

Barthol Chapel School

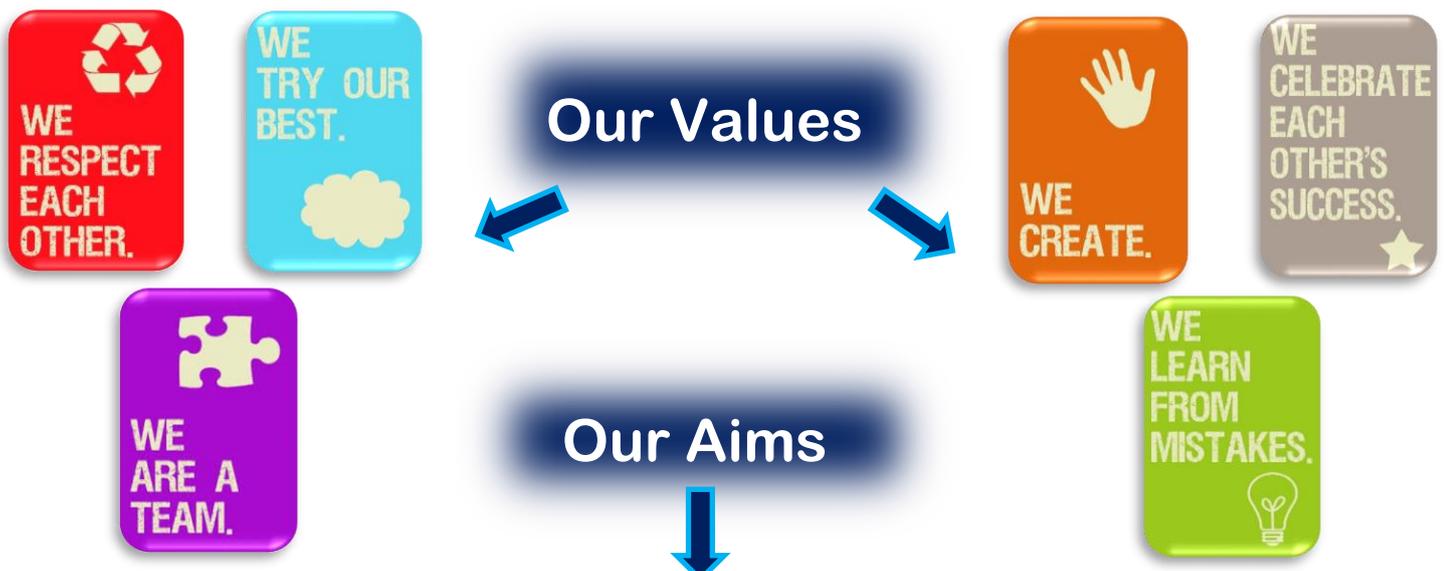
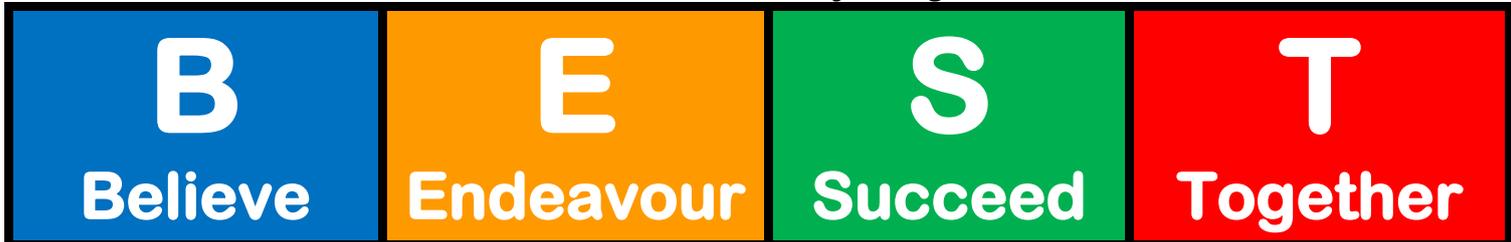
Standards and Quality Report 2019-2020 School Improvement Plan 2020-2021



Head Teacher: Mr Adrian Anderson

School Vision, Values and Aims

Barthol Chapel School is a place where everyone works together as a team to create a respectful ethos where we all try our best, learn from mistakes and celebrate each other's success. We do this by being our...



