



States of Guernsey
Education Services



Education
Scotland
Foghlam Alba

Summarised inspection findings

**St Anne's School
Alderney**

22 November 2017

1.3 Leadership of change

very good

This indicator focuses on collaborative leadership at all levels to develop a shared vision for change and improvement which is meaningful and relevant to the context of the school within its community. Planning for continuous improvement should be evidence based and linked to effective self-evaluation. Senior leaders should ensure the need for change is well understood and that the pace of change is appropriate to ensure the desired positive impact for learners. The themes are:

- *Developing a shared vision, values and aims relevant to the school and its community*
 - *Strategic planning for continuous improvement*
 - *Implementing improvement and change*
-
- The headteacher has made a very positive difference in his time in post. Together, the headteacher, the deputy headteacher and the Special Educational Needs Co-ordinator and Inclusion Manager (SENCO), combine to make up the senior leadership team. They have worked with conviction and determination to transform the ethos within the school. Individually and collectively, they provide very strong leadership which has allowed the school to move on at a rapid pace. Staff now have much greater pride and confidence in their work. They are aware of and take account of the unique context of the school. Teachers and learning support assistants are now taking on leadership roles across a range of contexts and areas. Roles and responsibilities are much clearer, better understood and more impactful. With support from officers from the States of Guernsey Education Services, leadership has developed from an earlier position of being more fragile and reactive to a situation which is now stabilised, well-considered and forward looking.
 - The senior leadership team are important role models within the school and community. They are models of good practice in their teaching and in their relationships with stakeholders. Staff welcome their leadership and guidance and the increased opportunities they have for creativity and innovation. In taking the school forward further, the leadership team and staff are aware that this significant progress requires to be maintained and in some aspects developed further. In so doing, they continue to be very aware of the particular island context of Alderney, with the opportunities and challenges that brings.
 - Parents are increasingly making a contribution to the life of the school. A number welcomed, recently, the opportunity to meet the teachers to discuss school issues at an informal evening. However, the community and school still have work to do to combine their strengths and talents, all pulling in the same direction, for the good of the children and young people in Alderney.
 - The school's vision has been revisited as a simple message and logo – “Inspired to learn Supported to succeed”. A good start has been made to achieving this vision and there have been system changes and new policies developed which are showing early signs of impact. For example, the recently developed roles of prefects and head pupils has been embraced well by children and young people. Senior leaders and staff have successfully worked with the school community to create more ambitious expectations for young people in terms of, for example, uniform and behaviour.

- The staff have worked well to self-evaluate using a recently introduced framework which is now being used across the Bailiwick. The school reports accurately and appropriately in its standards and quality report, with an improved sense of where it is stronger and which aspects of its work require further focus. Its arrangements for improvement planning are proportionate and, most significantly, effective.
- Teachers are working collaboratively and in many cases are leading groups which are managing aspects of change. They are encouraged by senior leaders to be creative and innovative. Groups have shared their initial findings with wider staff. They are helping to lead aspects of the curriculum within and beyond their own curricular areas. This opportunity for practitioner-led enquiry has motivated staff, who have welcomed the opportunity to work more collegiately. Teachers are able to show where this has added value to the work of the school and in particular, where their teaching has brought about improved experiences for children and young people. All staff welcome a range of opportunities to lead within the school and also to develop and refresh aspects of their practice.
- Children in the primary classes have been trained as inspectors and worked as a team to inspect the work of the Reception and primary phases. They produced a very helpful report highlighting the strengths and areas for improvement. This is helping children to take responsibility within the school as well as signalling to children and wider stakeholders that pupil voice is important.
- In their roles as prefects, head pupils and members of various groups, young people are demonstrating and developing their leadership skills and qualities whilst making a significant contribution to the life and work of the school.
- Partners in Alderney and Guernsey are contributing well to preparing young people for the world of work, through for example, visits to the school to talk to children about their work. Some notable examples are the Rotary who are long-standing partners and are helping young people develop their skills in hospitality and catering to a very high standard, creating restaurant-standard food and service. Young people in Year 11 shared skilfully how they recently grew in confidence, developing their employability skills in their work experience placements. Young people contribute well as members of the Bailiwick Youth Forum. In sharing these experiences with their younger peers, they demonstrate their role as leaders now as well as local leaders in the future.

