ELC/SCHOOL/CLUSTER:

School Self-Evaluation Summary
Improvement Planning
Pupil Equity Funding Plan
Standards & Quality Report

MARCH 2018

SUPPORT PACK
## CONTENTS:

If you read nothing else, look at the diagrams on pages 6 & 7, and read next steps on Page 20 ….. plus make sure you carry out the quality assurance

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Key Principles</td>
<td>Page 3</td>
</tr>
<tr>
<td>2.</td>
<td>Links: SSES, SIP &amp; S&amp;Q</td>
<td>Page 6 &amp; 7</td>
</tr>
<tr>
<td>3.</td>
<td>Practical Advice: Self-Evaluation</td>
<td>Page 8</td>
</tr>
<tr>
<td></td>
<td>SSES</td>
<td>Page 9</td>
</tr>
<tr>
<td></td>
<td>SIP</td>
<td>Page 14</td>
</tr>
<tr>
<td></td>
<td>S&amp;Q</td>
<td>Page 15</td>
</tr>
<tr>
<td></td>
<td>ELC</td>
<td>Page 16</td>
</tr>
<tr>
<td></td>
<td>PEF</td>
<td>Page 17</td>
</tr>
<tr>
<td></td>
<td>Next Steps</td>
<td>Page 20</td>
</tr>
<tr>
<td></td>
<td>Timeline</td>
<td>Page 21</td>
</tr>
<tr>
<td>4.</td>
<td>Quality Assurance: QIPs checklist</td>
<td>Page 22</td>
</tr>
<tr>
<td>5.</td>
<td>Examples</td>
<td>Page 23</td>
</tr>
</tbody>
</table>
1. **Key Principles & National Advice**

**Education Scotland**

**Driving Excellence and Equity:**

**Advice on School Improvement Planning 2017/18**

The purpose of this advice is to support schools in considering the National Improvement Framework (NIF) priorities and drivers when developing their school improvement plan. The four key priorities of the NIF are:

- Improvement in attainment, particularly in literacy and numeracy.
- Closing the attainment gap between the most and least disadvantaged children.
- Improvement in children and young people’s health and wellbeing.
- Improvement in employability skills and sustained positive school leaver destinations for all young people.

**Effective, collaborative self-evaluation is at the heart of improvement planning and reporting**

As outlined in *How good is our school? Fourth Edition* (HGIOS?4) / *How Good is our Early Learning and Childcare* (HGIOELC), effective school improvement planning is a continuous process of considering what is working well and what needs to improve. The following key principles should be considered:

- ensure that you collaborate with parents and carers, community partners and your local cluster to develop and evaluate the improvement plan;
- take an evidence-based approach, including careful analysis of data on children and young people’s progress to plan targeted interventions;
- focus on a small number of key priorities which can be implemented as part of your collegiate working time agreement and aim to reduce unnecessary bureaucracy; and
- consider both the local context and the NIF priorities when developing a plan that works for your children and young people.

Collectively, schools, parents, communities and partners share a wealth of data and information about children and young people’s successes and achievements. Through joint analysis of a wide range of data you should take specific action to support those groups or individuals who require targeted interventions. This is essential to achieve excellence and equity for all learners and close attainment gaps which may exist in your school.

Moderation of teacher professional judgement of children’s progress is an important feature of highly-effective self-evaluation. Schools should clearly identify arrangements for internal and external moderation of teacher/practitioner judgement, using a wide range of evidence, based on a consistent and shared understanding of standards within Curriculum for Excellence levels.
Developing a manageable, measureable annual improvement plan

An effective improvement plan will consist of a small number of well-considered priorities, expressed as measurable and achievable outcomes for learners. Your local authority will give you further advice on this including the format of the plan.

The school improvement plan should include the following:

- observable, measurable outcomes which focus on learning, achievement and wellbeing;
- priorities clearly linked to NIF drivers and HGIOS?4 quality indicators (QIs); HGiOELC QIs and National Care Standards
- clearly identified responsibilities for implementation and methods of change, linked to named individuals or teams;
- clear deadlines which ensure priorities are achieved within intended timescales and take account of working time agreements;
- clear planning for how the Pupil Equity Funding (if relevant) will be used to provide targeted interventions in literacy, numeracy and health and wellbeing to close the poverty related attainment gap; and
- measures of success which include performance data, quality indicators and stakeholders’ views.

The delivery of the improvement plan should be discussed and agreed with all staff as part of their collegiate hours within the working time agreement. The plan should be a working document which is regularly reviewed.

Schools/ELC settings should use the plan to monitor progress towards achieving the outcomes and improvements, based on valid and reliable evidence.

For further advice and support go to the following guides from Education Scotland, published in January 2018:

Engaging parents and families
A toolkit for practitioners Section 6: School Improvement Planning


Engaging parents and families
A toolkit for practitioners Section 7: Reporting to Parents and Children

Standards in Scotland’s Schools etc Act 2000
School Improvement Planning from August 2017

Headteacher annual plans and reports (see section 6 of the 2000 Act as amended by section 3(4) of the 2016 Act)

- “School development plans” are replaced by “school improvement plans” (SIPs) and must be produced on an annual basis, with the task being delegated from education authorities to individual Headteachers.

- The plans must be underpinned by consultation with:
  - Pupils;
  - any Parent Council or Combined Parent Council established for the school;
  - teachers employed in the school; any volunteers working in the school;
  - local bodies representing teachers and parents of pupils in attendance at the school.

