

Mapping of Achieving Quality Scotland Quality Standards on to How Good is Our School? And How Good is Our Early Learning and Childcare?

Quality standards and themes.

Table 1: Thematic mapping of quality areas: Note colours and the HGIOS? & HGIOELC? Titles from joint Mapping are sourced from Education Scotland (2015)

Overarching Quality Areas		
How Good is Our School? (4) & How Good is Our Early Learning and Childcare?		
Leadership and Management (Blue) How good is our leadership and approach to improvement?	Learning Provision (Orange) How good is the quality of the care and learning we offer?	Successes and achievements (Green) How good are we at ensuring the best possible outcomes for all our children?
Achieving Quality Scotland		
Preparatory Section- Policies, Procedures and Essential Documents	Preparatory Section- Policies, Procedures and Essential Documents	
Quality Area 1 – Commitment to quality, the UNCRC, GIRFEC and the Playwork Principles		
	Quality Area 2- Equality and Inclusion	Quality Area 2- Equality and Inclusion
	Quality Area 3 – Partnership and Collaboration	Quality Area 3 – Partnership and Collaboration
	Quality Area 4 – Play and Care Practice, and Principles	Quality Area 4 – Play and Care Practice, and Principles
Quality Area 5 – Premises, Resources and Community	Quality Area 5 – Premises, Resources and Community	Quality Area 5 – Premises, Resources and Community
Quality Area 6 – Getting It Right For Every Child (GIRFEC)	Quality Area 6 – Getting It Right For Every Child (GIRFEC)	Quality Area 6 – Getting It Right For Every Child (GIRFEC)
	Quality Area 7 - Health and Wellbeing	Quality Area 7 - Health and Wellbeing
Quality Area 8 - Leadership, Planning, Management and Administration		
Quality Area - 9 Staffing and Volunteers	Quality Area - 9 Staffing and Volunteers	Quality Area - 9 Staffing and Volunteers
Quality Area 10 - Holidays and All Day and Play Care	Quality Area 10 - Holidays and All Day and Play Care	Quality Area 10 - Holidays and All Day and Play Care



Table 2: Specific standards and themes map

Achieving Quality Scotland Standards	How Good is Our School? (4) & How Good is Our ELC? Standards	How Good is Our School? (4) Themes	How good is Our ELC? Themes
Preparatory Section- Policies, Procedures and Essential Documents	Leadership and Management (Blue)	How good is our leadership and approach to improvement?	
<p>1 “Our service has policies and procedures in place to ensure our principles are put into practice and meet, or exceed, all on-going legislative requirements; they are up to date, legible, clear and fit for purpose. Our essential documents, required for the smooth running of a quality service, are also maintained to this quality.”</p>	<p>1.5 Management of resources to promote equity</p>	<ul style="list-style-type: none"> • Management of finance for learning. • Management of resources and environment for learning. 	<ul style="list-style-type: none"> • Management of finance for learning • Management of resources and environment for learning .
<p>2 “All management and staff are fully trained in such policies and procedures while volunteers, parents and children and young people are well informed on those which are particularly relevant to them.”</p>			



<p>3 “When developing or updating policies and procedures we ensure that there is genuine consultation, where applicable, with relevant groups such as the staff, children and young people, parents and volunteers, and their views are always included.”</p>	<p>Learning Provision <i>(Orange)</i></p>	<p>How good is the quality of the care and learning we offer?</p>	
<p>4 “Policies and procedures are thoroughly reviewed and signed, with date of review, on an annual basis, with any updated policies issued to the relevant parties, including training in new policies or procedures and adapted versions in language suitable for children and young people.”</p>	<p>2.7 Partnerships</p>	<ul style="list-style-type: none"> • The development and promotion of partnerships • Collaborative learning and improvement • Impact on learners. 	<p>Engagement of parents and carers in the life of the setting</p> <ul style="list-style-type: none"> • The promotion of partnerships • Impact on children and families
<p>Quality Area 1 – Commitment to quality, the UNCRC, GIRFEC and the Playwork Principles</p>	<p>Leadership and Management <i>(Blue)</i></p>	<p>How good is our leadership and approach to improvement?</p>	
<p>5 “Our service is committed to providing an excellent quality service for every child, young person and parent, in a process of continuous quality development and improvement; underpinned by our ongoing commitment to the overarching values of the UNCRC, Getting it Right for Every Child (GIRFEC), and the Playwork Principles.”</p>	<p>1.1 Self-evaluation for self-improvement</p>	<ul style="list-style-type: none"> • Collaborative approaches to self- evaluation. • Analysis and evaluation of intelligence and data. • Ensuring impact on learners’ success and achievements. 	<ul style="list-style-type: none"> • Collaborative approaches to self-evaluation • Evidence-based improvement • Ensuring impact of success on children and families