2.1: Safeguarding

- The school submitted self-evaluation information related to child protection and safeguarding. Inspectors discussed this information with relevant staff and where appropriate, children and young people. In addition, inspectors examined a sample of safeguarding documentation. At the time of the inspection, there were no identified areas for development.

2.2 Curriculum: theme 2 - development of the curriculum

This theme sits within the overall quality indicator of 2.2 curriculum. The indicator highlights the importance of placing the needs of learners at the centre of the curriculum design and development. An effective curriculum results in strong outcomes for all learners.

- Staff have been involved in developing the new “big picture curriculum” within St Anne’s School. As well as working with colleagues in the school, some have also worked jointly with colleagues across the Bailiwick to enrich the curriculum and to ensure that is more joyous and purposeful.
- The leadership team, along with staff, have a long-term view of how they should develop the “big picture” Bailiwick curriculum. This is supporting and strengthening the staff’s focus on the development of skills in children and young people in a progressive manner. Staff groups have worked collegiately to develop aspects of the curriculum including skills development. Teachers and learning support assistants working together have helped review practice.
- The curriculum is leading to the development of important skills for life. For example, young people in art and design and technology show their creativity in planning and producing artwork and mobiles. In geography, young people are thinking critically about the environment, debating the impact of supermarkets on smaller shops. In religious education (RE), time is taken to allow for reflecting on and preparing for the celebration of Christmas. Working independently in physical education (PE), young people develop their skills in gymnastics. At a whole school level, through effective teamwork, they led very successfully a senior school assembly.
- Staff working groups supported debate and engagement across the staff team to bring about improvement. This professional learning for staff has empowered them and built their confidence in bringing about change and improvement. Children and young people are developing well their skills for work through a range of experiences. For example, through their participation in the Rotary Young Chef competition and in Years 10 and 11 work experience placements. Through their work as young inspectors, children at the primary stages are influencing positively how the curriculum is evolving.
- The school is building well on its use of the outdoors. Using the local environment children and young people are enthusiastic about their sea swimming, where they are developing important skills which will allow them to access more confidently and safely aspects of island life. Children are excited by ‘magical’ days in the park and young people get a sense of scale in the universe through constructing models of planets in the solar system and placing them outdoors. Young people are being challenged individually and as members of teams as they work through to successful completion the Duke of Edinburgh’s Award. In continuing to develop the curriculum, the school community should continue to be ambitious for children and young people and creative in their thinking.

2.3 Learning, teaching and assessment

good

This indicator focuses on ensuring high-quality learning experiences for all children and young people. It highlights the importance of highly-skilled staff who work with children, young people and others to ensure learning is motivating and meaningful. Effective use of assessment by staff and learners ensures children and young people maximise their successes and achievements. The themes are:

- *Learning and engagement*
- *Quality of teaching*
- *Effective use of assessment*
- *Planning, tracking and monitoring*

Reception and Primary

- In the Reception and primary classes, children are happy and enjoy being at school. They are friendly, kind to one another and very well behaved. Almost all children engage very well in their learning. In all classes, children told inspectors that they enjoy their learning, particularly learning outdoors, and spoke about their successes in classes and beyond. In all lessons observed by inspectors, children were aware of the purpose of lessons and most could discuss their prior learning confidently. From the Reception class onwards, they are developing a good awareness of their own strengths as learners and what they need to do to improve. They find verbal and written feedback from their teachers very helpful. Children have frequent opportunities to assess their own work and the work of their peers. The school is aware that recent staffing challenges have led to inconsistencies and variability in the quality of learning experiences of children at the upper stages of Key Stage 2. As a result, children in these classes are less confident in talking about their own learning.
- In almost all lessons observed by inspectors, children were given elements of choice and ownership over the tasks and the activities in which they took part. Approaches to co-operative learning are well embedded. As a result, children at all stages can work together in pairs and in teams on a range of tasks. In the best lessons, children are actively engaged in critical thinking and use higher-order thinking skills to extend and apply their learning. Digital technology is used well during lessons to support children's learning. They use tablets and laptops to research facts for their topic work and to play interactive games to reinforce their numeracy and literacy skills. There is scope for children to act as 'digital champions' to share and apply their own knowledge and skills in using technology and to act as helpers in the wider life of the school.
- There were major strengths in the quality of teaching observed in the Reception and primary classes. Almost all lessons were of a high quality with teachers' explanations and instructions made clear for children. Commendably, staff with the Reception and primary stages, work closely together and have a shared understanding of what constitutes an effective lesson. They share the purpose of lessons, identify success criteria and in the best practice use well-judged plenary sessions to re-enforce children's learning. Teachers use questioning well to support and challenge children's learning. This supports children's own thinking skills. This is evident in, for example, children being able to use a range of different strategies to calculate number in their numeracy work.
- Staff use an agreed range of 'Assessment for Learning' strategies consistently well in