- Headteachers must produce these annual SIPs and also annual SIP reports (to be prepared without unreasonable delay after the expiry of the period of twelve months immediately following the preparation of the SIP) describing past and planned activity to secure improvement within their school. SIPs must also take account of the relevant education authority report prepared which detail work in pursuance of the NIF* and to reduce inequalities of outcome and the strategy for parental involvement report prepared under new Scottish Schools (Parental Involvement) Act 2006

- Summaries of the SIP and corresponding annual SIP report must be provided to parents and pupils and made available to other individuals on request. Full versions of the SIP and the SIP report must be made available to parents and pupils on request.

- The SIP must take account of the education authority’s latest Parental Involvement Strategy and must also set out how pupils are to be involved in decisions relating to the operation of the school.

- Education authorities must take account of the SIPs and SIP reports in the development of their own education authority plans and reports

* An overview of the West Lothian Council NIF plan will be produced for use with School Improvement Planning commencing April 2018
1. What is our local context? A shared understanding of the challenges and opportunities

- Our actions take account of local improvement priorities alongside those in the National Improvement Framework (NIF). We share, with all stakeholders, a common understanding of our strengths and the local challenges we face.
- We clearly communicate key messages and responsibilities associated with the NIF within and beyond the school. All staff and other stakeholders have a clear and accurate understanding of their roles in achieving these objectives. We communicate clearly the progress being achieved and the priorities to be addressed. We work with all members of the school community in bringing about any necessary changes.
- We address any professional learning issues, to ensure the successful delivery of the NIF priorities. Staff are adaptable to necessary change and skilled in introducing improvements to their practice. Identified priorities take into account staff collegiate working time agreements and avoid unnecessary bureaucracy.
- We take an effective, proactive approach to risk management in improvement planning.

2. How do we know? Effective, collaborative self-evaluation

- Our approaches to delivering NIF outcomes provide a clear, effective framework for continually tracking, monitoring and assessing the impact of what we do.
- Our self-evaluation is effective and efficient. We take into account the views of all of our stakeholders. We consider the implications of future changes and influences in society on the lives of our children and young people. Our accurate understanding and self-evaluation of: school’s performance and impact of school leadership; teacher professionalism; parental engagement; assessment of children’s progress; school improvement; and performance information, is based on reliable and comprehensive data. The results of our self-evaluation contribute towards the Scottish Government’s analysis of progress with the NIF.
- We have clearly identified arrangements for internal and external moderation of teacher judgement, using a wide range of evidence, based on a consistent and shared understanding of standards within Curriculum for Excellence (CfE) levels.
- We take active steps to ensure that our assessments of children’s and young people’s progress are accurate, informing decisions and interventions and contributing to their progress and wellbeing.
- We use the HGIOS74 framework with all stakeholders to evaluate our progress. 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.

4. How are we doing? An annual standards and quality report

- Our planning and reporting engage all children and young people, staff, parents/carers, partners and other community stakeholders in joint working. Our annual report is a clear, brief and accurate reflection of our progress and achievements. It is a public document which we share with our stakeholders and is accessible to anyone who requests it.
- Our annual report provides clear evaluations of the progress we have achieved in relation to all NIF priorities and the following QIs: 1.3 Leadership of change; 2.3 learning, teaching and assessment; 3.1 Ensuring wellbeing, equity and inclusion; 3.2 Raising attainment and achievement; and any other relevant QIs linked to improvement work. The information we gather about our progress provides important evidence which we share with the Scottish Government to support the National Improvement Framework.
- Our evidence includes robust information about our assessment of children’s and young people’s progress and wellbeing, and the quality of their learning experiences, working with our partners and community.
- We accurately evaluate the impact of our plan to ensure excellence, equity and positive outcomes for all children and young people. We identify, plan and communicate further actions to improve outcomes for all learners.

3. What are we going to do now? A manageable, measureable annual improvement plan

- Our children and young people, staff, parents/carers, partners and other community stakeholders are fully engaged in contributing their informed views about our school, ensuring shared ownership of our improvement plan.
- Our improvement plan demonstrates clearly how we will achieve progress towards local and NIF priorities. The plan contains a small number of appropriate targets, expressed as outcomes for learners. It includes:
  - observable and measurable outcomes which focus on learning, achievement and wellbeing;
  - priorities linked to NIF drivers and HGIOS74 quality indicators (QIs);
  - clearly identified responsibilities for implementation and methods of change, linked to named individuals and / or teams;
  - clear deadlines which ensure priorities are achieved within intended timescales and take account of working time agreements;
  - clear planning for how the Pupil Equity Funding (if relevant) will be used to provide targeted interventions in literacy, numeracy and health and wellbeing to close the poverty related attainment gap; and
  - measures of success which include performance data, quality indicators and stakeholders’ views.
- Our improvement plan is an active, working document which we review regularly, engaging with all stakeholders. We use it proactively, to monitor progress towards achieving the identified outcomes and improvements.
2. Making the Links between SSES, SIP & S&Q

1. How do we know?
On-going effective, collaborative self-evaluation
- We full engage all stakeholders in our SE approaches
- We deliver NIF outcomes by continually tracking, monitoring and assessing the impact of what we do using HGIOS?4 to evaluate our progress
- We make use of all 15 QIs over a 3-5 year period
- Our accurate understanding of the NIF drivers is based on reliable data
- Consideration is given to your school context in relation to the NIF

2. The results of our effective, collaborative self-evaluation are captured in our School Self-Evaluation Summary (SSES)
- Our SSES demonstrates impact on learners
- It is based on evidence of impact/measures of success
- We include high level statements of next steps which are linked to NIF priorities, drivers and HGIOS?4 QIs
- Key next steps will link directly into the SIP priorities

3. What are we going to do now?
A manageable, measurable annual School Improvement Plan (SIP)
- All stakeholders are fully engaged in contributing their views, ensuring shared ownership of our SIP
- We have used the next steps identified in our SSES and linked them to NIF priorities, associated NIF drivers and HGIOS4 QIs, HGIOELC and includes our PEF plan
- Our next steps are expressed as observable and measurable outcomes which demonstrate impact on learners
- Our SIP is an active, working document which we review regularly. It is a public document

4. How are we doing?
An annual Standards & Quality Report for Parents (S&Q)
- Our S&Q is written in plain English, is brief, easily understandable and in ‘parent-friendly’ language
- and an accurate reflection of progress and achievements
- It is a public document which we share with stakeholders
- It provides clear evaluations of the progress we have achieved
- Through our S&Q we demonstrate an accurate evaluation of the impact of our SIP in ensuring excellence and equity
3. Practical Advice

“How do we know? On-going effective, collaborative self-evaluation”

Please note that further professional learning on self-evaluation will take place through the Leadership meeting throughout Session 2018/19. This will focus on Quality Indicator 1.1.


