



STANDARDS & QUALITY REPORT AND IMPROVEMENT PLAN
FOR
BARTHOL CHAPEL SCHOOL



LAST UPDATED: October 2017

Aberdeenshire Council Education and Children's Services

"Education and Children's Services works to improve the lives of children and young people, families and communities through the delivery of high quality services across Aberdeenshire"

Introduction: Local and National Context

This Standards and Quality Report and Improvement Plan is influenced by both Aberdeenshire and National Priorities. These can be summarised as follows:

Aberdeenshire Priorities: these should be reflected in all areas of this document and the actions that emerge from it

- to develop excellence and equity;
- to embed the principles of GIRFEC (Getting it Right for Every Child);
- to provide support in developing inclusive, vibrant and healthy communities.

National Improvement Framework Priorities:

- 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; and
- Improvement in employability skills and sustained, positive school leaver destinations for all young people.

National Improvement Framework Drivers:

- School leadership
- Teacher professionalism
- Parental engagement
- Assessment of children's progress
- School improvement
- Performance information

Additionally to support self-evaluation various quality indicators from the national evaluative framework How Good Is Our School 4 are referenced. Links to these sources are:

National Improvement Framework - www.gov.scot/Resource/0049/00491758.pdf

How Good Is Our School 4 - https://www.educationscotland.gov.uk/Images/HGIOS4August2016_tcm4-870533.pdf

1. Context of the School

Barthol Chapel is a small, rural school about 22 miles from the city of Aberdeen and 4½ miles from the villages of Tarves, Methlick and Fyvie. It is the third school to be built in Barthol Chapel and was opened on 23rd May 1968. We have two classrooms, a fully lit stage and a hall. The senior class and hall is divided by a partition that can be drawn back to create a large hall suitable for school and community events. The school's catchment area is extensive and as a result most children use school transport. The school has a very active and supportive Parent Council who meet termly to raise funds, arrange events and support school developments. Barthol Chapel School values partnership working. The school works closely with the Parent Council, Barthol Chapel Community Association, Barthol Chapel Church, Meldrum Cluster Schools, Meldrum Rotary Club, Active Schools and local nursery and playgroups to ensure learning is well supported.

The Vision, Values and Aims of the school were revised in March 2017 following the appointment of a new Head Teacher, Mr Adrian Anderson. It is recognised by all stakeholders that Barthol Chapel School is a school where everyone works together as a community to create an ethos where all the children are nurtured, respected, included, inspired and motivated in reaching their full potential, not only academically, but as confident individuals ready to actively grasp and follow their dreams in the future.

Barthol Chapel School Vision



Believe, Endeavour, Succeed, Together

Barthol Chapel School Values



Barthol Chapel School Aims

Believe

At Barthol Chapel School, we believe in ourselves and each other. Through strong relationships and trust, we support everyone in believing they can achieve by having high expectations for all. We provide our learners with relevant, progressive and engaging learning opportunities. By ensuring everyone has the opportunity to develop a positive mindset, we enable our learners to feel confident to question the world, each other and themselves.

Endeavour

At Barthol Chapel School, we promote lifelong learning and demonstrate that success requires hard work and dedication. We endeavor to develop resilient learners who embrace challenge and persist in the face of setbacks. We support our learners to take ownership of their learning, helping them to build upon their unique strengths and talents and set clear, achievable targets for improvement. We believe that everyone can succeed at something.

Succeed

At Barthol Chapel School we value everyone's achievements. Everyone strives to be the best they can be and we support each other to achieve this. We celebrate and reward the hard work and success of others. We are clear about what success means and how it can be attained and achieved by having shared expectations and apply them consistently. We support and challenge all learners by providing an inclusive, broad education which meets the needs of all learners.

Together

At Barthol Chapel School, we work in partnership within our school and wider community to enable everyone to play an active role in the continuous improvement of our school. We provide the opportunity to listen to and consider all points of view in matters which affect our learning community. We understand and respect the fact that as a learning community, we have a collective responsibility to provide and deliver the best outcomes for all.