their lessons. This helps them to provide well-judged interventions to support all children's learning, to stretch and challenge high-achieving children and to ensure all children are actively engaged in lessons. They plan lessons carefully, ensuring that tasks and activities are, overall, pitched at the right level for the different abilities of groups and individuals within the composite classes.

Secondary

- All staff work hard to create a positive learning environment, underpinned by the school's vision and aims. Teachers give clear explanations and use questioning well to challenge young people's learning. They identify opportunities to develop literacy and numeracy skills and consistently take account of the needs of learners with special educational needs in planning their lessons. Across the school, teachers vary in the way they describe and use learning intentions. Learners could have more opportunities to help shape the learning intentions. This would support them to develop and test out their thinking when responding to tasks.
- Most teachers provide effective oral feedback to learners through individual discussions, plenary sessions and opportunities for peer-assessment. This is helpful to learners in summarising and consolidating their knowledge and understanding. The school is developing its approaches to assessing the progress of learners. Teachers gather a range of information at key points in pupils' learning to inform the next steps in learning. While the majority of learners know which key stage they are working at, some are not always aware of what they need to do to improve in their learning. Teachers could agree more personalised targets with all children and young people and further develop opportunities to engage in regular learning conversations about their progress towards these targets.
- In all classes there are very good relations between adults and learners which are leading to high-quality outcomes for learners. Almost all young people are engaged positively in their learning. They work well individually, in pairs and in small groups. Self-assessment is now well embedded with young people expected to reflect on their work and take steps when needed to improve their final work. Young people are being given opportunities to apply their knowledge in real-life situations. For example, through learning about ratios in maths, young people are able to better understand scale in maps and plans and the balance of ingredients in recipes.
- Across the curricular areas, teaching is good and often very good. Learning intentions are clear and helpful to children and young people. In almost all lessons, young people experience a suitable balance of challenge and enjoyment. Young people describe how they enjoy the times when they are stretched but not overwhelmed by challenge within their classes. Teachers are using appropriate strategies and a range of suitable resources to develop the thinking of young people in their classes.
- Digital learning is used well to enhance learning and teaching within classes. As well as a vehicle for research, study skills, collating evidence and presenting findings across the school, young people are using coding to develop fun animations. Young people, as an intergenerational activity, are sharing their digital expertise in an activity outside of school, supporting older local residents in the library.

Across the school

- In recent years, led very effectively by the deputy headteacher, staff have worked

together to improve how they assess, monitor and track children's and young people's learning. As a result, more robust systems are now in place and staff use assessment and other available data on a regular basis to ascertain each pupil's progress in learning, particularly in literacy and numeracy. Senior leaders hold regular meetings with staff to review all learners' progress. The school has correctly identified that staffing challenges at Key Stage 2 has had an adverse impact on children's progress, and they are taking action to address this.

