Education Scotland
Foghlam Alba

How good is OUR school?

A resource to support learner participation in self-evaluation and school improvement.

Part Two

Contents

Introduction

This framework has been developed by Education Scotland for children and young people because it is important that you have a say in how well your school is doing and how it can be improved. We know that children and young people can help to improve their schools when they have a say and it is important that you are involved in this in your school. Self-evaluation is how schools decide what is going well and what could be better. It helps schools to identify the actions they need to take to keep improving. Your contribution to this is very important.

Children and young people across Scotland helped us to develop this framework. They took part in workshops and told us what they thought the most important things about school are. They helped us to organise their ideas into five big themes

These five themes are:

Theme 1: **Our relationships**

This includes friendships, relationships with teachers and other adults who support us, opportunities to influence things, equality and fairness, ethos and culture, feeling supported and cared for.

Theme 2: **Our learning & teaching**

This includes the curriculum, the quality of learning experiences, the range of teaching approaches and access to high-quality resources for learning.

Theme 3: **Our school & community**

This includes the facilities and environment for learning, availability of digital technology, the range of equipment for play and physical activity and ensuring everyone has good access to what's available. It also includes having positive links between our school and our families and with partner organisations in our community.

Theme 4: **Our health & wellbeing**

This includes access to good quality nutritious food as well as support for our emotional wellbeing, mental health and physical wellbeing.

Theme 5: **Our successes & achievements**

This includes opportunities for achievement in our school and in the community, being able to achieve the best possible progress, awards and qualifications, skills for employment and lifelong learning.

We have linked each of the themes to relevant quality indicators in How good is our school? Fourth Edition (2015) which is the framework that school staff use to support self-evaluation. This will help to make sure your evidence feeds in to whole-school self-evaluation alongside evidence from teachers, parents and others who support your school. Staff in your school can tell you more about this.

Each of the five themes has three aspects

Aspect 1

FEATURES OF HIGHLY-EFFECTIVE PRACTICE

are some examples of the sorts of good practice that often make a difference to how well children and young people learn and achieve. These are not a recipe for a school. Every school is different. The examples given are the sorts of things children and young people often say they value in their school.

Aspect 2

SUGGESTED EVIDENCE-GATHERING ACTIVITIES

provide some ideas to get you started but you are likely to think of some other ways of gathering evidence within your school. You'll also find the suggestions within each theme can be easily adapted for gathering evidence about other themes.

Aspect 3

DISCUSSION QUESTIONS

to help you involve other children and young people. These are just some examples to get you started. Most likely, you will start to think of your own questions as your self-evaluation skills develop. Take care to make sure that your approach is inclusive so that everyone feels involved. This means reaching all year-groups and all the different groups of learners in your school.

