



From mountain to sea

Barthol Chapel School

Continuous Improvement Policy

Self-Evaluation for Self-Improvement



Introduction

Barthol Chapel School is committed to implementing effective processes of continuous improvement in order to promote a culture of self-evaluation for self-improvement. Our processes take full account of national & local priorities and advice. Barthol Chapel School's Vision, Values & Aims are clear, in line with a Curriculum for Excellence and embody the views of pupils, staff and parents. They provide the basis for developing policies and guidelines and the foundation for self-evaluation. The school uses a range of processes for self-evaluation, which allow stakeholders to identify the strengths and development needs of the school.

By implementing effective continuous improvement procedures, we aim to raise standards of attainment and achievement, thereby enabling all our learners to reach their full potential. To this end, a cycle of activities is carried out throughout the school year which enables all stakeholders to translate our policy statement into practice. These activities are linked directly to "How Good is our School? (4th edition)" which is a toolkit use at Barthol Chapel School to engage in evidence-based analysis of what is working well and what needs to improve. Barthol Chapel School aims to have robust internal approaches to self-evaluation and to value the objectivity which external partners can bring. We understand that self-evaluation for self-improvement is an ongoing process and we continually reflect and evaluate our work and use the evidence from these activities to plan our future improvement priorities.

Effective self-evaluation for self-improvement at Barthol Chapel School is seen as an "inwards, outwards, forwards" approach which answer the questions:

- **How are we doing?**
- **How do we know?**
- **What are we going to do now?**

Through this approach, we look inwards to analyse our work, look outwards to find out more about what is working well for others locally and nationally and look forwards to gauge what continuous improvement will look like in the longer term.



The Cycle of Improvement

The cycle of improvement illustrates the key features of evidence-based self-improvement. It shows how Stakeholders at Barthol Chapel School interpret nationally shared aims, such as the principles of Curriculum for Excellence, and apply them in our local context. Working with the cycle helps us to understand the importance of regular and rigorous evidence-based internal and external evaluation to inform further improvement.



Self-Evaluation Evidence Gathering

Triangulation is the process used at Barthol Chapel School to ensure evaluative statements about strengths and aspects for development are grounded in a robust evidence base. The triangulation of evidence-based information and data, people's views and direct observation of practice involve all stakeholders.

We collect a wide range of **Quantitative Data**, for example, about attainment, attendance etc. Effective self-evaluation involves rigorous interrogation of this data by staff who use this data to recognise emerging issues and when specific interventions are necessary.

Staff, pupils, parents/carers, partners and other stakeholders such as the local authority have regular opportunities to share their views about the school. At Barthol Chapel School, **People's Views** are gathered through surveys, focus groups, ongoing professional dialogue, learning visits and minutes of collegiate meetings.

Direct Observations of practice takes place during a range of learning contexts. Observations are always linked to agreed criteria and a shared understanding of their purpose with feedback used to support self-evaluation and improvement.



The Quality Indicator Framework

The quality indicator framework is used by all at Barthol Chapel School. The framework emphasises and supports collaborative self-evaluation within Barthol Chapel School, between schools and with the wider range of stakeholders who contribute to children and young people's learning and development. Children and young people's active participation in self-evaluation is an important factor at Barthol Chapel School.

At Barthol Chapel School, the Head Teacher for ensuring active self-evaluation in partnership with all stakeholders is at the heart of school improvement. Self-evaluation is not seen as an "add-on" or involve lots of additional time and bureaucracy. It focuses on the key work of our school – learning and teaching. The



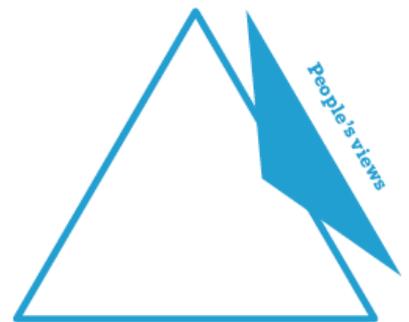
evidence we gather arises from ongoing work where we demonstrate impact in relation to improved outcomes for our learners. We continuously track and monitor learners' successes and achievements and use our self-evaluation to identify where the school is performing well and where it could do better.