HGIOS?4 QI 1.1 Self-Evaluation: Reminder of some examples of effective practice:

- Self-evaluation is integral to how we work within our community and is an ongoing feature of school life.
- All staff, pupils, parents and partners are fully involved in improving the life and work of the school.
- The whole school community has a shared understanding of the strengths and improvement needs of the school.
- Across the year, there is focused attention on monitoring and evaluating learning and teaching and children’s achievements, and to taking improvements forward.
- A range of stakeholders take lead roles in aspects of school improvement.

- Professional learning activities for all staff are clearly linked to the results of self-evaluation and identified areas for improvement.
- All staff understand the need to be outward and forward-looking in their evaluation and improvement activities.
- Staff make effective use of up-to-date research/data from Scotland and beyond to inform their learning and developments.
- Parents have regular opportunities to support improvement by participating in a range of formal and informal activities.

Refer also to features of highly effective practice in HGIOELC QI 1.1 Self Evaluation
"The results of our effective, collaborative self-evaluation are captured in our School Self-Evaluation Summary (SSES)"
Practical Advice – please read in conjunction with previous pages especially the notes on Pages 6 & 7

- Your SSES should focus on the three self-evaluation questions from HGIOS?4 P9
- You should triangulate your evidence to ensure your evaluative judgements are robust
- Keep the information as clear and concise as possible - Indicate HIGH LEVEL evaluative messages
- Consider your self-evaluation plan overview ie how you will consider all 15 QIs
- **Updating of your SSES should be on a regular basis throughout the session** – this is not a public document, and is not required to be submitted to the centre – however the SSES must be regularly reviewed with stakeholders and ready to be used for a VSE and/or HMI. The central team may check in with schools at points during the session to discuss their SSES
- Use the QA checklists later in this pack for further information
- The length of a SSES will vary however the best advice we can give is that it should be succinct but also useful to the school. In terms of HMIs, some advice which has been received (verbally) on length is approx. 8 pages in total for the SSES. For a two day inspection, more specific advice is given which states QI 1.1 600 words, QI 3.2 800 words.

**So ….**

1. Link your evaluative statements to the themes within each QI
2. Using short bullet points, indicate what is working well for your learners within each theme – use the notes below on EVALUATIVE language. Always apply the ‘so what?’ question
3. Then consider the evidence which leads you to conclude something is working well for your learners – you can either do this by theme, or you may prefer to merge the cells and just capture evidence overall for the QI ie not separate per theme
4. You may wish to note your evidence as a bulleted list or capture a statement which demonstrates how you know this is working well or both – whatever way you choose, always ask yourself, does this evidence show how this is working well for our learners?
5. Now consider next steps – some schools prefer to add detail here to help them, however you must clearly indicate how this leads to your priorities for future – and you do not want to have too many priorities. You do NOT need a next step for each theme. You must then consider which next steps are your priorities and are high level enough to feature in your SIP, and how these will link to the NIF priorities – indicate that on your SSES. Areas which are ‘maintenance’ or ‘embedding’ should not appear on your SIP.
6. Some schools like to add dates to their next steps ie if an activity is planned for more immediate action, or at some point in the future beyond next session’s SIP, then a date can be inserted next to the next step.
7. Reflecting on all of your evaluative statements and evidence across the QI, consider how you would evaluate the QI using the HGIOS?4/HGIOELC six-point scale. Use the evaluative notes below as you reconsider what is working well, the strength of your evidence and the significance of what you are doing next across all the themes.
Please note the following:

An updated template has been created which has been reformatted from last session for ease of use. This reflects the feedback on format provided by the HTs at the Hub session in September. However, given that the SSES should be regularly under review, and also that schools put in considerable work to their SSES last session, there is NO expectation that schools transfer to the updated document – it is just there for use if you choose. You should, however, consider the points above, particularly how you indicate links to the SIP.

**EVALUATIVE LANGUAGE**

The following words are used to describe numbers and proportions:

<table>
<thead>
<tr>
<th>Term</th>
<th>Means</th>
<th>Proportion</th>
</tr>
</thead>
<tbody>
<tr>
<td>almost all</td>
<td>means</td>
<td>over 90%</td>
</tr>
<tr>
<td>most</td>
<td>means</td>
<td>75% to 90%</td>
</tr>
<tr>
<td>majority</td>
<td>means</td>
<td>50% to 74%</td>
</tr>
<tr>
<td>less than half</td>
<td>means</td>
<td>15% to 49%</td>
</tr>
<tr>
<td>few</td>
<td>means</td>
<td>up to 15%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Term</th>
<th>Means</th>
<th>Proportion</th>
</tr>
</thead>
<tbody>
<tr>
<td>excellent</td>
<td>means</td>
<td>outstanding, sector-leading</td>
</tr>
<tr>
<td>very good</td>
<td>means</td>
<td>major strengths</td>
</tr>
<tr>
<td>good</td>
<td>means</td>
<td>important strengths with some areas for improvement</td>
</tr>
<tr>
<td>satisfactory</td>
<td>means</td>
<td>strengths just outweigh weaknesses</td>
</tr>
<tr>
<td>weak</td>
<td>means</td>
<td>important weaknesses</td>
</tr>
<tr>
<td>unsatisfactory</td>
<td>means</td>
<td>major weaknesses</td>
</tr>
</tbody>
</table>