<p>6 “The service understands that leadership, commitment and active involvement of management are essential for the development of quality systems and outcomes.</p> <p>We will provide clear leadership and develop and communicate our principles, policies and quality improvement objectives, ensure that people are aware of their roles and responsibilities and encourage open communication throughout this process”</p>	<p>1.1.3 Leadership of change</p>	<ul style="list-style-type: none"> • Developing a shared vision, values and aims relevant to the school and its community. • Strategic planning for continuous improvement. • Implementing improvement and change 	<ul style="list-style-type: none"> • Developing a shared vision, values and aims relevant to the ELC setting and its community • Strategic planning for continuous improvement • Implementing improvement and change
<p>7 “The service will ensure that every member of staff, volunteer, service users; children, young people, their parents and carers, and linked professionals, are all involved in supporting and delivering the above principles and the quality achievement award processes.”</p>			
<p>Quality Area 2- Equality and Inclusion</p>	<p>Successes and achievements (Green)</p>	<p>How good are we at ensuring the best possible outcomes for all our children?</p>	
<p>8 “Our Service is actively committed to, and positively promotes, equality and inclusion; this is embedded in our policies and procedures, and links strongly with our commitment to the UNCRC and GIRFEC.</p>	<p>3.1 Ensuring wellbeing, equality and inclusion</p>	<ul style="list-style-type: none"> • Wellbeing. • Fulfilment of statutory duties. • Inclusion and equality. 	<ul style="list-style-type: none"> • Wellbeing • Fulfilment of statutory duties • Inclusion and equality



<p>9 “Our staff and volunteers are expected to be well trained in equality and inclusion and to actively promote such values while engaging in anti-discriminatory practice in their work with each other, children and young people, and their parents.”</p>			
<p>10 “Our planning and review processes include monitoring for accessibility, equality and inclusion and planning and reviewing specific actions to address identified barriers.”</p>			
<p>Quality Area 3 – Partnership and Collaboration</p>	<p><i>Learning Provision (Orange)</i></p>	<p>How good is the quality of the care and learning we offer?</p>	
<p>11 “Our service works in partnership with parents and carers; fellow professionals, the schools we serve, and our local community to ensure their expertise, views and advice are included in our ongoing work to ensure each child or young person in our care gets all the support they need”</p>	<p>2.7 Partnerships</p>	<ul style="list-style-type: none"> • The development and promotion of partnerships • Collaborative learning and improvement • Impact on learners. 	<ul style="list-style-type: none"> • Engagement of parents and carers in the life of the setting • The promotion of partnerships • Impact on children and families
<p>12 “Our service maintains high professional standards through collaborating locally and nationally with relevant agencies and programmes of</p>			



<p>work; this can include membership of local and national school age childcare networks; communities of practice for staff development, and liaison with community planning partners, local GIRFEC and Early Years Collaborative representatives.”</p>			
<p>Quality Area 4 – Play and Care Practice, and Principles</p>	<p><i>Learning Provision (Orange)</i></p>	<p>How good is the quality of the care and learning we offer?</p>	
<p>13 “Our quality service is committed to the UNCRC Article 31, the Playwork Principles and the National Play Strategy and Action Plan by providing a semi structured and planned range of inclusive and safe, but challenging and creative opportunities, which children and young people lead and own.”</p>	<p>2.2 Curriculum</p>	<ul style="list-style-type: none"> • Rationale and design. • Development of the curriculum. • Learning pathways. • Skills for learning, life and work 	<ul style="list-style-type: none"> • Rationale and design • Learning and developmental pathways • Pedagogy and play • Skills for life and learning
	<p>Successes and achievements (Green)</p>	<p>How good are we at ensuring the best possible outcomes for all our children?</p>	
<p>14 “Children and young people are able to freely choose from a wide range of play, nature-based, recreational, cultural and sport activities both indoors and outdoors, which support their developmental outcomes, extends their</p>	<p>3.3.3 Increasing creativity and (employability) For ELC 3.3 Developing creativity and skills for life</p>	<ul style="list-style-type: none"> • Creativity skills • Digital innovation • Digital literacy • Increasing employability 	<ul style="list-style-type: none"> • Developing creativity • Developing skills for life and learning • Developing digital