3.1 Ensuring wellbeing, equality and inclusion

good

This indicator focuses on the impact of the school's approach to wellbeing which underpins children and young people's ability to achieve success. It highlights the need for policies and practices to be well grounded in current legislation and a shared understanding of the value of every individual. A clear focus on ensuring wellbeing entitlements and protected characteristics supports all learners to maximise their successes and achievements. The themes are:

- *Wellbeing*
- *Fulfilment of statutory duties*
- *Inclusion and equality*

- The school recognises clearly that positive relationships and a nurturing ethos are central to developing a whole school approach to wellbeing. All staff and partners have a shared understanding of their individual and collective responsibilities in promoting children's and young people's wellbeing, supported by effective professional development. Most young people feel safe and respected. Staff know children well and respond promptly to any concerns and anxieties. The school should continue to take forward its shared vision, values and aims. Senior leaders should ensure that all stakeholders, including parents and young people, understand and share its vision, are clear about the rationale and their role in promoting wellbeing and inclusion and how the school does this.
- All staff and partners feel valued, supported and involved in decision-making processes. A significant improvement in partnership working with a range of key agencies in the local community is leading to earlier identification of health, social, emotional and learning needs. More children and young people and their families are receiving the right kind of help when they need it. As a result, attendance at school has improved, exclusions have reduced and learning outcomes for some young people at risk of disengaging from school are improving.
- Across the school, staff share high expectations of children's and young people's behaviour. There is a strong sense of community and very good attention to pupils' health and wellbeing through progressive opportunities at all stages to engage in a wide range of outdoor learning activities including sea swimming, tennis, golf, athletics, Woodland School (bronze award), trips to outdoor learning centres off-island, 'magical' days in the park. A number of young people are achieving RLSS swimming and 'survive and save' certificates. Where possible, teachers provide opportunities for pupils to learn outdoors for example in science, maths, cooking and PE. Pupils at the secondary stages have very good opportunities to learn about geography, science and problem-solving through excursions to places like Iceland and annual residential experiences at outdoor learning centres off-island. While there are some opportunities to recognise young people's achievements, the school could consider ways to accredit students' wider and individual achievements.
- Most young people are aware and mindful of the impact particular choices could have on future outcomes. For example, being physically active on a regular basis, cooking and eating healthy food and recognising the importance of assessing risk and taking appropriate action to keep themselves and others safe. A number of pupils at all stages across the school provide positive role models for others by supporting vulnerable peers and promoting an active and healthy life style by coaching and mentoring younger pupils

in a range of sporting activities. Children and young people at all stages readily engage in the many after school and community sporting activities very well supported by a large group of staff and some parents.

- Pupils have appropriate opportunities to reflect on and practice their religious beliefs with support from a faith leader. This includes bespoke religious instruction for the Roman Catholic community, links with local churches and visitors and regular RE lessons and assemblies where pupils have good opportunities to learn about different faiths.
- The personal and social health education discrete programme reflects the Bailiwick policy well in raising pupils' awareness of healthy life styles, including sexual health, substance misuse and Internet safety. At all stages, children and young people demonstrate responsible behaviour, caring attitudes and pride in their learning.
- The school understands and actively engages with the Bailiwick's statutory requirements and code of practice. While no child or young person had a Determination or Child's Plan at the time of inspection, responsible senior leaders and partners carefully follow due processes for exploring each young people's entitlements. Pastoral and individual support plans and reviews acknowledge learners' rights by taking into account their views on their individual educational plan (IEP) and pastoral support plans.
- The school should ensure that all pupils with IEPs are clear about their targets and monitor children and young people's progress overall towards achieving targets set within IEPs. This would help to inform how well the school is supporting and challenging learners across the school.
- The school's SENCO, learning support assistants and partners play a strong role in ensuring that children and young people with special educational needs (SEN) are supported to make progress in their learning and well included in the life and work of the school community.
- Commendably, staff and pupils value and recognise diversity within the school and community through raising awareness of LGBT issues, disability and racial and cultural differences. The environment of the school is accessible to pupils and visitors who may have disabilities, through ramp access to teaching areas, disabled toilets and lift access to the upper floor. Children and young people can access bespoke technology to help with writing, research and other tasks. There is scope to further develop the use of technology to support learners with special educational needs.
- An increasingly well-developed range of range of interventions is meeting the needs of vulnerable pupils including those with special educational needs very well. Particularly vulnerable pupils, including those with autism, are making good progress and a few are making very good progress in literacy and numeracy, through the skilled and dedicated support of teachers, bespoke learning support assistants and partner agencies. In most lessons and assemblies, children with special educational needs are well included and tasks and support are appropriately matched to their abilities.