The framework consists of a set of 15 Quality Indicators (QIs) which enables us to answer three questions linked to important aspects of the work and life of Barthol Chapel School. The quality indicators are divided into three categories:

- **Leadership and Management:** How good is our leadership and approach to improvement?
- **Learning Provision:** How good is the quality of care and education we offer?
- **Successes and Achievements:** How good are we at ensuring the best possible outcomes for all our learners?

How do we Gather People's Views?

Staff, learners, parents/carers, partners, education authority personnel all have important perspectives on learning. Individually, each perspective is valuable and can contribute to successful change. Taken together, people's views can be a major force for innovation and improvement.



Our Learners' Views?

Our learners have daily, first-hand experience of learning and teaching and the wider experience they gain at Barthol Chapel School. They are responsive and perceptive when encouraged to express their views. The best contributions emerge when everyone feels confident that their views are valued. Learners at Barthol Chapel School have a distinct view of how the school is helping and challenging them to learn, and a clear view about how learning and teaching builds their confidence and skills.

At Barthol Chapel School, we use both informal and formal ways to elicit and share learners' views. Informally, staff work with individuals in lessons or in learning experiences out with the classroom. Staff should elicit views in the best means to suit the needs of their class. Encouraging learners to discuss their views about learning with each other and with their teachers, including their successes and next steps, can provide powerful evidence for self-evaluation of learning in the classroom and of our success as a school and this should be undertaken routinely within the classroom.

At Barthol Chapel School, How Good is OUR School? (HGIOURS) resource is used to support learner participation in self-evaluation for self-improvement in a formal way. This is organised in 5 themes to support learners in the self-evaluation process.



The findings from learners' participation in the self-evaluation process is shared to help to improve learning and teaching and the wider work of the school. The process helps learners to reflect on their own skills for learning, work and life as well as their communication skills and confidence. The Head Teacher regularly meets with Pupil Focus Groups to discuss all aspects of school improvement and will give pupils a voice in the strategic direction of the school. Questionnaires/interviews will be a routine part of school life and linked to aspects of the School Improvement Plan. Blending of learners' individual and collective views with other information can help to ensure high quality and improving experiences for them.

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.

Our Parents/Carers views?

Gathering parents' views at Barthol Chapel School helps to strengthen the partnership between school and home and reinforces the key role which parents have in their children's learning. By involving parents in all aspects of their children's learning, seeking out their views and aspirations, and enlisting their help, advice and support, the likelihood of successful outcomes for their children is increased.

Parents provide a distinct perspective on learning and teaching which can help staff to improve learning. Some parents will have regular involvement in encouraging, supporting or sharing their children's learning at home or in the community. It is important for teachers to engage with parents/carers to discover and share their views to help the parents to support their children's learning and foster success.

The Head Teacher will regularly meet with the Parent Council and wider Parent body who are asked to help shape the strategic direction of the school, for example their involvement in producing the Standards & Quality Report and consultation in drawing up the School Improvement Plan. Plentiful opportunities will be afforded to parents at Barthol Chapel to work in partnership with staff to develop school policies and hear about curricular developments. Opinion will be sought on these occasions so that the format and effectiveness of them can be gauged.

Our staff and other professionals' views?

School Staff have a detailed knowledge about the quality of learning and teaching based on their professional expertise and day-to-day experiences. At all levels, teachers have a key responsibility for evaluating the impact of learning and teaching and applying their findings as they develop their practice further to meet the expectations of Curriculum for Excellence. A culture of collegiate improvement will be fostered at Barthol Chapel School, where all staff are encouraged to engage in dialogue about the best approaches to school improvement.

As detailed in the Continuous Improvement Calendar at Barthol Chapel School, all staff are involved in evaluating and improving the life of the school making use of HGIOS4. This detailed evaluation for improvement will then help to inform school



improvement priorities. The school vision, values and aims will be routinely reviewed so that we can measure our progress towards the aspirational vision and aims and so that we continue to strive for excellence

Information & Data Analysis

At Barthol Chapel School we recognise the value of using a wide range of data in analysing the impact of the school's vision for learning. We use the results of this analysis to focus on improvement activities which will have significant impact on pupils' learning experiences.