<p>horizons and skills, while reflecting their own interests</p>		<p>skills</p> <ul style="list-style-type: none"> • Rationale and design. • Development of the curriculum. • Learning pathways. • Skills for learning, life and work 	<p>skills</p> <ul style="list-style-type: none"> • Rationale and design • Learning and developmental pathways • Pedagogy and play • Skills for life and learning
<p>15 “Our service delivers high quality play and care practice which ensure the wellbeing, safety, enjoyment and positive experiences of children and young people, in a warm and welcoming play care environment; which allows for variety and risk, as well as security and routine.”</p>			
<p>Quality Area 5 – Premises, Resources and Community</p>	<p><i>Leadership and Management (Blue)</i></p>	<p>How good is our leadership and approach to improvement?</p>	
<p>16 “Our service makes the best, creative use possible of our premises and resources, while adhering strictly to regulatory, health and safety requirements and any necessary maintenance and upgrading work.”</p>	<p>1.5 Management of resources to promote equity</p>	<ul style="list-style-type: none"> • Management of finance for learning. • Management of resources and environment for learning. 	<ul style="list-style-type: none"> • Management of finance for learning • Management of resources and environment for learning
<p>17 “We aim to be accessible and provide high quality outdoor activities and, where we are restricted through current premises, we will work with our local community and seek out methods to address such gaps in our provision.”</p>			



	<i>Learning Provision (Orange)</i>	How good is the quality of the care and learning we offer?	
<p>18 “In terms of the National Play Strategy and Action Plan, GIRFEC and the UNCRC, we aim to assist with local community planning processes in meeting the aims of these overarching policies by being a resource for the local community, in terms of our professional knowledge and expertise in play and care for children of school age.”</p>	<p>2.7 Partnerships</p>	<ul style="list-style-type: none"> • The development and promotion of partnerships • Collaborative learning and improvement • Impact on learners. 	<ul style="list-style-type: none"> • Engagement of parents and carers in the life of the setting • The promotion of partnerships • Impact on children and families
Quality Area 6 – Getting It Right For Every Child (GIRFEC)	<i>Learning Provision (Orange)</i>	How good is the quality of the care and learning we offer?	
<p>19 “We recognise our important role in nurturing the unique development of every child or young person in our care. We value every child and young person as an individual with their own specific needs, preferences, views and circumstances, which we know can change over time.”</p>	<p>2.4 Personalised support</p>	<ul style="list-style-type: none"> • Universal support. • Targeted support. • Removal of potential barriers to learning. 	<ul style="list-style-type: none"> • Universal support • Role of practitioners and leaders • Identification of learning needs and targeted support • Removal of barriers to learning



	Successes and achievements <i>(Green)</i>	How good are we at ensuring the best possible outcomes for all our children?	
20 “We can demonstrate how support GIRFEC and improve the wellbeing of children and young people through our use of the SHANARRI framework and the Wellbeing Wheel, including tracking and measuring outcomes, where appropriate.”	2.3 Learning, teaching and assessment 3.2 Raising attainment and achievement For ELC 3.2 Securing Children’s progress	<ul style="list-style-type: none"> • Learning and engagement. • Quality of teaching. • Effective use of assessment. • Planning, tracking and monitoring. • Attainment in literacy and numeracy. • Attainment over time • Overall quality of learners’ achievement. • Equity for all learners 	<ul style="list-style-type: none"> • Learning and engagement • Quality of interactions • Effective use of assessment • Planning, tracking and monitoring • Progress in communication, early language, mathematics and health and wellbeing • Children’s progress over time • Overall quality of children’s achievement • Ensuring equity for all children
	Learning Provision <i>(Orange)</i>	How good is the quality of the care and learning we offer?	
21 “We ensure that clear child protection processes are in place, understood and regularly evaluated. We	2.1 Safeguarding and child protection	<ul style="list-style-type: none"> • Arrangements for safeguarding, including child 	<ul style="list-style-type: none"> • Arrangements for safeguarding, including child