3.2 Raising attainment and achievement

satisfactory

This indicator focuses on the school's success in achieving the best possible outcomes for all learners. Success is measured in attainment across all areas of the curriculum and through the school's ability to demonstrate learners' achievements in relation to skills and attributes. Continuous improvement or sustained high standards over time is a key feature of this indicator. The themes are:

- *Attainment in literacy and numeracy*
- *Attainment over time*
- *Overall quality of learners' achievement*
- *Equity for all learners*

It should be noted that the small size of most cohorts and the need to take into account the varying needs and abilities of learners within each cohort, makes it difficult to draw comparisons from year to year and to identify trends in attainment over time.

Reception and Primary

- In recent years, with strong support from the States of Guernsey Education Services staff, senior leaders have successfully led the school in improving the quality of learning and teaching, and the accuracy of information to demonstrate children's progress in literacy and numeracy. Senior leaders have worked with parents and partners to support families in order to improve the attendance patterns for some children. Whilst overall standards of provision at the primary stages continue to improve, the school acknowledges that there remains a need to raise children's attainment further in literacy and numeracy within Key Stage 1 (KS1) and particularly at Key Stage 2 (KS2). Primary staffs' focus in recent years to improve children's reading skills has had a positive impact on levels of attainment. There remains scope to ensure that increased numbers of high-achieving children can attain 10+ points progress and fulfil their potential. The school has correctly identified to now prioritise improving children's levels of attainment in writing and maths, in order that all children can make the best possible progress.
- Children's high quality experiences and strong progress in learning through their Reception year is a clear strength of the school. Almost all children make very good progress in all aspects of their early learning and development. Reception class staff make effective use of the information they receive about children's stage of development when they begin school.
- In June 2017, at KS1, by the end of Year 2, data demonstrates that all children achieved expected outcomes (L2+) in reading and writing (which is above the Bailiwick average) and most achieved expected levels in maths (which is just below the Bailiwick average). Data shows that by the end of KS2, by the end of Year 6, overall children's attainment was below the Bailiwick average. Most children achieved expected outcomes (L4+) in reading, whilst only the majority achieved expected outcomes for writing and maths. The school recognises there is much headroom for improvement and that many children are capable of reaching higher standards in writing and maths. The school is taking action to ensure more children can make 10+ points progress by the end of KS1 and 12 points progress by the end of KS2.
- In recent years, the ethos of St Anne's School has transformed. Children are proud of

their school and happy to share their many successes enthusiastically with inspectors. Children across the Reception and primary classes have frequent opportunities to learn outdoors and to take part in a variety of activities, games and sports including sea-swimming, tennis and golf. Children benefit from participation in a range of community events, such as carol singing for senior citizens and taking part in the island's Homecoming Day celebrations. This, alongside contributing to assemblies and participating in plays and musical performances, gives them opportunities to further develop their skills and confidence in performing to a range of audiences. Children's personal achievements are celebrated in class, at assemblies, through awards, via newsletters and through the Reception class learning profiles. Children in all classes are developing an understanding of their responsibilities through daily opportunities to act as helpers and monitors. They are becoming responsible citizens through the Eco group and by raising significant funds for Alderney charities and other national good causes. The school plans to develop further children's understanding of the skills and attributes through continued participation in community partnerships. The school is well placed to seek accreditation for aspects of their work to recognise achievements, such as the John Muir Award or Rights Respecting School scheme.