The Wellbeing Wheel

Many children and young people in Scotland are already familiar with this Wellbeing Wheel. It can be used to help you think and talk about how you are getting on and to plan your next steps. We have included it here because you might find it useful in some of your self-evaluation activities. Staff and partners working with you should be able to support you to understand more about how the wheel can be used and what it aims to achieve.
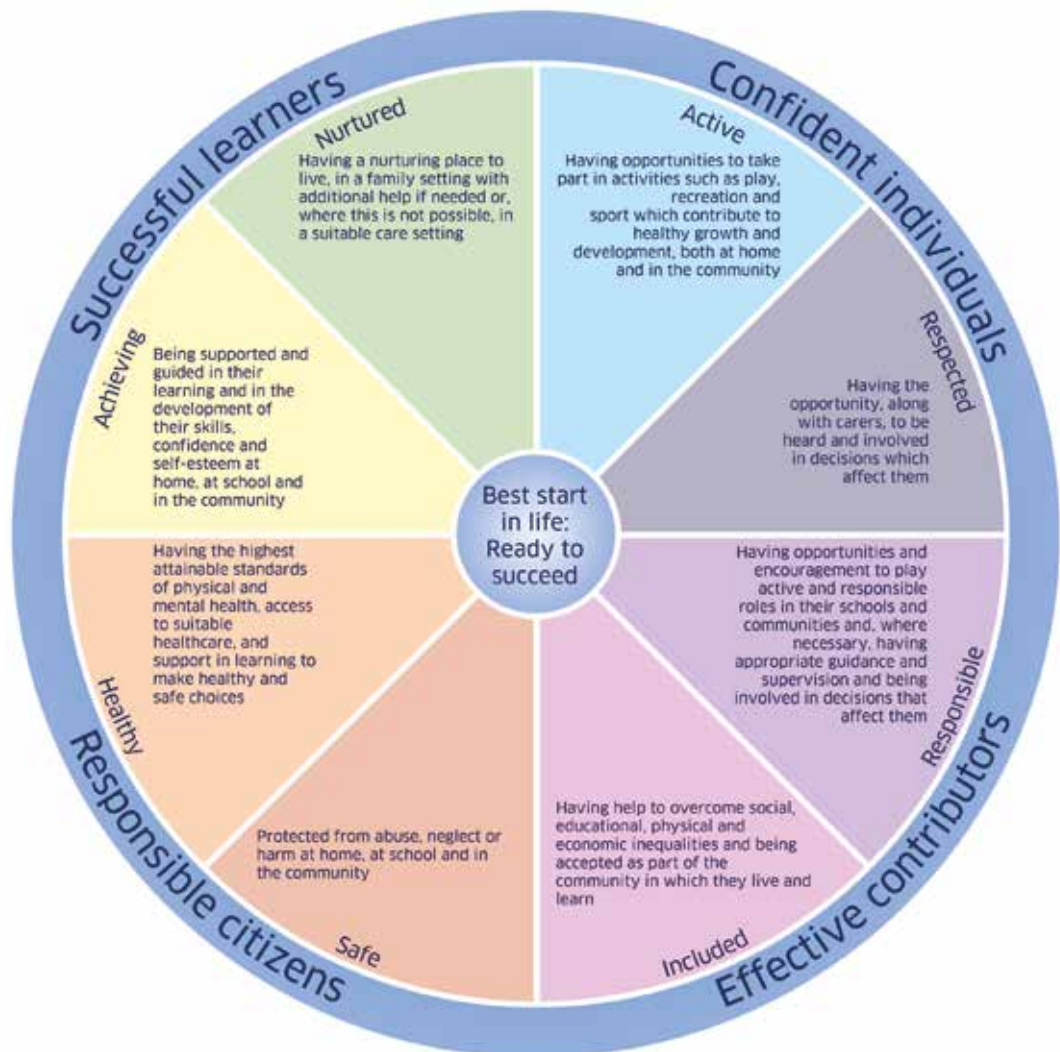
Some important things to think about first

This framework encourages you to carry out evidence-gathering activities to help with self-evaluation in your school. This might involve interviews, observations, questionnaires and focus groups for example. Whatever activities you undertake you must agree and stick to some ground rules. This is so that no-one in your school community becomes hurt or upset as a result of your evidence-gathering and reporting.

- You should discuss and agree all your evidence-gathering activities with a member of staff.

- Make sure anyone involved in your evidence-gathering fully understands what you will be gathering evidence about and has freely agreed to support you in this. This means for example, you can only interview and observe staff who are fully aware of the purpose of your activity and agree to participate.

- Discuss and agree how you will ensure your evidence-gathering protects people's privacy. This means that you do not name individuals or make what they say available to others without their consent. For example, if you were interviewing a teacher you would record him/her as teacher 1 rather than by his/her name.

- Remember that everyone has the right to stop taking part in your self-evaluation activities at any time. If you are carrying out interviews, observations or surveys make sure you tell people this at the start.

- Finally, you should think carefully if any of your evidence-gathering might involve working with adults, children or young people who might be in a vulnerable group. This could involve those with disabilities for example. Work closely with staff to agree how to go about gathering evidence linked to the experiences of vulnerable groups in your school.

Our relationships

This theme is about how well everyone supports each other to work, learn and achieve success in your school. It is about the quality of relationships amongst pupils and between pupils and the adults who work with children and young people as part of your school community. This is an important theme because the relationships you have with the people around you are likely to have a big impact on how you all feel about school.

Some features of highly-effective practice:

Our school is welcoming and everyone feels that they belong here.
All pupils have opportunities to make friends and feel part of a group.

No-one in our school feels discriminated against because of their age, gender, ethnicity, religious belief, sexual orientation or disability.