SIMD Profile and Pupil Equity Funding

Analysis of the SIMD data shows that no child at Barthol Chapel School lives in an area of deprivation (deciles 1 and 2); the majority of children are in decile 7 (82%). 100% of the learners live in deciles 5, 7, 8, and 10. Although Barthol Chapel School does not have any children who are classed as living in an area of deprivation, the school believes that all children are entitled to the best education and to be the best they can be. Barthol Chapel School received Pupil Equity Funding (PEF) in April 2017. This will be targetted towards promoting positive mental health, wellbeing and resilience for learners and teachers at Barthol Chapel School plus developing safe and supportive class and school learning environments. The school has a clear commitment to excellence and equity, as detailed in our vision and values.

Strengths

Barthol Chapel School has many strengths. All pupils are encouraged, supported and provided with opportunities for achievement. The school prides itself on being an inclusive and welcoming school. The school celebrates achievement at assemblies in newsletters, through our value nomination system, as well as praise from all staff members. Being a small school, the staff know the pupils very well. They value time spent on discussing learning and giving the children the opportunity through 'Learning Conversations' to voice their feelings about their learning. The school is improving its tracking systems and arrangements to identify pupils who may need extra encouragement and support or a different teaching approach to act accordingly in line with the school's GIRFEC procedures.

Children are learning well and most are making good progress in their learning. Standards of attainment throughout the school are good with most children working at their expected CfE level or beyond. Learners are encouraged to set their own targets and review them periodically. Children are well supported by Class Teachers, Pupil Support Assistants and Additional Support for Learning Teacher.

Pupils are motivated in their learning and many are independent and active learners. Skills for learning, life and work are supported through the children leading school initiatives. Through leading learning the children have real life opportunities to show and develop skills related to the four capacities.

Parents complete a questionnaire about the work of the school every year. The latest questionnaire highlighted the need to revise our approaches to reporting as some parents reported that they felt the school did not communicate effectively regarding children's progress. Barthol Chapel School has an active Parent Council which is very supportive of the school. Pupils also complete yearly questionnaires. Pupils are termly asked during 'Pupil Voice Assembly' to contribute and suggest school improvements. The results from consultations are shared with all stakeholders. Staff have participated in training on 'The Learning Pit' led by James Nottingham and created a guide to Learning and Teaching with a focus on enhancing Learning. Staff use How Good is Our School 4th Edition as a tool for self-evaluation. Staff regularly use the Quality Indicators to reflect and evaluate the quality of learning & teaching. All staff participate in professional development and review. The school has recently developed a calendar for self-evaluation and continuous improvement, linked to monitoring and tracking. Staff meetings are planned and recorded detailing discussions and professional development taken place.

2. How good is our leadership and approach to improvement?

Relevant NIF priority: **All**

Relevant NIF driver(s): **School Leadership, Teacher Professionalism, School Improvement**

Overview:

- The school is developing a systematic and rigorous self-evaluation and continuous improvement process which has mechanisms to consult with all stakeholders, encouraging learners to take responsibility for decision making and school improvement. All staff understand the importance of self-evaluation. Self-evaluation for self-improvement is an integral part of our Continuous Improvement Calendar.
- There is a great commitment to improvement and to the school vision, values and aims. Staff have responded well to opportunities to reflect on the work of the school and to make suggestions for improvement.
- Staff are committed to taking lead roles in school improvement initiatives, including Tapestry TLC events and developing the impact of professional dialogue and review to benefit outcomes for all our young people. All staff are reflective and demonstrate commitment to improve the school. A clearer picture of what is needed to improve the school is emerging due to all staff continuously evaluating the quality of their work and the impact of changes. A recent Parent Consultation demonstrated that the majority of parents believe the school seeks their views and listens to concerns.
- Pupil voice is an emerging feature of the school's approaches to self-evaluation. Children give their views about the school as part of committees and pupil focus groups. A recent Learner Consultation demonstrated that most of the pupils are motivated and eager to learn and feel safe and respected in school. An area for improvement from this consultation is to increase pupils' involvement in doing things for the school and community.
- HGIOS 4 has been introduced and relevant Quality Indicators are being used to inform monitoring and evaluations. Moderation of planning for learning and teaching and classroom practice is now regular practice. Evidence of evaluations of Quality Indicators from HGIOS? 4 demonstrate that evaluations look at features of good practice already embedded along with next steps and their anticipated impact.
- The recently appointed Head Teacher has brought greater focus to the monitoring of plans and classroom practice. Feedback is focused on the impact on the quality of learning and teaching for learners, with clear links to quality indicators and improvement plan priorities.
- Engagement with all stakeholders through a range of evaluation methods e.g. coffee afternoons; comments continues to be developed in line with the school's self-evaluation and continuous improvement process.
- Staff engage with professional learning/CLPL opportunities. Leadership roles are encouraged and taken on by a range of staff. Professional Review and Development (PRD) procedure will be implemented as per GTC Scotland guidance and time allocated for staff to update and review professional learning.
- Children are developing confidence in reviewing their own learning and the work of the school through Pupil Voice Groups, Consultation and questionnaires. Children are now given opportunities to reflect on their own learning through the implementation of Personal learning Plans and recent development work on enhancing learning & teaching.