Secondary

- There are strengths currently in the levels of attendance and exclusions with almost all young people demonstrating their positive engagement with the school. Stronger partnerships with parents and more effective, holistic support to young people and their families from the school and wider services is contributing to improved outcomes for learners.
- There have been notable aspects of improvement in the last year, with all Year 11 pupils achieving 5+ A-G including English and maths. The majority of pupils achieved 5+ A-C grades including English and maths. All pupils achieve a positive post-school destination. Most achieved a pass in English and the majority in maths.
- In English in 2017, all young people in Year 11 made expected progress or better. In maths, less than half made expected progress, although in the current year, evidence from the school is predicting that most young people are on target to meet or exceed minimum expected grades in 80% of their subjects in 2018. Across the school, there is more effective use of data with greater analysis which is helping to inform action planning. Staff are making better use of assessment information which is evaluated by teachers and leaders, and through discussion with other colleagues on a regular basis.
- Through increased opportunities for cross-marking internally and externally to the school, teachers are growing in confidence with regard to agreed standards. Staff should continue, as planned, to develop further their skills and confidence in moderation. Across the school, children and young people now need greater involvement in setting their personal learning targets in order to make them more meaningful.
- The school has recently begun to track the progress of pupils with SENs across all stages and this is proving helpful in determining priorities for making best use of specialist support and interventions. Interventions at KS1 and KS2 have been successful in helping most children with additional needs to make good progress towards expected levels and a few to achieve expected levels. At KS3 and KS4, improvements in pupils' progress are less consistent. However, individual support including mentoring, masterclasses and a breakfast club have proved successful in helping pupils at KS4 to

make progress. The school should now continue to evaluate overall progress of pupils with SEN over time.

- Young people's achievements are celebrated through newsletters and assemblies. There are wide opportunities for young people to develop and excel through, for example, the Rotary Young Chef of the Year and the GCSE art, photography and design and technology exhibition. Alderney's KFA dancers competed in the national dance festival in Birmingham and the girls' table tennis players have played at national level. The twinning of Year 11 with a French School allows young people to develop their language skills and improve their cultural awareness. The school community celebrates the young people's developing citizenship skills through their involvement in the shoebox appeal for disadvantaged children.

School choice of QI: 2.5 Family learning

This indicator was chosen by the school as an area of focus by the validation team. This indicator focuses on the positive impact of working with families to improve learning and achievement. The themes are:

- *Engaging families in learning*
 - *Early intervention and prevention*
 - *Quality of family learning*
-
- In recent years, the school has taken effective action to improve partnerships with parents, including providing opportunities for families to be more involved in the education of their children. Throughout the school year, staff organise workshops and information evenings for parents that focus on areas of the curriculum, approaches to learning and teaching and aspects of health and wellbeing. The school has introduced monthly newsletters which provide an overview of the topics, themes and coursework that has taken place in classes and subjects. A 'Meet the Teacher' evening was introduced in the first term of this academic year.
 - Senior leaders and staff seek the views of parents through questionnaires and surveys. They share the outcomes of such consultative exercises through a 'you said, we did' approach. Examples of changes to practice as a result of parents' views include changes to arrangements for secondary parents' evenings, and reviewing the rewards system in the primary phase.
 - Commendably, parents are taking a lead role in reviewing the school's approaches to anti-bullying. Following a process of consultation a charter which outlines agreed key principles has been co-developed by a group of parents, staff and young people. Once finalised, this charter will be shared with whole school community and partners.
 - The school has successfully engaged many parents in the wider life of the school. Parents, grandparents and community volunteers add value to the learning experiences of children and young people by helping in classes, mentoring young people and taking clubs and activities. The school provides opportunities for adult learning through courses and programmes held in the 'Flexi Room'. This promotes the concept of lifelong learning to children and young people.
 - The school has an effective transition programme to help the youngest children make a smooth start in Reception. This also helps staff to identify children's individual needs. The school has plans in place to develop further their links with the local pre-school group which will further enhance transition arrangements. The school makes the most of its all-through context. Children in primary classes benefit from weekly lessons in secondary subject classes, for example for art and design, French, technology and physical education. This helps prepare them well for beginning Year 7. Young people in Year 11 feel that the school helps to prepare them for life away from home for the senior phases of their education.
 - Approaches to working with local partners and agencies to help meet the needs of children, young people and families are a key strength of the school. Families are very well supported through universal and targeted approaches. Staff strive to

ensure that early intervention and bespoke support leads to positive outcomes for all within the school community.