Our staff are caring and help us to feel safe in school. We feel happy, safe, respected and included within our school community.

Our school has effective ways of dealing with negative behaviours so that relationships can be restored and remain positive.

Children's and young people's rights are important in our school. We have been able to contribute to shaping the vision, values and aims for our school.

Every pupil has an adult they feel knows them well. Everyone feels able to go to that trusted adult for help and advice even about sensitive situations.

Staff and pupils set high expectations for behaviour in our school. Everyone shows respect to each other.

All staff support us to do well. They challenge us to try new things and build our confidence. They know we might not get things right first time and actively encourage us to persevere to find solutions.

We are encouraged to take responsibility for our own actions and relationships. We are expected to consider how our actions affect other people.

Our staff are good role models for us. They promote positive relationships in and around our school.

Our learning helps us to consider how to build positive relationships and to discuss our feelings and emotions.

Our school has strong nurturing approaches which support us to build positive relationships and wellbeing.

Some suggestions for gathering evidence about this theme in your school:

PLAN	DO	REFLECT and SHARE
Develop a pupil survey to find out how people feel about the relationships in your school. Use some of the features of highly-effective practice to create your survey statements or questions.	Carry out the survey, making sure you can pull together the views of learners at different stages and with different needs within your school. Collate the results and develop a presentation for pupils and staff.	What do your survey results tell you about the quality of relationships in your school? How can you work together to address any concerns raised in your survey? To what extent is there a need to develop new policies or approaches to address issues raised?
Find out what visitors to your school feel about the ethos and culture they experience.	Ask visitors to give feedback through an evaluation sheet, a survey, a focus group discussion or through a confidential comment box. Use digital technology to capture their views if possible.	How friendly and welcoming do visitors find your school? How well are the values of your school demonstrated in the way visitors feel treated? What more could your school community do to value and recognise the contribution visitors make?
Find out how well your school promotes positive relationships through the information and publicity material it shares with others.	Analyse your school handbook, leaflets for parents, other promotional material and/or the school website to see if your school uses these to promote wellbeing, equality and diversity.	To what extent do the images used to promote your school represent your whole school community? Are there clear messages about the importance of positive relationships in your school within the digital content and any material that is given out? Does the school have an up to date equalities policy everyone is aware of? Is equality and diversity sufficiently promoted and celebrated in your school?

PLAN	DO	REFLECT and SHARE
Investigate how your school enables pupils to raise concerns confidentially and if more needs to be done.	Ask staff and pupils to tell you about the procedures for raising a confidential concern. Find out how these procedures are shared with pupils and parents.	Does everyone know how to raise confidential concerns? Could improvements be made through for example, more worry boxes or by developing a digital tool through which concerns can be raised?
Get to know more about how positive relationships are promoted and ensured in classrooms and to support learning across your school.	Take a walk around the school and look for examples of classroom rules/charters. Ask focus groups of learners how well these are used. Collect examples of how teachers encourage and support positive behaviour. Explore what is outlined in the school relationships or behaviour policy.	To what extent is there a consistent approach to ensuring positive relationships across your school? How well are all pupils involved in creating the rules/ expectations? How well are these things supporting everyone to get on with learning and achieve well? Are there pupils who do not benefit from the school's current way of reinforcing positive behaviour? How are they supported?

Some questions to help you talk about this theme with others in your school:

??? How does our school help you to feel you belong?

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??? How do we know that everyone is treated fairly and with respect in our school?

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??? What do you know about how our school takes care of you and keeps you safe?

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??? Are there any things that make you feel unsafe in our school?

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??? How do our teachers help pupils to get on with one another? What difference does this make to how happy you are in school?

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???　How do you know what is expected of you in how you behave towards others in our school?

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???　How are your efforts to do well recognised by staff in our school? How does our school help you to feel good about yourself?

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???　How well does our school deal with situations involving inappropriate behaviour?

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???　In what ways does our school provide opportunities for pupils to develop friendships with those who have similar interests?

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???　How well do we demonstrate our school's values through our relationships and actions?

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Our learning and teaching

This theme is about how well everyone in your school is supported to learn and achieve. It focuses on the importance of effective learning and teaching, having quality resources and the range of learning opportunities your school provides.