Key strengths:

- The effective teamwork and strong ethos of commitment from all stakeholders in improving the life and work of the school.
- Barthol Chapel's School's focus on its own vision, values & aims and commitment to improving outcomes for learners.
- The effectiveness of professional learning programmes such as TLC and Cluster Collegiate Professional Learning that support all staff and to improve outcomes for learners

Identified priorities for improvement:

- To continue to review and implement agreed self-evaluation and continuous improvement processes linked to HGIOS 4
- To use HGIOS 4 challenge questions as a tool to providing focused reflection and improve outcomes for learners.
- To develop approaches to be outward and forward looking by working with colleagues from neighbouring schools on moderating standards.

In relation to the priorities listed above the following action plans have been confirmed:

Actions Plans	Expected Outcomes/Impact on learners	How will success be measured?
<p>1. To continue to review and implement agreed self-evaluation and continuous improvement processes linked to HGIOS 4.</p>	<p><i>Barthol Chapel School Community has a shared understanding of the strengths of the school and improvements needed to improve outcomes for learner.</i></p> <p><i>Learners, parents and other stakeholders are consistently engaged in self-evaluation.</i></p> <p><i>Barthol Chapel School has a continuous improvement calendar which outlines the range of collaborative approaches and activities used to plan continuous improvements.</i></p>	<p><i>Evaluation and professional dialogue at collegiate meetings will evidence that by January 2018 all staff are confident in the use of HGIOS 4.</i></p> <p><i>By June 2018, evaluation through observation and dialogue will evidence all learners, staff and parents have been fully engaged in aspects of school improvement-planning.</i></p> <p><i>Classroom observation, professional dialogue and dialogue with learners will provide evidence that class teachers engage learners in regular evaluation activities focusing on their own learning by February 2018.</i></p>
<p>2. To use HGIOS 4 challenge questions to provide more systematic, focused reflection and stimulate improvements for learners.</p>	<p><i>Staff at Barthol Chapel School engage in focused self-evaluation activities and have confidence in their ability to self-evaluate, enhanced by the use of HGIOS 4 Challenge Questions.</i></p> <p><i>Evaluative judgements are robust and based on triangulating evidence.</i></p>	<p><i>Evidence from self-evaluation documentation will demonstrate that by June 2018, staff have completed focused evaluation of 'core' quality indicators, using the challenge questions to provide systematic and focused reflections.</i></p> <p><i>Clear priorities to improve outcomes for learners will emerge and will feature in School Improvement Planning Cycle by June 2018, and at regular intervals thereafter.</i></p>
<p>3. To develop approaches to be outward and forward looking by working with colleagues from neighbouring schools to moderate standards.</p>	<p><i>Barthol Chapel School is an outward and forward-looking school which works closely with colleagues from neighbouring schools to monitor and evaluate its work to improve outcomes for learners through moderating and agreeing standards.</i></p>	<p><i>Joint working practices will evidence that staff have engaged in professional dialogue with colleagues' out with Barthol Chapel School by June 2018.</i></p> <p><i>Action points & evaluations from moderation activities will have a direct impact on what we do in school. Self-evaluation of this to be conducted by June 2018.</i></p> <p><i>By June 2019, strong support networks are established & maintained with a focus on sharing practice and of peer support & challenge with neighbouring schools.</i></p>

Evidence of progress/comments/identified next steps:

Date:

Date:

Date:

Evaluation of QI 1.3 - Leadership Of Change:

Sources of evidence/evaluation activities undertaken:

- *School Vision Values and Aims.*
- *Observations of learning by Head Teacher and learning visits by staff*
- *Records of professional dialogue from collegiate meetings.*
- *PRD records*
- *Feedback from Parent Council discussions*
- *Parent Questionnaires*
- *Pupil Questionnaires and focus groups*

Overall evaluation of level of quality:

- *Barthol Chapel School has a clear aspirational vision and shared values. These were reviewed by the school community in March 2017.*
- *Our vision is clearly communicated alongside our shared values. They are becoming evident in classroom practice. Learners have ownership over our values and use them to celebrate success and achievement*
- *School improvement takes place in the context of the school's vision, values and aims.*
- *Staff now have a clearer understanding of the social, economic and cultural context of the school.*
- *The selection of school improvement priorities is made taking in to account the school's capacity to accommodate change*
- *Staff have a clear focus on improving outcomes for learners and engage regularly in learning conversations with colleagues.*
- *Staff confidence has increased as a result of collegiate self-evaluation. Staff have ownership in leading improvement priorities.*
- *Staff, pupils and parent views and ideas are sought when developing our School Improvement Plan, choosing appropriate approaches to effectively facilitate change. A Continuous Improvement Calendar has been implemented which outlines the range of collaborative approaches and activities used to plan continuous improvements.*
- *All staff are committed to CLPL and continually reflect on and develop practice to ensure best possible outcome for all learners. Professional Review and Development and Employee Annual Reviews are timetabled and carried out with all staff. The school improvement plan, vision and values are used to inform CLPL.*
- *Effective strategies are being developed to monitor and evaluate the impact of changes on outcomes for learners and the work of our school.*
- *Learners have an emerging voice in the school. Learners at second level are leading school improvements through collaborative work in 3 'Leadership Groups' (Eco Group, Digital Leaders, Health & Wellbeing Group)*
- *Learners at First & Second Level have been part of Pupil Focus Groups to discuss their views on Learning & Teaching.*
- *Parents have successfully led a number of extra-curricular activities. This has been instrumental in the school recently gaining a Sports Scotland Silver award.*

Level of quality for this QI: Good

3. How good is the quality of care and education we offer?

Relevant NIF priority: **All**

Relevant NIF driver(s): **Teacher Professionalism, School Leadership, Parental Engagement, Assessment of Children's Progress**

Overview:

- *All staff show commitment to the development and wellbeing of learners as individuals. Staff have a shared understanding of Getting it Right for Every Child (GIRFEC).*
- *The learning environment is built on positive, nurturing and appropriately challenging relationships. The inclusive ethos promoted by all adults in the school supports children to participate in their learning*
- *Children and young people are safe, treated fairly and are protected by appropriate Child Protection and Safeguarding policies. Across the school, relationships between children and all staff are very positive.*
- *Across the school children are generally engaged in their learning and most are attentive during direct teaching. Most learners work well together in pairs and small groups and report that this helps them in their learning.*
- *Staff have familiarised themselves with literature to support their understanding of the key principles underpinning effective teaching and learning and are using this knowledge to improve their practice.*
- *The school is beginning to use the Aberdeenshire Progression Frameworks and Education Scotland Benchmarks in some curricular areas to structure and plan work across the curriculum. The school is developing its use of the Aberdeenshire Frameworks for planning the curriculum to ensure consistency and rigour. There is however an identified need to further revise and redesign aspects of the curriculum, in particular in Numeracy and IDL to raise achievement and attainment in this area and in developing contextualised learning.*
- *Positive engagement with parents encourages all stakeholders to take an interest in learning. It has been identified that improved approaches to reporting would provide families with further opportunities to be involved in learning and setting of targets.*
- *Tracking procedures have been developed by the recently appointed Head Teacher and staff are becoming more confident in making judgements about children's progress within a level. Teachers are beginning to track children's achievement carefully. They use group work and personalised tasks to give children appropriate support or challenge*
- *There are a number of clubs that children can participate in out of class to extend their interest and talents for example football, netball, Science Club and chess. These are organised through Active Schools and parental involvement.*
- *In most lessons, teachers share learning intentions and success criteria with children in literacy and numeracy. There is scope to further involve children in shaping success criteria and opportunities for children to be independent learners.*

Key strengths:

- The positive, nurturing learning environment at Barthol Chapel School. The inclusive ethos promoted by all staff in the school supports children to participate in their learning.
- The very positive relationships and teamwork approach in the school based on shared vision and values and a respect for learning
- The access our learners have to a number of out of class activities and experiences which extend their interest and talents and provide opportunities for personal achievement.

