

Bellsquarry Primary School Self-Evaluation Summary (SSES)

Our Vision

Bellsquarry Learning Community has high aspirations for all. We work together to provide a nurturing and welcoming environment where everyone is valued and included.

Our learners are supported to develop independence as well as the ability to work with other to achieve their goals.

We encourage learners to have confidence in their skills, abilities and ideas, the resilience to persevere and the determination to succeed in their learning.



Our Aims

At Bellsquarry Primary School, pupils, staff, parents/carers and partners work together to support our children to:

- Develop positive relationships to ensure everyone feels included and cared for.
- Have a voice, make decisions and respond to the views of others appropriately.
- Develop confidence and ability to apply skills across different contexts.
- Have the courage to persevere in order to achieve their goals.
- Develop global citizenship and celebrate diversity in our local community.
- Develop creative solutions through collaboration and effective communication.
- Become compassionate learners who respect others.
- Be independent, critical thinkers who embrace challenges and adopt a resilient attitude.
- Adopt a passion for life-long learning through their natural curiosity of the world.
- Remember their experiences at Bellsquarry Primary School with fondness and a sense of belonging.

SELF-EVALUATION PLAN OVERVIEW

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

- Continue to self-evaluate against QI 1.3, 2.3, 3.1, 3.2 annually – aspects of professional learning of these QIs is supported by the MFIL working groups
- Continue to evaluate against QI 2.2 Curriculum pathways theme & 2.7 Partnerships impact theme annually – although it would be highly recommended that schools look at all themes within these QIs
- 2.1 Safeguarding & Child Protection is ongoing with professional learning delivered through annual update training
- Professional learning in 2.4 Personalised Support is delivered through LAC/GIRFEC/HWB training
- IWB is developing aspects of transition for ASN
- 2.5 Family Learning is being developed through the Family Learning Steering Group
- Indicate below your plan to make effective use of the other QIs over a 3 – 5

* indicates this may be the focus for the WLC Leadership meetings

	Session 2022/23	Session 2023/24	Session 2024/25	Session 2025/26	Session 2026/27
1.1	*		*		*
1.2		*		*	
1.4	*		*		*
1.5		*		*	
2.2 (All)	*	*	*	*	*
2.4		*		*	
2.5	*		*		*
2.6		*		*	
2.7 (All)	*	*	*	*	*
3.3	*		*		*

This document is a live internal document which is regularly updated as a result of Quality Improvement and Self Evaluation Processes. Please View Our S&Q report to view our most recent progress report against the 4 key Quality Indicators. 1.3 Leadership of Change
2.3 Learning, Teaching and Assessment
3.1 Ensuring Wellbeing Equality and Inclusion
3.2 Raising Attainment and Achievement

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