Some features of highly-effective practice:

Children and young people are developing skills and attitudes that support them to take responsibility for aspects of their own learning.

Everyone in our school understands that we all have the right to learn and achieve. We work together to ensure this right is respected.

In our school, learning is challenging and enjoyable. Our learning is varied. Our learning experiences include learning in the outdoors, learning in the community and further afield.

During lessons and other learning activities, we listen attentively to our teachers. Everyone behaves well and we are able to get on with our learning.

The books, equipment and other resources we use for learning are easily available and in good condition. We have everything we need to learn and achieve our best.

We are actively involved in planning what and how we learn. We get to make choices about our learning.

Our learning is planned so we can each build on what we already know and can do. Our learning is differentiated to meet our needs. It isn't always the same task for everyone in the class.

We get helpful feedback on our work. We all understand what we have done well and what we need to do to improve.

We are able to talk confidently about the skills we are developing. We understand how these skills are helping us to achieve more in school, in the community and as we prepare for the world of work.

Our school provides a variety of learning opportunities that match our interests and aspirations. As we move through school, we are able to deepen our learning through specialising in some areas.

Our staff plan learning and assessment well so that we feel a sense of achievement. Their approaches support us to have positive mental health.

Our learning is helping us to develop strong literacy and numeracy skills. We feel confident that we are able to use these skills to support us in different situations.

Our learning is supporting us to increase our digital skills. We have access to a range of modern digital technology which we use in our learning.

Some suggestions for gathering evidence about this theme in your school:

PLAN	DO	REFLECT and SHARE
Carry out a learning walk to have a good look at your school. Before you set off decide what aspects of learning you want to focus on. For example, you might look at wall displays, digital resources, outdoor facilities or the layout of classrooms.	During your learning walk, make notes about things you think support learning well and things you think need changed, fixed or improved.	How does your school take examples of what is working well and make sure that these examples are used throughout the school? What sorts of changes would pupils like to see made? What difference would these changes make? How might the changes support everyone to learn better?
Arrange some visits to observe and record what learning and teaching are like. Before you do this, find out about your school's learning and teaching policy. Work with staff to agree what you will consider when you are in lessons. Consider making your visits jointly with staff.	Record your observations using the criteria you have agreed and shared with staff.	What do your peers say makes a good lesson? How does the learning you observed match this? How can pupils take some responsibility for improving learning and teaching? Is the learning and teaching within your school meeting the needs of all of the learners?
Meet with focus groups of pupils from different stages across the school. Decide what questions will help them to express their views. It might be good to focus on specific aspects of learning and teaching for example, homework, books and equipment or how pupils get choices in learning.	Make sure your groups represent the range of pupils in your school. Record what they have to say about their learning experiences.	What sorts of learning and teaching do pupils find enjoyable and challenging? What sorts of changes would they like to see? How can pupils contribute to improving learning and teaching?

☀️ PLAN	📋 DO	⚙️ REFLECT and SHARE
Work with staff to identify and analyse data on aspects of school life, for example, bullying incidents, positive relationship/behaviour programmes, attendance and exclusions and attainment.	Use your school data to identify what is working well and where improvements are required. Look at data across different stages, year groups or departments to see how it can be improved.	What does the data tell you about your school? How can pupils and staff work together to lead improvement in the areas you looked at?
Find out if your school's curriculum is meeting pupils' needs. This might focus on a particular curriculum area or be a broader look across the school.	Create a report/map/ presentation of what your school offers to pupils at different stages. Discuss this with pupils. Look at how the school supports learning when pupils need extra support, for example, extra help in the class, time with a support for learning teacher.	What do pupils like about what your school offers? Can you identify how the curriculum is helping pupils to develop skills for work and their future life? Do pupils think your curriculum should include anything different? Are pupils receiving their entitlement to learning for sustainability and supported to become global citizens? How do you know?

Some questions to help you talk about this theme with others in your school:

??? **How attractive and well maintained is our school? How could we help make it nicer?**

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??? **In our school do we all have the resources and equipment we need to learn? How do we know?**

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??? **How does our school make sure we have regular opportunities to choose how and what we learn?**

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??? **Are we all able to learn in ways that suit our needs or is everyone generally expected to do the same things the same way?**

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??? **How helpful is the written and/or oral feedback we get from our teachers?**

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??? How do we know our staff take account of our views when planning learning and teaching?