<p>will ensure we know the named person and lead practitioner, when relevant, for each child in our care.”</p>		<p>protection.</p> <ul style="list-style-type: none"> • Arrangements to ensure wellbeing • National guidance and legislation 	<p>protection</p> <ul style="list-style-type: none"> • Arrangements to ensure wellbeing • National guidance and legislation
	<p>Leadership and Management (Blue)</p>	<p>• How good is our leadership and approach to improvement?</p>	
<p>22 “We ensure that children and young people meaningfully participate in all aspects of the service, and we can show how we have listened to and acted on their views.”</p>	<p>1.2 Leadership of learning</p>	<ul style="list-style-type: none"> • Professional engagement and collegiate working. • Impact of career long professional learning. • Children and young people leading learning. 	<ul style="list-style-type: none"> • Professional engagement and collegiate working • Impact of career-long professional learning (CLPL) • Children leading learning
<p>Quality Area 7 - Health and Wellbeing</p>	<p>Learning Provision (Orange)</p>	<p>How good is the quality of the care and learning we offer?</p>	
<p>23 “Our Service is committed to the health and wellbeing of the children and young people in our care; using the SHANNARI wellbeing wheel to focus on their development, we ensure that each individual child or young person has their specific wellbeing needs met.”</p>	<p>2.4 Personalised support</p>	<ul style="list-style-type: none"> • Universal support. • Targeted support. • Removal of potential barriers to learning. 	<ul style="list-style-type: none"> • Universal support • Role of practitioners and leaders • Identification of learning needs and targeted support • Removal of barriers to learning



	Successes and achievements <i>(Green)</i>	How good are we at ensuring the best possible outcomes for all our children?	
24 “Our service provides a good balance of physical activities and healthy nutritious snacks which takes account of different cultural, faith, personal preferences or disabilities; while children, young people and their parents are regularly consulted and receive good quality guidance from us on healthy eating and exercise.”	3.1 Ensuring wellbeing, equality and inclusion	<ul style="list-style-type: none"> • Wellbeing. • Fulfilment of statutory duties. • Inclusion and equality. 	<ul style="list-style-type: none"> • Wellbeing • Fulfilment of statutory duties • Inclusion and equality • Wellbeing
25 “Our service supports the mental and emotional wellbeing of children and young people we care for; we provide a range of resources, activities and opportunities for positive social relationships, including co-operation, sharing and developing healthy self-esteem, which help children and young people develop emotional security and resilience. We also support children and their families through stressful circumstances in their lives”.	2.5 Family learning <i>(Orange)</i>	<ul style="list-style-type: none"> • Engaging families in learning • Early intervention and prevention Quality of family learning support. 	<ul style="list-style-type: none"> • Engaging families in learning • Early intervention and prevention Quality of family learning support
26 “Our service meets or exceeds all standards and legal requirements relating to food preparation; storage and administration of medicines; models and			



<p>teaches good hygiene; including hand-washing, dental care and personal care, and is always up to date with and following infection control procedures and official guidance.”</p>			
<p>Quality Area 8 - Leadership, Planning, Management and Administration</p>	<p><i>Leadership and Management (Blue)</i></p>	<p>How good is our leadership and approach to improvement?</p>	
<p>27 “Our Service leaders (top management) establish the purpose and direction of the organisation and create an environment in which people become fully involved in using their abilities to achieve the organisation's goals; this includes the involvement of children and young people, staff and volunteers, families and community.”</p>	<p>1.5 Management of resources to promote equity</p>	<ul style="list-style-type: none"> • Management of finance for learning. • Management of resources and environment for learning. 	<ul style="list-style-type: none"> • Management of finance for learning • Management of resources and environment for learning .
<p>28 “Our service has a clearly defined management structure and operates within the relevant legal, appropriate and best practice framework for our type of organisation. Our service is run and administered effectively and meets all legal, business, financial planning and sustainability requirements, which necessarily underpin our ability to provide a high quality service for children and families.”</p>			