Particular strengths of the school

- The drive, determination and dedication of the headteacher in bringing about transformational change. He is ably supported by his senior leadership team.
- Children and young people who are friendly, helpful and welcoming and who are taking a growing pride in their learning and in their school.
- A strong and improving ethos which has been developed through the hard work and commitment of all staff.
- The improved quality of partnership with key partners and the community which is leading to better outcomes for learners and their families.

Agreed areas for improvement

- Continue to raise the attainment of all learners, as planned, by building on the best practice in learning and teaching.
- Develop further the bespoke St Anne's curriculum reflecting the needs and aspirations of the Alderney community.
- Continue to build on and embed the shared vision and values, particularly for equalities, across the wider community and school.

What happens at the end of the inspection?

We are satisfied with the overall quality of provision. We are confident that the school's self-evaluation processes are leading to improvement. As a result, we will make no further visits in connection with this visit. As part of its arrangements for reporting to parents on the quality of education, Education Services will inform parents about the school's progress.

Appendix 1 Explanation of terms of quantity

The following standard Education Scotland terms of quantity are used in this report:

All	100%
Almost all	91% – 99%
Most	75% – 90%
Majority	50% – 74%
Minority/Less than half	15 – 49%
A few	less than 15%

Other quantitative terms used in this report are to be understood as in common English usage.

Appendix 2 Quality indicators explanation

<p>Excellent</p> <p>6</p>	<p>Outstanding or sector leading An evaluation of excellent applies to provision which is sector leading. Pupils' experiences and achievements are of a very high quality. An evaluation of excellent represents an outstanding standard of provision which exemplifies very best practice and is worth disseminating beyond the school. It implies that very high levels of performance are sustainable and will be maintained.</p>
<p>Very good</p> <p>5</p>	<p>Major strengths An evaluation of very good applies to provision characterised by major strengths. There are very few areas for improvement and any that do exist do not significantly diminish pupils' experiences. Whilst an evaluation of very good represents a high standard of provision, it is a standard that should be achievable by all. It implies that it is fully appropriate to continue to make provision without significant adjustment. However, there is an expectation that the school will take opportunities to improve and strive to raise performance to excellent.</p>
<p>Good</p> <p>4</p>	<p>Important strengths with areas for improvement An evaluation of good applies to provision characterised by important strengths which, taken together, clearly outweigh any areas for improvement. An evaluation of good represents a standard of provision in which the strengths have a significantly positive impact. However, the quality of pupils' experiences is diminished in some way by aspects in which improvement is required. It implies that the school should seek to improve further the areas of important strength, but take action to address the areas for improvement.</p>
<p>Satisfactory</p> <p>3</p>	<p>Strengths just outweigh weaknesses An evaluation of satisfactory applies to provision characterised by strengths which just outweigh weaknesses. An evaluation of satisfactory indicates that pupils have access to a basic level of provision. It represents a standard where the strengths have a positive impact on pupils' experiences. However, while the weaknesses are not important enough to have a substantially adverse impact, they do constrain the overall quality of pupils' experiences. It implies that the school should take action to address areas of weakness by building on its strengths.</p>
<p>Weak</p> <p>2</p>	<p>Important weaknesses An evaluation of weak applies to provision which has some strengths, but where there are important weaknesses. In general, an evaluation of weak may be arrived at in a number of circumstances. While there may be some strength, important weaknesses will, either individually or collectively, be sufficient to diminish pupils' experiences in substantial ways. It implies the need for prompt, structured and planned action on the part of the school.</p>
<p>Unsatisfactory</p> <p>1</p>	<p>An evaluation of unsatisfactory applies when there are major weaknesses in provision requiring immediate remedial action. Pupils' experiences are at risk in significant respects. In almost all cases, staff responsible for provision evaluated as unsatisfactory will require support from senior managers in planning and carrying out the necessary actions to effect improvement. This may involve working alongside other staff or agencies in or beyond the school.</p>

Education Scotland

Denholm House
Almondvale Business Park
Almondvale Way
Livingston EH54 6GA

T +44 (0)131 244 4330
E enquiries@educationscotland.gov.uk

www.education.gov.scot

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