



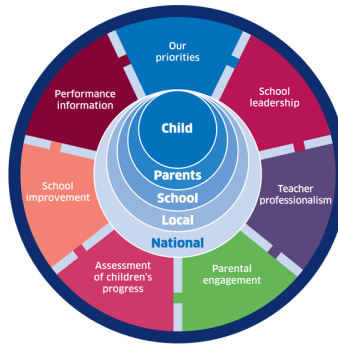
# Barthol Chapel School Improvement Priorities linked to the National Improvement Framework

## Improvement Priority 1:

- Review & implement agreed self-evaluation & continuous improvement processes linked to HGIOS 4
- To use HGIOS 4 challenge questions to provide more systematic, focused reflections.
- To develop approaches to be outwards and forward looking by working with colleagues from neighbouring school to moderate standard

## NIF Priorities

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



## Focus HGIOS?4 Quality Indicators

- 1.1 Self-evaluation for self-improvement
- 1.2 Leadership of learning
- 1.3 Leadership of change
- 1.4 Leadership of management and staff
- 1.5 Management of resources to promote equity
- 2.1 Safeguarding and child protection
- 2.2 Curriculum
- 2.3 Learning, teaching and assessment
- 2.4 Personalised support
- 2.5 Family learning
- 2.6 Transitions
- 2.7 Partnerships
- 3.1 Ensuring wellbeing, equality and inclusion
- 3.2 Raising attainment and achievement
- 3.2 Securing children's progress (ELC)
- 3.3 Increasing creativity and employability

## Linked to National Improvement Driver(s)

School Leadership    
 Teacher Professionalism    
 Parental Engagement  
 Assessment of Children's Progress    
School Improvement    
Performance Information

## Improvement Priority 1 Intended Outcomes

- Barthol Chapel School Community has a shared understanding of the strengths of the school and improvements needed to improve outcomes for learner.
- Learners, parents and other stakeholders are consistently engaged in self-evaluation.
- Barthol Chapel School has a continuous improvement calendar which outlines the range of collaborative approaches and activities used to plan continuous improvements.
- 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. Evaluative judgements are robust and based on triangulating evidence.
- 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.



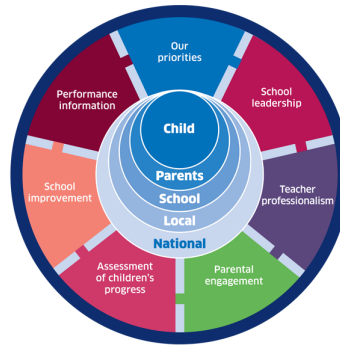
# Barthol Chapel School Improvement Priorities linked to the National Improvement Framework

## Improvement Priority 2:

- To review, evaluate and revise learning & teaching approaches in Numeracy to raise attainment by 6%
- To improved our approaches to reporting to further engage families in learning.
- 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.

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## Linked to National Improvement Driver(s)

School Leadership    Teacher Professionalism    **Parental Engagement**  
**Assessment of Children's Progress**    **School Improvement**    **Performance Information**

## Focus HGIOS?4 Quality Indicators

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## Improvement Priority 2 Intended Outcomes

- At Barthol Chapel School, our learners experience appropriately challenging and enjoyable learning experiences in Numeracy.
- Learners have opportunities to apply their learning in Numeracy across curricular areas.
- Learners are fully involved in their learning in Numeracy. Learners are involved in shaping success criteria and set targets for themselves.
- Confident teacher judgements together with moderation & benchmarking are leading to improvements in attainment
- A clear programme of reporting/engagement of families in learning ensure there are regular opportunities to discuss learning and set targets.
- 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.
- The curriculum at Barthol Chapel School has a clear vision and reflects the uniqueness of our setting.
- The development of our curriculum is underpinned by a coherent whole school approach to learning across the four contexts.
- Skills for learning, life and work are a feature of our curriculum.



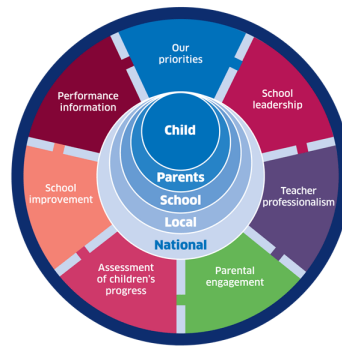
# Barthol Chapel School Improvement Priorities linked to the National Improvement Framework

## Improvement Priority 3:

- 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 their learning and development.
- 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)

## NIF Priorities

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## Linked to National Improvement Driver(s)

School Leadership      Teacher Professionalism      Parental Engagement

Assessment of Children's Progress      School Improvement      Performance Information

## Improvement Priority 3 Intended Outcomes

- Attainment Levels in Literacy in Numeracy are a central feature of the school's priorities for improvement.
- Learners' progress is demonstrated through robust tracking of attainment over time.
- The school's data demonstrates the progress learners' are making and the pace in which they are progression through their learning.
- Staff engage in professional dialogue to ensure to monitor the impact of planned interventions on the attainment of individuals and groups.
- Wellbeing Indicators are used by all in the school when discussing and reviewing learning and school life.
- The school can demonstrate that all learners have the opportunity to share how they feel safe, healthy, achieving, nurtured, active, respected, responsible and included.
- Pupils will develop strategies to equip them to cope with difficult situations (resilience).
- Learners have the opportunity to discuss and share their HWB through wellbeing surveys and learning conversations.