This terminology can assist you in making more robust evaluative statements. When you collate self-evaluation evidence/data, you should analyse and summarise it to give an overall impression of the school’s progress/position. This in turn can support your team in identifying priorities for improvement in order to secure consistency in quality.
<table>
<thead>
<tr>
<th>Excellent</th>
<th>An evaluation of excellent means that this aspect of the school's work is outstanding and sector-leading. The experiences and achievements of all children and young people are of a very high quality. An evaluation of excellent represents an outstanding standard of provision which exemplifies very best practice, based on achieving equity and inclusion and a deep professional understanding which is being shared beyond the school to support system-wide improvement. It implies that very high levels of performance are sustainable and will be maintained.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very good</td>
<td>An evaluation of very good means that there are major strengths in this aspect of the school’s work. There are very few areas for improvement and any that do exist do not significantly diminish learners’ experiences. An evaluation of very good represents a high standard of provision for all children and young people and is a standard that should be achievable by all. There is an expectation that the school will make continued use of self-evaluation to plan further improvements and will work towards improving provision and performance to excellent.</td>
</tr>
<tr>
<td>Good</td>
<td>An evaluation of good means that there are important strengths within the school’s work yet there remains some aspects which require improvement. The strengths have a significantly positive impact on almost all children and young people. The quality of learners’ 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, and also take action to address the areas for improvement.</td>
</tr>
<tr>
<td>Satisfactory</td>
<td>An evaluation of satisfactory means that the strengths within this aspect of the school's work just outweigh the weaknesses. It indicates that learners have access to a basic level of provision. It represents a standard where the strengths have a positive impact on learners' experiences. While the weaknesses are not important enough to have a substantially adverse impact, they do constrain the overall quality of learners' experiences. The school needs to take action to address areas of weakness by building on its strengths.</td>
</tr>
<tr>
<td>Weak</td>
<td>An evaluation of weak means that there are important weaknesses within this aspect of the school’s work. While there may be some strength, the important weaknesses, either individually or collectively, are sufficient to diminish learners’ experiences in substantial ways. It implies the need for prompt, structured and planned action on the part of the school.</td>
</tr>
<tr>
<td>Unsatisfactory</td>
<td>An evaluation of unsatisfactory means there are major weaknesses within this aspect of the school’s work which require immediate remedial action. Learners’ experiences are at risk in significant respects. In almost all cases, this will require support from senior managers in planning and carrying out the necessary actions to effect improvement. This will usually involve working alongside staff in other schools or agencies.</td>
</tr>
</tbody>
</table>
Below are examples of language which is used in Summaries of Inspection Findings:

This is an example of HGIOS?4 ‘Good’ for QI 2.3 Learning, Teaching & Assessment:

Strengths:

Almost all lessons in all classes ...  
Quality of teaching is effective in all classes ...  
In most lessons children engage well ...  
Learners are well supported ...  
Active learning approaches are used well to support and enrich ...  
Teachers use a range of questioning ...  
A range of assessments is in place to support teachers’ professional judgement ...  
Young people are motivated and enjoy learning ...  
Feedback is used to strengthen understanding ...  
Learning is linked to ...  
The majority of children work well collaboratively ...  
There is an enjoyable and purposeful learning environment ...  
In all classes children are clear ...  
Staff work effectively as a team to create a nurturing environment ...  
Young people’s views are listened to and acted upon ...

Areas for Development/Improvement:

Feedback could more specifically ...  
Greater use should be made of...  
Increase teachers’ understanding ...  
More opportunities for moderation ...  
Children would welcome opportunities to ...  
Develop this approach further ...  
Steps should be taken to help young people use feedback ...  
Would benefit from sharing practice ...  
Provide a more robust evidence base ...  
Further scope to provide ...  
Greater challenge and depth should be offered ...
This is an example of HGIOELC ‘Good’ for QI 2.3 Learning, Teaching & Assessment:

Strengths:

Nurturing relationships between children, practitioners and families are...
A strong commitment to children’s rights...
Children’s views are listened to, valued and acted upon.
Natural and open-ended resources support children’s creativity.
The pattern of the session gives children the time and space to follow their interests and engage deeply in sustained play
Most children feel safe, secure...
Almost all children demonstrate a very good level of independence and resilience in their...
Practitioners are highly skilled and have a clear understanding of child development, pedagogy and play.
Practitioners differentiate their interactions very well to meet the range of learning needs of children.
The open-ended approach to using questions is encouraging children’s curiosity and deepening their thinking skills.
The use of digital technology supports learning and teaching.
Planning for children’s learning is very responsive to children’s ideas and interests.
Practitioners take their lead from children.
Practitioners have high expectations for children.
The playroom provides children with opportunities to take part in purposeful, well-planned learning experiences.
Children demonstrate confidence and independence as they select the learning activities of their choice.
Interactions with children are sensitive and warm to support children well in their learning.
Practitioners have a good knowledge of the importance of play.
Practitioners are sensitive to the varying needs of children.
Opportunities for children to be involved in decision making within the setting.
Most children demonstrate a high level of engagement in their play for most of their day.