Quality Area - 9 Staffing and Volunteers	<i>Leadership and Management (Blue)</i>	How good is our leadership and approach to improvement?	
<p>29 “Our service recognises that people are our greatest asset and we value and support our staff team and volunteers. We ensure that they receive the resources they need and access to training, qualifications and continued professional development in order to fulfil their highly important roles in caring for children and young people, and to meet legal standards. Registration with the Scottish Social Services Council (or equivalent) and adherence to their codes of practice is mandatory; as an employer or employee, as are PVG checks and references.”</p>	<p>1.4 Leadership and management of staff For ELC</p> <p>1.4 Leadership and management of ELC Practitioners</p>	<ul style="list-style-type: none"> • Governance framework. • Building and sustaining a professional staff team. • Staff wellbeing and pastoral support. 	<ul style="list-style-type: none"> • Governance framework • Building and sustaining a professional team • Practitioner wellbeing and pastoral support
	<p>Successes and achievements</p>	<p>How good are we at ensuring the best possible outcomes for all our children?</p>	
<p>30 “We are committed to equality and inclusion in our recruitment and employment practice, with equality monitoring in place and we aim to reflect the diversity of the community we service. Our expectations of our staff and volunteers are high; we only want people who are committed to engaging positively with children and young people, who stand up for children and young people’s rights and act in their interests, and who</p>	<p>3.1 Ensuring wellbeing, equality and inclusion</p>	<ul style="list-style-type: none"> • Wellbeing. • Fulfilment of statutory duties. • Inclusion and equality. 	<ul style="list-style-type: none"> • Wellbeing • Fulfilment of statutory duties • Inclusion and equality



take responsibility for their own professional development.”			
Quality Area 10 - Holidays and All Day and Play Care	Successes and achievements <i>(Green)</i>	How good are we at ensuring the best possible outcomes for all our children?	
31 “Our service is committed to the UNCRC, GIRFEC and the Playwork Principles; this is reflected in the planning, delivery and evaluation of our holiday and all day play and care services with the children and young people, within a strict ethos of equality and inclusion.”	3.1 Ensuring wellbeing, equality and inclusion	<ul style="list-style-type: none"> • Wellbeing. • Fulfilment of statutory duties. • Inclusion and equality. 	<ul style="list-style-type: none"> • Wellbeing • Fulfilment of statutory duties • Inclusion and equality
	Learning Provision <i>(Orange)</i>	How good is the quality of the care and learning we offer?	
32 “We recognise that holidays are special times and important for children’s rights and wellbeing requiring more outdoors and physical activities, times for rest and relaxation, nutritious snacks, and freely chosen, self - directed play.”	2.2 Curriculum	<ul style="list-style-type: none"> • Rationale and design. • Development of the curriculum. • Learning pathways. • Skills for learning, life and work 	<ul style="list-style-type: none"> • Rationale and design • Learning and developmental pathways • Pedagogy and play • Skills for life and learning
	Successes and achievements	How good are we at ensuring the best possible outcomes for all our children?	
33 “We ensure there are many opportunities for children and young people to learn and develop through play	3.3.3 Increasing creativity and (employability) for ELC	<ul style="list-style-type: none"> • Creativity skills • Digital innovation • Digital literacy 	<ul style="list-style-type: none"> • Developing creativity • Developing skills for life and learning



<p>and social relationships and gain new experiences in terms of special outings and new activities, which expand their horizons in meaningful ways.”</p>	<p>3.3 Developing creativity and skills for life</p>	<ul style="list-style-type: none"> • Increasing employability skills • Rationale and design. • Development of the curriculum. • Learning pathways. • Skills for learning, life and work 	<ul style="list-style-type: none"> • Developing digital skills • Rationale and design • Learning and developmental pathways • Pedagogy and play • Skills for life and learning
	<p>Leadership and Management (Blue)</p>	<p>How good is our leadership and approach to improvement?</p>	
<p>34 “Our service recognises that the staffing, planning, marketing, budgets and administration of our holiday and all day play and care provision, requires specific attention and care including fundraising, transport, recruitment and training of extra staff and volunteers where needed.”</p>	<p>1.5 Management of resources to promote equity</p>	<ul style="list-style-type: none"> • Management of finance for learning. • Management of resources and environment for learning. 	<ul style="list-style-type: none"> • Management of finance for learning • Management of resources and environment for learning
	<p>Learning Provision (Orange)</p>	<p>How good is the quality of the care and learning we offer?</p>	
<p>35 “We plan in partnership with parents and the wider community, and collaborate with fellow professionals to ensure they know our service is available as a resource for families, under GIRFEC. We support children in the transitional period between nursery and school and help them engage with their local community.”</p>	<p>2.6 Transitions</p>	<ul style="list-style-type: none"> • Arrangements to support learners and their families. • Collaborative planning and delivery. • Continuity and progression in learning. 	<ul style="list-style-type: none"> • Quality of support for children and their families • Collaborative planning and delivery • Continuity and progression in learning