------------|
| 1.1 | Self-Evaluation for Self-Improvement | √ | √ | | |
| 1.2 | Leadership of Learning | | | √ | |
| 1.3 | Leadership of Change | √ | √ | √ | √ |
| 1.4 | Leadership and Management of Staff | √ | | | |
| 1.5 | Management of Resources To Promote Equity | | | | √ |
| 2.1 | Safeguarding and Child Protection | | | √ | |
| 2.2 | Curriculum | √ | | √ | |
| 2.3 | Learning, Teaching and Assessment | √ | √ | √ | √ |
| 2.4 | Personalised Support | | | √ | |
| 2.5 | Family Learning | √ | | | |
| 2.6 | Transitions | | | | √ |
| 2.7 | Partnerships | | | | √ |
| 3.1 | Ensuring Wellbeing, Equality and Inclusion | √ | √ | √ | √ |
| 3.2 | Raising Attainment and Achievement | √ | √ | √ | √ |
| 3.3 | Increasing Creativity and Employability | | | | √ |