<p style="text-align: center;">Believe</p> <p>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.</p>	<p style="text-align: center;">Endeavour</p> <p>At Barthol Chapel School we promote lifelong learning and demonstrate that success requires hard work and dedication. We endeavour to develop resilient learners who embrace challenge and persist in the face of setback. 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.</p>
<p style="text-align: center;">Succeed</p> <p>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 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, including their wellbeing.</p>	<p style="text-align: center;">Together</p> <p>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 views 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.</p>

Context of the school

Core Quality Indicator Evaluations

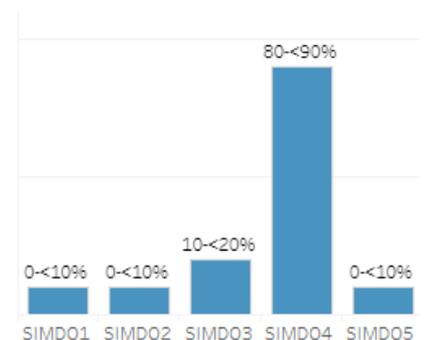
This report shares the impact our School Improvement Plan has had on pupils' learning over the past year. Using How Good is Our School 4? (HGIOS 4) our self-evaluation in key quality indicators is shown below:

Quality Indicator	Evaluation
 QI 1.3 Leadership of change	Good
 QI 2.3 Learning, teaching and assessment	Good
 QI 3.1 Ensuring wellbeing, equality and inclusion	Good
 QI 3.2 Raising attainment and achievement	Good

These evaluations are based on a range of self-evaluation processes which we carry out over the year to evaluate our work.

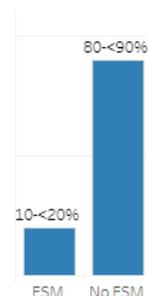
SIMD (Scottish Index of Multiple Deprivation)

The SIMD quintile profile for Barthol Chapel School ranges from quintile 3 to quintile 5 - no child at Barthol Chapel School lives in an area of deprivation (quintile 1); almost all children are in quintile 4.



Free School Meals & Pupil Equity Fund Allocation

Less than 15% of pupils at Barthol Chapel School are registered for free school meals. PEF Allocation received April 2020 = £4699. Details of intervention contained in School Improvement Plan section