Across all areas of the curriculum, teachers will gather evidence of progress as part of learner's day-to-day learning. Through being rich in information and data about learners' progress and basing judgements on knowledge of individuals, teachers can ensure that learning takes full account of prior achievements and of individual needs.

The Head Teacher will work with staff to ensure all staff understand how to interpret assessment information and data, particularly standardised assessment results. All staff at Barthol Chapel School will engage in a "*Targeting Success Meeting*" to target set/track progress three times across a school session (November, February & June). The Additional Support for Learning Teacher will discuss and refine Individual Education Plans (IEPs) with members of staff.

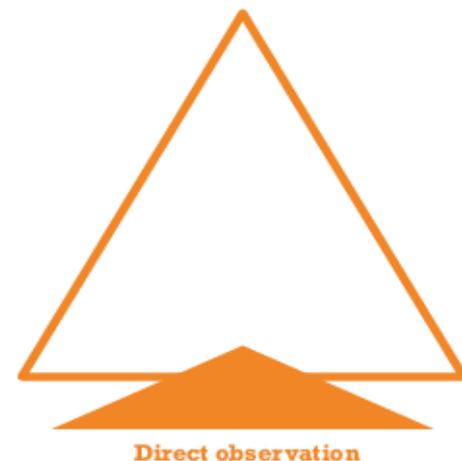


Direct Observation

It is essential for teachers to understand how their work relates to the whole curriculum experienced by each learner and how the learning and teaching approaches which a learner experiences fit together. Working with colleagues enables teachers to share and reflect on these aspects, consolidate innovations and sustain improvement.

At Barthol Chapel School, as well as planned learning visits and learning walks carried out by the Head Teacher, teachers can increase the depth of their understanding of what makes for successful learning & teaching and its impact on learning through evaluating the quality of learning directly in each other's lessons and learning activities. They can develop shared expectations and greater consistency across the school, increase their own expertise and contribute to a collegiate purpose by reflecting with each other on what they learn from observing. Staff are encouraged to visit their colleagues in class and other settings in order to widen their experiences of approaches to learning.

Visits to lessons should be part of a formative approach to improvement in learning and teaching and for evaluating the impact of changes in practice. Successful



approaches to direct observation of learning depend upon careful preparation. It is important that learning visits are constructive and have a positive impact. Professional dialogue is essential in all cases and it needs to be both exploratory and formative. It is important to focus a learning visit clearly on outcomes for learners and to avoid becoming overly engaged by processes.

Before a learning visit, it is beneficial to have discussed the purpose and intended outcomes of a visit, and explore how the visit will be carried out. Initially, staff visiting lessons may find it helpful to identify and consider the likely impact of important contextual features which can influence the quality of learners' experiences; features such as the environment for learning, or ethos then move quickly to focus directly on learners themselves,

Sometimes staff may identify the need to look at the impact of learning on longer-term outcomes, perhaps related to the school improvement plan. The areas being explored should be shared and discussed in a climate of trust and professional partnership. It is important for teachers to both undertake learning visits to others' classes and to have others visit their class. By doing both they learn from and with those around them.

External Evaluations of Quality

Quality Improvement visits by a Quality Improvement Officer are a means of monitoring and validating the continuous improvement of the school. Education Scotland carry out full inspections of schools. Reports of these inspections are published on Education Scotland Website. Barthol Chapel School was last inspected in November 2017.

Professional Review & Development

Teachers are responsible for their own professional development. It is their responsibility to consider their own professional needs and can expect a system of supportive professional review and development (PRD). This is to assist teaching staff to identify constructive ways to engage in self-evaluation and professional learning in order to maintain and enhance their own professional knowledge, skills and practice. At Barthol Chapel School, teaching staff will be invited to attend an annual Professional Review and Development meeting with the Head Teacher.

Personal Performance Plans

At Barthol Chapel School, support staff will be invited to attend an annual Personal Performance Plan Meeting (PPP). It is intended to be a meaningful job focused conversation between an employee and their manager or supervisor to, review work performance over the last year, recognise and celebrate achievements, agree the work priorities for the coming year and plan how to achieve these and identify the knowledge, skills and behaviours needed to do the job effectively.