Identified priorities for improvement:

- To review, evaluate and revise learning & teaching approaches in Numeracy to raise attainment.
- To develop consistency for the planning and implementation of assessment of numeracy.
- To improved our approaches to reporting to further engage families in learning.

In relation to the priorities listed above the following action plans have been confirmed:

Action Plans	Expected Outcomes/Impact on learners	How will success be measured?
<p>1. To review, evaluate and revise learning & teaching approaches in Numeracy to raise attainment by 6%</p>	<p>At Barthol Chapel School, our learners experience appropriately challenging and enjoyable learning experiences in Numeracy.</p> <p>Learners have opportunities to apply their learning in Numeracy across curricular areas.</p> <p>Learners are fully involved in their learning in Numeracy. Learners are involved in shaping success criteria and set targets for themselves.</p> <p>Confident teacher judgements together with moderation & benchmarking are leading to improvements in attainment</p>	<p>Class teachers to lead evaluation of classroom practice using Q.I. 2.3 by September 2017.</p> <p>Collegiate work to agree model of effective L&T by November 2017. To be evidenced in practice through learning visits and moderation activities.</p> <p>HT and CT to participate in Cluster Collegiate Professional learning on improving mental maths through Session 17/18.</p> <p>By September 2018, planning will begin to identify expected outcomes for learners linked to Aberdeenshire Progression Frameworks & ES Benchmarks to ensure the knowledge & understanding and skills are defined.</p>
<p>2. To improved our approaches to reporting to further engage families in learning.</p>	<p>A clear programme of reporting/engagement of families in learning ensure there are regular opportunities to discuss learning and set targets.</p> <p>Children have ownership and lead their learning. Learning conversations supports learner dialogue. Learners reflect on their learning and suggest ways in which they can improve.</p>	<p>HT to consult with Parent Council by September 2017 to confirm approaches to engagements with families in learning.</p> <p>HT to seek QIO/Education Scotland/Cluster School advice to propose best model to support family engagement in learning by October 2017.</p> <p>Draft programme of family engagement in learning to be published by November 2017 agreed & implemented.</p> <p>Learning Conversations take place to discuss learning with children termly beginning in October 2017.</p> <p>HT to return issue to Parent Council and all stakeholders to review and evaluate impact by June 2018.</p>
<p>3. To use our newly developed curriculum rationale as a structure to develop contextual learning by bundling experiences and outcomes to ensure coverage of the four contexts for learning.</p>	<p>The curriculum at Barthol Chapel School has a clear vision and reflects the uniqueness of our setting.</p> <p>The development of our curriculum is underpinned by a coherent whole school approach to learning across the four contexts.</p> <p>Skills for learning, life and work are a feature of our curriculum.</p>	<p>Class Teachers to lead work on developing a progression through the four contexts of learning. Staff to lead audit on current understanding and pathways by September 2017.</p> <p>Staff to begin grouping Es & Os to begin the creation of learning pathways through collegiate working by June 2018. Clear links to our local context to be utilised and evident.</p>

Evidence of progress/comments/identified next steps:

Date:

Date:

Date:

Evaluation of QI 2.3 - Learning, Teaching and Assessment:

Sources of evidence/evaluation activities undertaken:

- *Discussions between staff at PRD and Collegiate Times*
- *Observations of lessons by Head Teacher and colleagues.*
- *Evaluation activity on leadership at all levels*
- *School Improvement Plan*
- *PRD records*
- *Feedback from Parent Council discussions*
- *Parent Questionnaires*
- *Pupil Questionnaires*

Overall evaluation of level of quality:

- *Most children are motivated and engaged in their learning. The inclusive ethos promoted by all adults at the school supports children to participate in their learning. Learner consultations confirm children are motivated and eager to learn.*
- *Staff articulate a clear knowledge of their pupil's strengths and needs in tracking meetings and in their written evaluations.*
- *School vision and values used to encourage learners to have a growth mindset.*
- *We are beginning to use Learning Conversations to provide feedback and involve learners in reflection of their learning and in suggesting ways in which they can improve.*
- *There is a warm friendly atmosphere in the school and most children report they enjoy school and are treated with respect. They in turn are respectful and supportive of their peers. Across the school, relationships between children and all staff are very positive.*
- *In most lessons, teachers share learning intentions and success criteria with children in literacy and numeracy. There is scope to further involve children in shaping success criteria.*
- *Staff are beginning to use Education Scotland Benchmarks and Aberdeenshire Progression Frameworks as a tool for planning learning, teaching and assessment.*
- *Praise is used effectively in lessons and verbal feedback of learning is used effectively. Some examples of formative assessment is evident practice in classes. Staff are beginning to plan for a wider variety of strategies to use during learning.*
- *Digital Technology is increasingly being used to enhance learning. A member of staff is developing computational thinking across the school. This is being linked to areas of Mathematics, Literacy and Creativity.*
- *Standardised assessment, school assessment and professional judgement are used to track and report on pupils' progress.*
- *Staff provide clear instructions to support children's learning.*
- *Through our Leadership Groups, learners are beginning to contribute to the life of the school. These groups provide children with the opportunities to work collaboratively to bring about positive change in the school.*
- *A complete overhaul of planning procedures has recently been implemented. The need for planning to be proportionate, manageable with clear identification of what is to be learned is now a priority.*
- *Newly developed and implemented tracking procedures are understood by all staff. Tracking meetings are now a regular feature of our Continuous Improvement Calendar. Tracking documentation includes SIMD, FSM and Staged Intervention Process details.*

Level of quality for this QI: Satisfactory

4. How good are we at improving outcomes for all our learners?

Relevant NIF priority: **All**

Relevant NIF driver(s): **Assessment of children's progress, School improvement, Performance information**

Overview:

- *Relationships across the school community are very positive and supportive, founded on a climate of mutual respect and trust. There is a strong sense of community, shared values and high expectations.*
- *The wellbeing of children and families is a high priority for the school and is reflected in the school's vision and values. There is a strong nurturing ethos.*
- *The school is developing approaches to ensure learners are active participants in discussions and decisions which affect their life in school. School Leadership Groups are pupil-lead, focus on issues and ideas important to them with an overall sense of community and involvement.*
- *Learners at Barthol Chapel School are included, happy and feel safe in school. Their learning experiences are enhanced through a commitment to meet the needs of all individuals. They benefit from the level of care and nurture provided.*
- *Assemblies stimulate discussion and thought about diversity, faith and well-being. Staff tackle issues or misconceptions through their learning and teaching. They are both proactive and reactive.*
- *Robust processes are in place for child protection and other statutory duties. Staff training includes annual GIRFEC training, Equalities Training.*
- *Staff and learners have developed their understanding of the Wellbeing Indicators. They are now used to reflect on wellbeing issues and to promote discussion in assemblies.*
- *The school is applying its PEF to support the health and wellbeing of all learners to ensure they are aware of the wellbeing indicators and what they mean.*
- *All staff are up to date and confident in GIRFEC and Child Protection procedures and show great commitment to the welfare of the children.*
- *Staff have a good understanding of individual needs. Careful support of pupils alongside other professionals, including health and social work is evident in meeting learners' needs. Careful planning in place to support the breadth of pupil needs following identification of need(s) and evidence gathering – supported by ASN teacher where necessary.*
- *Most learners are enthusiastic and engaged learners. Active learning opportunities are used alongside other methods to motivate and challenge pupils. Additionally the use of digital contexts for learning and a focus on creativity allows children to develop a wide range of skills and attributes.*
- *Standardised data is used effectively to track progress and identify areas requiring targeted support. Analysis of such data shows that some learners are attaining more highly than expected in literacy and most in line with progression expectations in numeracy.*
- *Staff have identified the need to ensure the tracking process is robust to ensure effective interventions ensures continuous progress for learners across the curriculum.*
- *The school is adopting and implementing dyslexia toolkits to support learning across the school.*
- *Learners are encouraged to be imaginative and confident risk takers who identify problems and find solutions. There is a commitment to developing learners' resilience.*

Key strengths:

- *The strong relationships across the school community which is supportive, based on shared values, mutual respect and trust.*
- *The school's dedication and commitment to wellbeing which underpins the children's ability to achieve and become confident individuals, successful learners, responsible citizens and effective contributors.*
- *The opportunities for and celebration of children's wider achievements and successes.*

Identified priorities for improvement:

- *To continue to develop a robust tracking system which identifies effective interventions and highlights the progress of each individual.*
- *To ensure staff, children understand and use the wellbeing indicators as an integral feature of school life.*
- *To develop a whole school, long term, universal approach to enable our learners to cope in the face of setback.*

In relation to the priorities listed above the following action plans have been confirmed:

Action Plan	Expected Outcomes/Impact on learners	How will success be measured?
<p>1. To continue to develop a robust tracking system which identifies effective interventions and highlights the progress of each individual.</p>	<p>Attainment Levels in Literacy in Numeracy are a central feature of the school's priorities for improvement.</p> <p>Learners' progress is demonstrated through robust tracking of attainment over time.</p> <p>The school's data demonstrates the progress learners' are making and the pace in which they are progression through their learning.</p> <p>Staff engage in professional dialogue to ensure to monitor the impact of planned interventions on the attainment of individuals and groups.</p>	<p>Tracking Periods across school session identified & agreed in August 2017.</p> <p>All staff agree process & expectations of recording attainment by September 2017.</p> <p>Staff to engage in professional dialogue with HT regarding attainment of individuals by November 2017 with action points agreed and predictions set for individuals.</p> <p>Future tracking sessions and professional dialogue will review previous action points, revise progress of all learners and identify further points of action by February 2018.</p>
<p>2. To ensure staff, children understand and use the wellbeing indicators as an integral feature of their learning and development.</p>	<p>Wellbeing Indicators are used by all in the school when discussing and reviewing learning and school life.</p> <p>The school can demonstrate that all learners have the opportunity to share how they feel safe, healthy, achieving, nurtured, active, respected, responsible and included.</p>	<p>Children will confidently use the wellbeing indicators to discuss their wellbeing and share their progress in learning by June 2018.</p> <p>Children will develop practical strategies to develop resilience and self-esteem to enable them to function well at school and life.</p>
<p>3. To develop a whole school, long term, universal approach to enable our learners to cope in the face of setback. (CLUSTER IMPROVEMENT PRIORITY) PEF Money used to purchase Bounce Back Resource)</p>	<p>Pupils will develop strategies to equip them to cope with difficult situations (resilience).</p> <p>Learners have the opportunity to discuss and share their HWB through wellbeing surveys and learning conversations.</p>	<p>Professional dialogue with staff will take place regularly during collegiate sessions to evaluate effectiveness of implementation of new resource and discuss the impact it is having on our learners who are most at risk.</p> <p>Pupils will complete further Pupil Wellbeing Questionnaires to measure if there are marked improvements in their wellbeing.</p> <p>Parents will engage in consultation exercises, through questionnaires, parent focus groups to gather their views on the implementation and their views on the impact on their children</p>

Evidence of progress/comments/identified next steps:

Date:

Date:

Date:

Evaluation of QI 3.1 - Ensuring Wellbeing, Equity and Inclusion:

Sources of evidence/evaluation activities undertaken:

- *Discussions between staff at PRD and Collegiate Times*
- *Observations of lessons by Head Teacher and colleagues.*
- *Evaluation activity on leadership at all levels*
- *School Improvement Plan*
- *PRD records*
- *Feedback from Parent Council discussions*
- *Parent Questionnaires*
- *Pupil Questionnaires*

Overall evaluation of level of quality:

- *The wellbeing of children and families is a high priority for the school and is reflected in the school's vision. There is a strong nurturing ethos and commitment to respecting children's rights.*
- *Children feel their teachers know them very well and that they can confide in them about personal concerns or worries. They feel safe and treated fairly in school.*
- *School Leadership Groups are pupil-lead, focus on issues and ideas important to them with an overall sense of community and involvement.*
- *Staff and the Head Teacher know children well and identify where additional support is required.*
- *The ethos is warm and friendly. Close working relationships with a variety of individuals to help support wider achievements and activities across the school. Embedding of values throughout the school and reference to them in reflective practice.*
- *Monitoring of attendance levels confirm attendance is high. Standards of behaviour and relationships are good and confirmed by learner wellbeing consultation.*
- *Learners are confident, happy and enjoy the whole school experience. Interrogation of data from learners' wellbeing consultation confirm this. SHANARRI Wall display demonstrates how learners understanding of the Wellbeing Indicators is developing. Evidence of reflection using the indicators in PLPs. Single agency and multi-agency paperwork demonstrate how the indicators are used to identify needs and next steps.*
- *The Additional Support for Learning Teacher is deployed effectively in the school to meet the needs of learners.*
- *Restorative approaches are evident in interactions with children and this is positively impacting on the behaviour and relationships with staff and among children.*
- *The Head Teacher maintains an overview of children's needs and support they are receiving.*
- *Children receiving support from the Intervention & Prevention Teacher have their health and wellbeing needs met through targeted support.*
- *Staff have benefitted from professional learning, in particular surrounding Growth Mindset.*
- *All staff have had Child Protection training. They understand and follow protocols which are set within the Child Protection Policy*

Level of quality for this QI: *Satisfactory*

Evaluation of QI 3.2 - Raising Attainment and Achievement:

Sources of evidence/evaluation activities undertaken:

- *Discussions between staff at PRD and Collegiate Times*
- *Observations of lessons by Head Teacher and colleagues.*
- *Evaluation activity on leadership at all levels*
- *School Improvement Plan*
- *PRD records*
- *Feedback from Parent Council discussions*
- *Parent Questionnaires*
- *Pupil Questionnaires*

Overall evaluation of level of quality:

- *Curriculum for Excellence attainment data shows that the most of children attained the appropriate level for their age and stage. Teacher professional judgement predicts that most children are on track to attain nationally expected levels in all aspects of literacy and numeracy. Across the school, attainment in literacy demonstrates that most learners are making good progress. Most learners are attaining appropriate levels, with a few learners exceeding these.*
- *Our newly implemented tracking system allows identification of current levels of attainment and predictions for attainment at the end of the session.*
- *Last session, all children achieved early level by the end of P1 in literacy and numeracy. Most children achieved first level by the end of P4 and second level by the end of P7 in both literacy and numeracy.*
- *Children with barriers to learning are identified in our tracking system. Concerns are discussed with details of supports to be put in place to promote equity of success and achievement.*
- *Learners who are exceeding expectations are identified in our tracking system. Areas where learners would benefit from challenge are discussed.*
- *Attainment data from standardised assessments demonstrates that there is a very good match between standardised assessment data and teachers' professional judgements.*
- *Attainment over time in reading evidences that reading is a strength across the school. Standardised assessment scores demonstrate pupils are achieving average or above average.*
- *Primary 1 PIPS on entry and value added scored highlight that learners make significant progress in reading at early level.*
- *Learners are increasing their achievements through the wide range of experiences provided by the school. Children demonstrate high levels of interest in sports and cultural activities.*
- *Learners have a wide range of opportunities to increase their confidence and resilience through learning to play a musical instrument. They demonstrate their progress and skills in performances in the school and community.*
- *Record of dialogue at tracking meeting is kept. This summarises the areas of concern/focus with actions.*
- *Children gain confidence and skills in performing to an audience through the school show and musical events throughout the year.*

Level of quality for this QI: Satisfactory

5. What is our capacity for improvement?

The overall capacity for improvement at Barthol Chapel School is very good. This is based on the following aspects within the school:

- High levels of commitment and leadership by all staff who are dedicated to improving outcome for all learners. There is a strong focus on improving learning among all staff. All staff are committed to change.
- We are a small school with 2.5FTE and this need to be considered when looking at the number and pace of improvement priorities
- All staff have high expectations of all learners.
- Learners at Barthol Chapel School show a respect for and commitment to learning through support to understand the vision, values and aims of the school.
- All stakeholders promote a climate where children and young people feel safe and secure.
- A programme of professional learning which all staff can participate in at an individual and collective level that supports all staff and leads to improvements for learners
- Productive partnerships with parents through a supportive Parent Council and through parents leading many extra-curricular activities for our learners which has a positive impact to the life and ethos of the school.
- Positive feedback about the school from parents and learners themselves that gives confidence.

6. Record of updating

Date	Amendment made	By who	Comment