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??? How well are we able to describe the skills we are developing through our learning and how we use these out of school?

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??? How easy is it for us to know the progress we are making in school and be able to share this with our parents/carers?

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??? To what extent do we use digital technology to support our learning? Could this be improved?

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Our school and community

This theme is about how you feel about your school as a place of learning. This can include what your school looks like, how easy it is to move around it and whether it has the facilities and resources you need to do well. This theme also supports you to consider how well your school connects with the local community.

Some features of highly-effective practice:

We feel safe in the school buildings and grounds. We understand there are rules in place to protect us, and we know our playgrounds are supervised by adults who are trained to keep us safe and help us in an emergency.

Around our school, the different areas are clearly signposted. School buildings and surrounding areas are clean and welcoming. Everyone works together to maintain these high standards.

We have access to toilets, changing and washing facilities which respect our dignity. When we need to get changed, we can choose to do so in private.

Children and young people are able to contribute their ideas about how our school environment can be improved. Our school building and grounds take account of our ideas which helps us to enjoy being here.

We are kept up to date with changes planned for our school building, facilities and grounds and we get regular feedback on our suggestions and ideas.

We are confident that everyone who works in our school knows how to keep us safe. This includes when we go out of school on trips or stay away overnight as part of an excursion.

We are good at taking responsibility and keeping ourselves safe as well as looking out for others. This includes how to keep ourselves safe when using digital technology.

Our classrooms are welcoming with proper ventilation and lighting. There is enough space for everyone and everyone can access classrooms easily.

Our classrooms and other learning spaces are laid out in ways which allow us to interact and work together well during lessons. We have many areas at school that we can use for play and to socialise with our friends.

We are able to contribute to decisions about buying new equipment and resources for learning.

We understand the importance of sustainability. We actively support this through recycling a wide range of materials. We do our best to reduce waste and encourage active travel to school.

The wider community benefits from the school's facilities. Our school is used to provide learning and leisure for adults and families who live in the area.

We make use of the facilities of the local community particularly outdoor areas to support our learning and enable us to have daily contact with nature.

Some suggestions for gathering evidence about this theme in your school:

PLAN	DO	REFLECT and SHARE
Evaluate how well children/young people are involved in decisions about improvements to your school building, facilities and grounds.	Look at minutes of meetings of the pupil council, eco-council or other pupil groups and note when pupils have given suggestions or raised concerns. Find out what has happened as a result of these. Talk to the pupil council and other groups and find out how they make sure they represent the views of all children/young people in the school.	To what extent has your school taken account of ideas and concerns raised by children/young people? Is the process for sharing ideas and concerns clear to all children/young people? How do you know?
Work in partnership with school staff to plan an audit of your school grounds. Consider accessibility, safety, security, cleanliness, social spaces, playground equipment and areas for outdoor learning.	On your walk around the school note the things children/young people like about your school and any things that could be improved. Consider and agree how pupils, staff, parents and partners can work together to make the improvements you'd like to see. You will need to prioritise and be realistic about costs and resources.	How well do your school grounds support learning in the outdoors and provide daily contact with nature? Are your school grounds secure so that children/young people feel safe during the school day? What sorts of improvements would pupils like to see made? How easy is it for wheelchair users or those who have difficulty walking up stairs to get around your school? Could accessibility around your school be improved?
Carry out an audit to see how energy-efficient your school is.	Recruit and appoint a team of children/young people as energy monitors. Organise a rota so they can record different aspects of energy use. For example, this could be recording lights on/off across the school or looking at approaches to recycling that save energy.	What do your findings say about how energy efficient your school community is? Does the school have a sustainability policy and is it being put into practice? How might your school increase learning about sustainability so that everyone is more aware of the need to be energy efficient? How are children encouraged and supported to walk or cycle to school?