Areas of Development:

Involve children in learning conversations to identify what they might want to learn next.
Children to lead their learning and recognise themselves as learners.
Support practitioners in recording high quality observations that have a more consistent focus on learning.
Support practitioners in identifying relevant next steps in learning for individual children.
Tracking and monitoring of children’s learning is at an early stage of development.
Support a developing understanding of national benchmarks of progress and achievement to ensure a moderated approach to assessing children’s learning.
Practitioners can talk about children as individuals but not yet as fully as learners.
Practitioners should continue to review the balance of adult and child initiated learning in particular in the indoor sessions.
Reflect upon the sensitive use of higher order questioning to ensure all children are challenged to make the best possible progress in their learning.
“What are we going to do now?
A manageable, measurable annual School Improvement Plan (SIP)”
Practical Advice – please read in conjunction with previous pages especially the notes on Pages 6 & 7

- Your School Improvement plan must reflect your local context and rationale which should influence your vision, values and aims
- Ensure that the drivers are given due consideration and referenced clearly in the actions and the successes
- Ensure all QIs are appropriately referenced and link to the self-evaluation processes at the start
- Proposed actions should focus on key priorities which can be implemented as part of the Working Time Agreement with the aim of considering bureaucracy.
- Ensure you include any staff professional learning needs.
- Relevant risks should also be identified/considered and included.
- Demonstrate evidence of collaboration with pupils, parents, carers, community and partners
- Focus upon impact or planned impact and **how this is measured**
- **Be succinct**

So ....

1. Following the key principles earlier in this document, decide on your desired outcomes for the NIF priorities which you have chosen to focus on – this decision will be based on your School Self Evaluation Summary. HOWEVER you are NOT expected to allocate equal weight to all of the priorities.
2. It is important to note that the main plan is essentially how schools will improve attainment, literacy, numeracy, HWB and positive destinations for all pupils, whereas the integrated plan for PEF is specifically focussed on closing the gap and interrupting the cycle of deprivation.
3. Schools should be aware that the first priority on the plan – Raising Attainment for All, is where they can capture improvements which are not directly linked to literacy, numeracy, HWB etc. This is currently the overarching priority within West Lothian. So, for example, if primary schools are doing improvement work on Expressive Arts, this would appear in the first box as would improvements in self-evaluation, overall curriculum, learning & teaching, for example, for all schools.
4. All ELC settings should use the HGIOELC QIs and the National Care Standards to evaluate their improvements. You should use both the Features of Best Practice and Challenge Questions.
5. Make appropriate links to your cluster plan.
6. Take account of challenge questions/data to be collected or gathered to identify your measures of success. Look at the range of evidence you require and how it will triangulate. Consider views, data, observation etc. **Considering the specifics of what you need to gather at this stage will greatly assist your planning and self-evaluation for the year ahead.**
7. It is suggested that schools who are not in receipt of Pupil Equity Funding, may wish to add an additional row to the main plan, highlighting the priority of Closing the Gap in the same way as the other priorities and delete the rest of the plan. However schools who are in receipt of PEF, should then continue with capturing their plan to Close the Gap.
8. Previously additional tasks have formed part of the SIP, however schools can keep this as part of their own internal planning procedures should they wish to do so.
9. You may wish to produce a simplified version of the SIP for pupils or parents on one page or a postcard – see example later in this pack
“How are we doing?
An annual Standards & Quality Report for Parents (S&Q)”

Practical Advice – please read in conjunction with previous pages especially the notes on Pages 6 & 7

- Your S & Q Report is a clear, brief, accurate reflection of progress. It is a public document which we share with our stakeholders and is accessible to anyone who requests it. Your S&Q must be published on your website with SIP/PEF by September holiday.
- Follow guidance on Standards and Quality Page 6 section 3 above
- Add an evaluative comment for early learning for each priority as appropriate
- Add evaluations for early learning at the end – delete this section if not relevant
- Add evaluative statement on Catholicity as agreed at WLCHA

Priority 2 & PEF: “To close the attainment gap between the most and least disadvantaged children”

This is where you must include an evaluative statement about the impact of your Pupil Equity Funding expenditure:

- Briefly summarise how you are using PEF and why you may wish to provide a link to your PEF plan to help brevity
- Provide an evaluative statement on the impact of interventions eg across the 5 key areas of closing the gap (attendance, exclusion, attainment, engagement and participation)
- Highlight next steps to link to year two

Below are the examples used at the recent Regional PEF Conference. Apparently more (possibly better) examples are on their way – you are encouraged to be as precise as you can. Inclusion of improvement of literacy and numeracy CfE levels for targeted pupils, along with other measures of improvement in vocabulary, reading etc is also key.

1. “All learners benefit from very well prepared HWB coaching programmes. There is a high level of pupil and family engagement. Programmes have been designed and selected according to family needs as well as learners’ skills needs. Learners engages in HWB coaching programmes in the past 10 months have completed a child wellbeing survey, with 83% indicating increase in confidence, participation and engagement in the life of the school. On-going monitoring evidences improvements in attendance and exclusions, with a 32% increase in attendance and 27% reduction in exclusions. These early signs of impact are encouraging, demonstrating improvements in the range and quality of HWB learning opportunities and experiences of young people. In partnership, we will continue to review the design and implementation of these programmes including setting appropriately ambitious targets for improvement.”

2. “From our pupil tracking we identified pupils from SIMD 1 & 2 who would benefit from focussed work to improve their confidence and understanding of numbers.

We researched a number of different approaches before deciding to us Pupil Equity Funding to train a number of our teachers and pupil support workers in the Stages of Arithmetical Learning (SEAL) approach.
We now have two of our Pupil Support Workers using SEAL approaches with small, targeted groups of pupils while the teachers that have been trained are building their confidence and understanding of these approaches in a whole school setting.

At this early stage, feedback from pupils and staff involved in the small groups show that the pupils are gaining in confidence and are starting to be able to explain the processes they are using whilst also engaging in the numeracy activities. Early assessment results show that there is an improvement in the areas that have been targeted.”