💡 PLAN	📝 DO	⚙️ REFLECT and SHARE
Reflect on how well your school uses digital technology to find solutions to common issues raised by members of the school community.	Create a learning wall to illustrate how digital resources are used in your school. Provide opportunities for all members of the school community to add to your wall so that nothing is missed off.	How good is pupil access to digital technology for learning across all the curriculum? Could your school make greater use of digital solutions, for example, apps to share homework with parents, use of QR codes to enable pupils to report breakages or potential safety hazards across the school? To what extent does your school community use digital resources in creative and innovative ways?
Conduct and investigation to find out how safe your school entrance area is when children and young people are being dropped off or picked up.	Compile a report on approaches to parking outside and around your school at these peak times. Include information on signposting and use of traffic calming measures.	How well do parents know and follow the rules for safety around your school? How well do local community wardens support safety around the school? How can your school community work together to improve safety around your school?

Some questions to help you talk about this theme with others in your school:

???   **How do you get a say in how our school buildings, facilities and resources can be improved?**

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???   **How would you like to see our school building improved?**

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???   **How are pupils involved in the process of selecting new staff to work in our school? To what extent do pupils feel our views on staff recruitment are valued?**

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???   **How safe do you feel in our school? What does our school have in place to make sure you are safe?**

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???   **What do you think of the reputation of our school in the community? What do the local media say about our school? What image of our school is portrayed through social media? Could we help to make these messages be more positive?**

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??? How effective is our school in telling other people good news about the school and the children/young people who go there?

??? Can you describe how the facilities and resources in our school support you to learn creatively, to experiment and try new things?

??? Does our school have facilities that encourage you to be physically active? To what extent are these facilities used by all pupils?

??? Do staff and pupils work together to find digital solutions and new ideas to enhance learning? To what extent do you find staff open to ideas from children/young people?

??? Do you like our school dining facilities? How often do you use them? Does the range of food on offer provide enough choice to cater for everyone? Does the service cater well for those with particular dietary needs?

Our health and wellbeing

This theme is about how well your school supports you to develop healthy attitudes and behaviours, positive self-esteem and confidence. It focuses on how well you are learning skills and knowledge to make informed choices, to take responsibility and respect others. It encompasses everyone being included in all aspects of your school, and celebrating and valuing differences.

Some features of highly-effective practice:

We feel that we are important in our school. Staff give us appropriate praise, encouragement, recognition and rewards. This motivates us and increases our confidence and self-esteem.

Our learning is helping us to develop skills to meet challenges and manage change. We are learning how to cope when we have a difficult time and understand that with the right support it may be possible to move on and be happier in the future.

Everyone in our school knows and understands the wellbeing wheel. We use it to assess how well we are getting on with our own wellbeing.

Our school helps us to understand how what we eat, how active we are and how decisions we make about our behaviour and relationships affect our bodies and the way we think and feel about ourselves.

In our school there are things in place to support us mentally and emotionally such as private worry boxes, buddies, mentors and peer mediators.

Our school enables us to assess and manage risk and understand what happens if we choose to take risks.

We have access to good-quality, affordable, healthy and nutritious food within a social dining environment. We are consulted about the food choices available to us and information about choices and prices are clearly communicated.

We have access to drinking water throughout the school day and are allowed to drink water during learning.

Our learning about health and wellbeing takes account of where we live and what problems and challenges we face within our community. The learning is relevant for children and young people at each different stage.

We have opportunities to influence our learning about health and wellbeing and personal and social education. Staff respond to our questions and ideas about what to include.

Our school provides opportunities for our families to learn skills to improve health and wellbeing such as cooking, parenting, impact of social media, staying safe on-line.

We are expected to be responsible and are learning to take on more responsibilities as we get older.

We understand the rights to which we are entitled and the adults in our school community support us to exercise these rights. We show respect for the rights of others.

Some suggestions for gathering evidence about this theme in your school:

PLAN	DO	REFLECT and SHARE
Hold some focus group discussions to find out about how children's/young people's learning supports wellbeing. Using the wellbeing wheel select one or two of the wellbeing indicators as the theme for your discussions.	Select and talk to a representative sample of the pupils in your school. Ask them about how their learning supports them to understand the different aspects of wellbeing. Find out how familiar with the wellbeing wheel they are.	What does your evidence tell you about the priority given to learning about wellbeing in your school?

To what extent can pupils talk about how your school helps them feel safe, healthy, achieving, nurtured, active, respected, responsible and included?