Additional examples of PEF evaluative statements to be added below once received from Education Scotland.

CAPACITY FOR CONTINUOUS IMPROVEMENT:

From your self-evaluation of your school’s progress and current position, share your evaluations for each QI (from your SSES) which demonstrates the school’s capacity for continuous improvement. You may wish to adjust the statement on the S&Q template about capacity for improvement to reflect your context.

<table>
<thead>
<tr>
<th>Excellent</th>
<th>means</th>
<th>outstanding, sector-leading</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very good</td>
<td>means</td>
<td>major strengths</td>
</tr>
<tr>
<td>Good</td>
<td>means</td>
<td>important strengths with some areas for improvement</td>
</tr>
<tr>
<td>Satisfactory</td>
<td>means</td>
<td>strengths just outweigh weaknesses</td>
</tr>
<tr>
<td>Weak</td>
<td>means</td>
<td>important weaknesses</td>
</tr>
<tr>
<td>Unsatisfactory</td>
<td>means</td>
<td>major weaknesses</td>
</tr>
</tbody>
</table>
ADDITIONAL SPECIFIC ADVICE FOR ELC:

- When constructing the School Improvement Plan, if you have an ELC setting within a school, it is essential that the SIP clearly indicates the improvements planned for the early level including nursery to the end of P1 as appropriate. This includes specific actions relevant to the ELC setting and appropriate measures of impact.

- Please note that in the SIP when you indicate which drivers are appropriate, within the ELC setting teacher professionalism can include practitioners and school improvement and leadership should also include ELC. (Please see to SSSC standards)

- At present the Care Inspectorate expectation is that the annual self-evaluation is not required and Education Scotland currently report separately on ELC settings within schools. Therefore it is essential that the SIP includes a separate ELC improvement plan and SSES to detail improvement priorities and progress. These documents should refer to both the HGIOELC indicators and the new Health and Social Care Standards (HSCS). As a support to schools to make the link explicit between the QIs and HSCS, please refer to the following table:

<table>
<thead>
<tr>
<th>HGIOELC QIs</th>
<th>National Care Standards (NCS) Until March 2018</th>
<th>Health and Social Care Standards (HSCS from March 2018)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1</td>
<td>Self-evaluation for self-improvement 13</td>
<td>See separate reference document</td>
</tr>
<tr>
<td>1.2</td>
<td>Leadership of learning 14</td>
<td></td>
</tr>
<tr>
<td>1.3</td>
<td>Leadership of change 13</td>
<td></td>
</tr>
<tr>
<td>1.4</td>
<td>Leadership of management of practitioners 12</td>
<td></td>
</tr>
<tr>
<td>1.5</td>
<td>Management of resources to promote equity 8 11</td>
<td></td>
</tr>
<tr>
<td>2.1</td>
<td>Safeguarding and child protection 2 3</td>
<td></td>
</tr>
<tr>
<td>2.2</td>
<td>Curriculum 5</td>
<td></td>
</tr>
<tr>
<td>2.3</td>
<td>Learning, teaching and assessment 4 5</td>
<td></td>
</tr>
<tr>
<td>2.4</td>
<td>Personalised support 4 6 8</td>
<td></td>
</tr>
<tr>
<td>2.5</td>
<td>Family learning 8 9</td>
<td></td>
</tr>
<tr>
<td>2.6</td>
<td>Transitions 1 2 5</td>
<td></td>
</tr>
<tr>
<td>2.7</td>
<td>Partnerships 7 10</td>
<td></td>
</tr>
<tr>
<td>3.1</td>
<td>Ensuring wellbeing, equality and inclusion 2 3 6 8 10</td>
<td></td>
</tr>
<tr>
<td>3.2</td>
<td>Securing children’s progress 4 5</td>
<td></td>
</tr>
<tr>
<td>3.3</td>
<td>Developing creativity and skills for life and learning 5 9</td>
<td></td>
</tr>
</tbody>
</table>
SPECIFIC ADVICE FOR PEF PLAN:
Remember:

**Implementation of Pupil Equity Funding**

1. **Identify the gap**
2. **Improvement Planning**
3. **Targeted interventions**
4. **Self-evaluation**

**Looking at PEF on inspection**

**QI 2.3 Learning, Teaching & Assessment**
- What is happening in the classroom to target and help close the gap?
- Is assessment and tracking info being used well to identify lack of progress?
- Do teachers know who should be targeted and why?
- What interventions are being planned for individual children?
- Are these making a difference?

**QI 3.2 Raising Attainment & Achievement**
- How well is the school improving equity for all learners?

**Summary**
Schools making the best progress are:
- Clearly defining what the poverty related attainment gap is
- Using SIMD and tracking data to identify and review the progress of children living in poverty
- Planning additional activities, interventions and resources to raise attainment in literacy and numeracy to ensure all children achieve in line with the national expectation
- Maintaining a focus on health and wellbeing
- Continually evaluating the impact on children’s progress and attainment and taking further action where needed
Parents and carers, children and young people and other key stakeholders should be involved in the planning process.

The PEF plan is divided into 2 sections (*Expenditure is captured through the finance spreadsheets*)

**Part 1: Contextual Data Analysis & Rationale**

In this section you need to include information about data relevant to your context – this should be updated from last session’s plan

a) To begin with you need to show your school SIMD profile and any other relevant background to set the context of your school.

b) In terms of defining your gap, this needs to include **attainment** information eg Early Years information based on the Early Years trackers, CfE levels for P1, P4, P7 and S3, CEM data, Insight information with comparisons with virtual comparators, local and national statistics.

Wider indicators should also be included:

The difference in **attendance** rates between the most and least deprived quintiles.
The difference in **exclusion** rates between the most and least deprived quintiles.
The difference in **participation** rates between the most and least deprived quintiles.
The difference in **engagement** rates between the most and least deprived quintiles.