As a result of your discussions on the wellbeing indicators, could one or two of these be used to prioritise aspects of health and wellbeing in your school? |
| Evaluate the impact of any peer support programmes that exist in your school such as buddying, peer mediation, classroom helpers, mentoring. Create a set of questions for those involved in these things. | Find out who is involved in these programmes and carry out some interviews to ask about how they benefit from the programme. | What sort of skills are pupils developing through peer support?

Is peer support working well in your school or do some aspects need strengthened?

How well are peer supporters trained? Do they feel confident they are doing this well enough? |
| Analyse the displays in your school corridors and social areas to see how well they are used to promote wellbeing, inclusion and equality. | Create a checklist setting out some key aspects of wellbeing you will be looking for. The wellbeing indicators might be a good starting point for this. Use your checklist during a walk around your school. Note the different aspects of wellbeing that are highlighted around your school. | Do the displays promote all of the wellbeing indicators?

Are the displays in the best places so that pupils will stop and look at them? How do you know?

To what extent do the displays include images that represent diversity in society and diversity in the workplace? |

PLAN	DO	REFLECT and SHARE
Find out how well your school engages with partners across your community to extend opportunities to increase children's/young people's wellbeing.	Choose an aspect of the health and wellbeing curriculum such as personal and social education, physical education or home economics. Ask staff to tell you about the range of partners who support learning in this area of the curriculum. Talk to some of these partners either on the telephone or invite them to a focus group. Ask them about their contribution to the curriculum. Ask pupils to tell you how much they value the contribution of these partners.	What evidence is there that your school uses a wide range of partners to support the health and wellbeing curriculum? How relevant and helpful do pupils find the contribution of partners? Are there other partners that pupils would like to engage with about different aspects of wellbeing?

Some questions to help you talk about this theme with others in your school:

??? Can you give some examples of how our school praises good effort and celebrates success?

??? Do you think the adults who work in our school are good role models encouraging children/young people to live healthy lives?

??? How well does our school dining room promote healthy eating?

??? What things does our school do well that encourages everyone to be healthy? What could be improved?

??? Do we get enough opportunities to influence the food available at lunchtimes and breaks in our school? What changes would you like to see?

??? Is equality and diversity promoted and celebrated well enough in our school? What makes you think it is/isn't?

??? How does our school provide good support for those who may be going through a sad or challenging time? Are we confident that we will be well supported for example, if someone was being bullied?

???   **Is everyone treated fairly and with respect in our school? How do we know?**

???   **How well do staff let us know they value our views and use them to improve things?**

???   **What aspects of our curriculum include good opportunities for increasing our knowledge and skills, including the ability to think and talk about our health and wellbeing?**

???   **How well can we evaluate and show understanding of our progress using the wellbeing wheel? Does the curriculum include enough time for us to do this?**

???   **In what ways does our school help us to understand how others in the community can support our health and wellbeing?**

???   **What do you know about the range of activities before, during and after the school day that encourage a healthy lifestyle?**

Our successes & achievements

This theme is about how well your school supports everyone to have opportunities to develop interests, skills and talents both within the classroom and beyond the classroom and school. It focuses on how well everyone achieves success and children's and young people's understanding of why skills are important now and for jobs in the future.

Some features of highly-effective practice:

Everyone in our school has opportunities to be able to develop a variety of different interests, talents and learn new skills.

Staff encourage and support each of us to get involved in areas that are of interest to us and help overcome any barriers that might prevent us taking part.

Our school helps us to understand why getting involved in a wide range of activities and events is an important part of our education and preparation for careers and life beyond school.

We understand how getting involved in a range of activities helps us contribute to our school and community in a positive way.

Everyone in our school can take part in a group, club, team or activity beyond normal class time if they want to.

Our school keeps accurate records of pupil participation and achievements and helps us to recognise their importance of these.

In our school, we recognise and celebrate all sorts of achievements. We appreciate it when people try hard to learn a new skill or train hard to achieve a new level in their chosen interest.

At all stages of school we have good opportunities to take responsibility through organising and leading activities. We can talk confidently about the skills we are gaining as a result of leading and organising aspects of school life.

Our school is helping us to become more aware of the types of skills needed for different jobs in the future, why these are important and gives us the opportunity to apply these skills in different ways.

We are getting better at knowing when our skills are improving and being able to talk about this. We have a good way of recording these and this shows how we are building on the skills we have developed. Our school knows and is interested in building on the skills we are learning out of school.

We regularly get the chance to give our views on what type of experiences we would like to have available and see that these are acted on. Our school works with others, such as colleges and employers, to offer a wider range of experiences than the school can provide itself.

Our achievements are recognised, valued and celebrated by our school and community through a range of ways which help build our self-esteem and confidence.

As we get older, we have opportunities to gain formal awards and accreditation which recognises our achievements.

Some suggestions for gathering evidence about this theme in your school:

PLAN	DO	REFLECT and SHARE
Evaluate how well your school promotes opportunities for achievement through out-of-class learning and activities. This might include trips to places of interest in your local community and further afield, learning in a workplace or joining teams and clubs to learn a new activity.	Gather as much information as you can about what's on offer in your school. Sort the information into different categories, for example different types of activities, different times things are available, the different groups catered for, activities that lead to awards. Include activities run by staff, pupils and/or partners. Prepare a report.	How well does the programme of activities meet the needs of all children/young people in your school? Is there a good balance of activities for pupils with different interests? What about for children and young people with additional support needs? How easy/difficult was it to find out what's available in school and in the community? Are things promoted well enough? Are pupils sufficiently involved in leading these activities?
Consider how well your school supports children/young people to reflect on their achievements and build on them.	Ask class teachers and pupil support staff to tell you about how they how they help children/young people reflect and build on their achievements. Ask focus groups of children/young people to tell you about their experiences.	Do children/young people have regular opportunities to record their achievements in a log or portfolio? Is this valued by children/young people? Do pupils feel that staff are interested in their achievements, including those out of school? Is everyone encouraged to take part in activities that increase their skills and achievements?

PLAN	DO	REFLECT and SHARE
Find out how children/young people feel they benefit from out-of-class learning in your school?	Identify a group of children/young people who participate in a range of different out-of-class learning activities. Ask them to talk about what they enjoy, the skills they are developing, awards they are working towards and any targets they have. Make a promotional vlog about the benefits of out-of-class learning.	How easy or difficult is it for children/young people to talk about the benefits of out-of-class learning? What percentage of pupils engage in out-of-class learning? How can the school support more people to get involved? How aware are children/young people of the health and wellbeing benefits?
Carry out a survey to find out how well your school supports children/young people to try new things.	Create a short survey using digital technology if possible. Ask children/young people to list any new activities they have tried since coming to your school. Get them to tell you who encouraged them to do this.	What percentage of pupils have tried something new? How many of them have done so as a result of encouragement from staff, parents, other pupils or partners?
Carry out an investigation of what pupils in your school are achieving in their local community.	Map youth projects in your area that pupils are contributing to. Collect examples of children and young people volunteering in the community and further afield. Make a number of online learning vlogs on what matters to you in school and in the community.	How many pupils are achieving youth awards? What range of awards are they achieving? Could your school do more to support pupils to get involved in community projects? What positive difference are pupils in your school making to the local community?

Some questions to help you talk about this theme with others in your school:

??? **Does our school provide a wide enough range of opportunities for achievement through learning across the curriculum and through out-of-class activities?**

??? **What do you like about the opportunities for achievement offered by our staff and school partners? What else would you like to see included?**

??? **What do you know about how our school provides financial support to pupils who might otherwise not be able to take part in some activities?**

??? **Are the achievements of all children/young people equally recognised and celebrated in our school? How do we know?**

??? **What does our school do well to enable us to record our achievements and have conversations which help us decide what to aim for next? How might this be improved?**

??? Can everyone lead activities and share their skills and talents with others if they want to? Can you provide some examples of how you are able to do so?

??? Is everyone developing skills for learning, life and work through taking part in out-of-class learning? How do we know?

??? How do you benefit from our school's work with partners including colleges and employers, in the wider community?

??? How well do you think your parents understand the importance of the achievements we gain from activities in the wider community?
Do they support and encourage you to get involved?

??? To what extent are we able to influence improvements to the school's programme of out-of-class learning?