Secondary schools may also wish to include information on the difference in **leavers’ destinations** between the most and least deprived quintiles.

You may also wish to add any other information specific to your proposed actions eg health and wellbeing information you may have gathered, numbers of pupils and parents with EAL, LAC children, ASN children if there is a specific gap relating to attainment.

The key point here is that you need to use the data to highlight your ‘gap’ ie the difference between the most and least deprived.

You then need to clearly state what your analysis about your data reveals in relation to your gap – create a clear statement about what the gap is in your school. It should include a clear identification of your target groups and their barriers to learning. It would be very worthwhile to consider the 12 Interventions for equity as part of these discussions – the new WLC Interventions will be available after Easter on the SharePoint. It is important that staff are aware of the definition of the gap in your school and how you will also identify that at a classroom level. You also may wish include information about what gaps there are in relation to year groups, faculties etc.
c) This section is a summary of what you want to achieve and why. It should be brief as the details will be contained in Part 2. You may also wish to include the “non-negotiable outcomes” for your identified groups.

**Part 2: Actions & Outcomes**

This summarises the high level actions you are going to take to address the identified issues in Part 1. Consider the costs of your plans in terms of staffing, professional learning and procurement and record on your financial spreadsheet. More information on this is in the PEF guidelines.

**PEF Priority:**

You need to be link all of your actions to the headings of literacy, numeracy, health & wellbeing, and across learning – of course you may decide to focus on only one of these areas in your first year, depending on what your contextual analysis shows.

**Proposed Actions & Resources:**

At a previous national PEF conference it was suggested that actions are grouped around what you will do in terms of Learning & Teaching, Leadership, and Families & Communities. It was also very clear that both activities within and beyond the classroom were essential and needed to strengthen the ‘pedagogical core’ learning and teaching.

*What is the expected impact on reducing the gap in your context of your proposed actions?:*  
This is where you are stating what you hope to achieve through your proposed actions. You need to consider the story that you want your data to tell by end of next session and by the end of the funding. You should include any targets you hope to achieve linked to data.

*How will you measure the impact?:*  
How do you plan to measure the impact of your actions, how will you know the difference that is being made? – you must be clear on the evidence and data that underpins your overall evaluation of progress in a years’ time. Consider any new and existing performance data and other quantitative and qualitative information that will be required, and how plans for how data will be collected and reported. Measures of success should also include performance data, quality indicators and stakeholders views. You may wish to use advice from the Improvement Methodology Model which uses small tests of change to monitor progress over time and can include attitudinal qualitative as well as quantitative data.

*Cluster Professional Learning (bespoke):*  
In the summer term a member of the PEF team will share with you the central professional learning programme which will be delivered by the central PEF team – you can include areas of interest as part of your overall PEF plan in the sections above. However, the PEF central team can also offer a limited number of CLPL opportunities specific for your cluster. The PEF team member will discuss this with you at a cluster meeting – you should record cluster CLPL in this NEW section!
NEXT STEPS:

- You should carry out QA of your SSES with all stakeholders at times which fit with when you update your SSES – see Section 4 for checklist.

- Following completion of the SIP, (inc PEF plan), ELC Improvement Plan and S&Q report, QA with your QIPs should then take place – see Section 4.

- All documents should then be shared with your staff, Parent Council and other appropriate stakeholders. Some schools may also choose to create pupil friendly versions – see examples

- Once this is completed, the SIP (including PEF plan), ELC plan and S&Q reports should be sent to Karen Charge between Friday 25th May and Friday 15th June at the latest – please ONLY send to Karen and no-one else!

- Information required regarding PEF expenditure will be communicated by Y McDonald separately.

- The Quality Improvement Team will offer drop-in sessions for all staff in May to offer advice on SIP/ELC plan and S&Q. They may also check-in with some schools regarding their plans, eg with new headteachers, after submission. As mentioned previously, there will be an on-going check-in with some schools regarding their SSES.

- (The EY team will also offer a support session for all Partner Providers in May to offer advice on the ELC plan within the terms of the ELC contract).

- The PEF team will offer individual appointments for schools to discuss PEF plans.

- Schools should publish the SIP/ELC plan, S&Q and PEF plan on their websites by the September holiday.
### TIMELINE

<table>
<thead>
<tr>
<th>REPORTS/PLANS</th>
<th>Oct - March</th>
<th>after Easter</th>
<th>end May</th>
<th>mid June</th>
<th>Aug</th>
<th>Sept</th>
</tr>
</thead>
<tbody>
<tr>
<td>SSES</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>ongoing review (with ongoing input from QIT)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>WLC IP</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Issued to schools based on feedback from MFiL – can inform SIP</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SIP inc PEF</td>
<td></td>
<td></td>
<td></td>
<td>Window for submission of SIP is from the end of May until 15 June</td>
<td></td>
<td>PUBLISH BY SEPT HOL</td>
</tr>
<tr>
<td>S&amp;Q inc PEF report</td>
<td></td>
<td></td>
<td></td>
<td>Window for submission of S&amp;Q is from the end of May until 15 June</td>
<td></td>
<td>PUBLISH BY SEPT HOL</td>
</tr>
<tr>
<td>QIP Support</td>
<td></td>
<td></td>
<td></td>
<td>Ongoing quality assurance of SSES – use checklist</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Quality assurance of SIP, PEF and S&amp;Q – to be completed by end of August, ready for publication</td>
<td></td>
<td></td>
</tr>
<tr>
<td>QIT Support</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Clusters can invite QIT regarding key messages for SIP &amp; SSES support as required</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>SIP &amp; S&amp;Q drop-in for HTs as required – times will be identified where HTs can access the QIT for support</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>SIP check-in as required – this is where the QIT may get in touch with schools – particularly where there are new HTS or other school factors – to discuss the SIP</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>SSSE check-in from now - this is where the QIT may contact schools for discussion around most recent SSES update</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PEF Team Support</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Improvement Methodology Training tbc</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Cluster meetings as required to discuss CLPL requirements</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>All schools to be offered individual appointments to discuss plans with whole team</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Once the PEF team has received coaching training for improvement methodology they can support schools</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Central team to look at plans and provide feedback</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Further planning support if required</td>
<td></td>
<td></td>
</tr>
<tr>
<td>WLC NIF Imp Plan</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>First draft completed – adds detail to priorities identified in the WLC SIP</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>PDSP Ed Exec</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Submitted to Scottish Govt</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
4. **QUALITY ASSURANCE: QUALITY IMPROVEMENT PARTNERS**

The expectation for all schools and ELC settings is that the SIP, SSES and S&Q will be discussed with Quality Improvement Partners prior to any publication. It is essential that this is a rigorous, reflective and constructive process, in order to support and develop colleagues. The following grids form the basis of discussion, however it is important that colleagues provide support and challenge to each other – particularly around how the SIP/ELCP will be evaluated and impact be measured.

<table>
<thead>
<tr>
<th>HOW GOOD IS OUR SCHOOL/ELC IMPROVEMENT PLAN?</th>
<th>Yes</th>
<th>Partly</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Is there a clear link between next steps in SSES and priorities in SIP?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Has there been collaboration with staff, pupils, parents and carers, community partners and your local cluster to develop the improvement plan?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Has the school/ELC setting taken an evidence-based approach, including careful analysis of data on children and young people’s progress to plan targeted interventions?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Does the plan focus on a small number of key priorities which can be implemented as part of the collegiate working time agreement, aim to reduce unnecessary bureaucracy; and set clear deadlines which ensure priorities are achieved within intended timescales?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is there a clear indication on how improvements will be evaluated and are there clear measures of success which specifies the evidence to be gathered/analysed including the use of data, stakeholder views, observation and quality indicators?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Does the SIP/ELCP clearly identify the drivers which will be used to support priority improvements?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Are arrangements for internal and external moderation of teacher/practitioner judgement, using a wide range of evidence, based on a consistent and shared understanding of standards within Curriculum for Excellence levels, evident?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Are desired outcomes expressed in terms of observable, measurable and achievable outcomes for, and impact on, learners which focus on learning, achievement and wellbeing;</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Are there clearly identified responsibilities for implementation and methods of change, linked to named individuals or teams?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Are there plans for ensuring the SIP/ELCP is a working document which is regularly monitored and reviewed in terms of progress?</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>HOW GOOD IS OUR PUPIL EQUITY FUNDING PLAN?</th>
<th>Yes</th>
<th>Partly</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Does the contextual analysis for the Pupil Equity Funding, clearly link data analysis to identification of the ‘gap’?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is there clear planning for how the Pupil Equity Funding will be used to provide targeted interventions in literacy, numeracy and health and wellbeing to close the poverty related attainment gap?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Do the actions identified to measure progress, provide sufficiently robust evidence?</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Do the Proposed Actions & Resources on the PEF plan focus on the organisers of Learning & Teaching, Leadership, and Families & Communities and are there clear actions both within and outwith the classroom?

**HOW GOOD IS OUR STANDARD AND QUALITY REPORT?**

<table>
<thead>
<tr>
<th>Question</th>
<th>Yes</th>
<th>Partly</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Is progress towards NIF drivers and local priorities communicated clearly and briefly?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is there clear evaluation of the impact of the school’s/ELC setting actions to improve excellence and equity and achieve positive outcomes for young people?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Have strategies which have been successful in engaging children and young people, staff, parents and the wider community been highlighted?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is there clear indication of impact and can this be linked back to measures?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Have evaluations of the following QIs are provided?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.3 Leadership of change</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.3 Learning, teaching and assessment</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.1 Ensuring wellbeing, equity and inclusion</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.2 Raising Attainment and Achievement; 3.2 Securing children’s progress</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>any other relevant QIs linked to improvement work</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is an overall evaluation of the school’s/ELC setting’s capacity for continuous improvement stated?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Are local and NIF priorities defined for the coming year?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is there a clear indication about the impact of PEF on the identified groups of children and young people?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is the S and Q free from narrative and instead focuses on evaluative language?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is there an accurate interpretation and understanding of evaluations, a robust approach to applying these and can the school/ELC setting provide evidence?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is the report jargon free and understandable to parents and stakeholders?</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Examples from last session:
(please note that the examples may not be fully representative of all the guidelines (or layouts) above, however we would advise it would be useful to look at the language etc that is being used. You may need to copy the link into your browser if it does not automatically work):

SIP Example Early Years:

Link to be added

SIP Example Primary:


SIP Example Secondary:


SSES Examples:

Link to be added

(Primary)

(Primary)

S&Q Example Primary:

S&Q Alternative Layout Example Secondary:

PEF plan examples:
https://glowscotland.sharepoint.com/sites/WestLothianCouncil/wlnif/Pupil%20Equity%20Funding/Forms/AllItems.aspx?id=%2Fsites%2FWestLothianCouncil%2Fwlnif%2FPupil%20Equity%20Funding%2FSharing%20Good%20Practice

SIP for Parents Link:

SIP Postcard for pupils and parents template on next page – schools may wish to use this or something similar
SIP Postcard for pupils and parents example. You could start sections with We will ….

To improve attainment including in literacy & numeracy

To close the attainment gap between our most and least disadvantaged children

To improve the health & wellbeing of our children

To improve employability skills and positive leaver destinations for our children