Other School Data

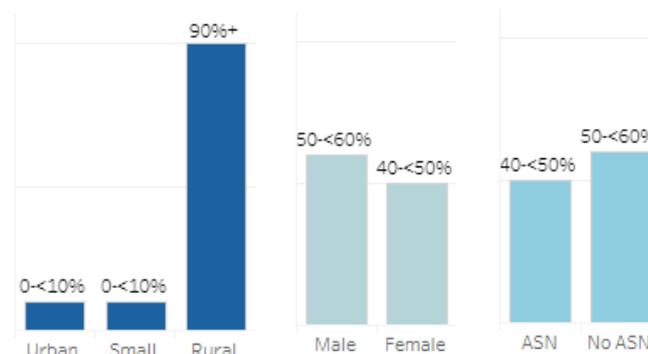
97.1% attendance



school condition: B



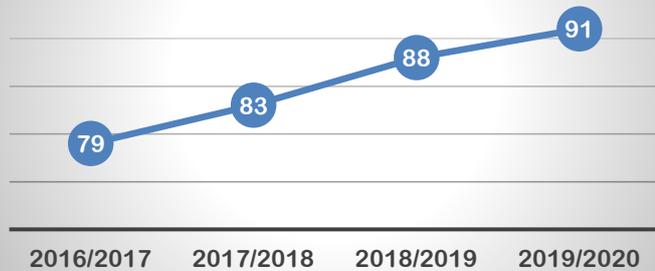
meeting the PE target?: ✓



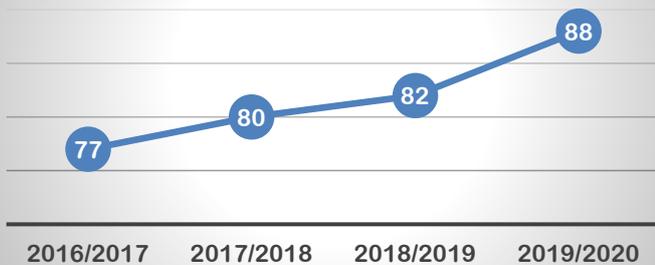


Attainment Data - Attainment Data for Literacy & Numeracy (Whole School) Curriculum for Excellence Levels (Teacher Professional Judgement).

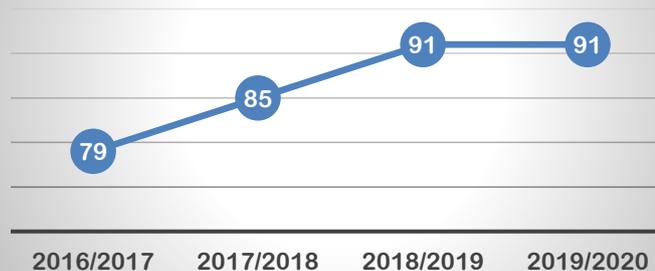
Reading Attainment % Achieved



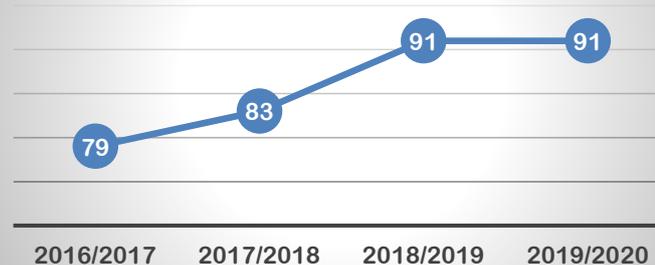
Writing Attainment % Achieved



T&L Attainment % Achieved



Numeracy Attainment % Achieved



Attainment Over Time

It is important to note that the number of children in each year group is variable and often small, therefore, overall statements about progress have been made to ensure the anonymity of individuals.

School data indicates there have been improvements in Curriculum for Excellence levels across all stages over a 4 year period. This has been down to a relentless focus on improving the consistency of learning and teaching in the school with the development of clear progression pathways in numeracy and literacy.

Overall, children's attainment in literacy and numeracy is good and children who need additional support with their learning are making appropriate progress. Almost all children make good from their prior levels of attainment in literacy and numeracy.

Regular meetings between practitioners and the Head Teacher focus on tracking attainment in each class. The school has developed a tracking tool to monitor a range of data that impacts on children's progress over time. This data is helping the school to analyse the effectiveness of interventions more strategically to inform future improvement work.

In raising attainment further, children will be given more opportunities to learn in unfamiliar contexts that offer greater depth, challenge and application to their learning experiences. The Head Teacher will continue to support teachers in accurately identifying achievement of a level to ensure overall attainment data is more robust.

Quality of Learner's Achievements

Children achieve well across the school within the experience provided to them. The school recognises and celebrates children's achievements in a range of ways, including at pupil-led assemblies, displays, newsletters. As a school, children work together to raise funds for local and national charities and are developing their skills as responsible citizenship in areas such as road safety, Eco, Digital Leaders and Health & Wellbeing Leadership groups.

Children are developing confidence through participation in an annual school performance and local and national competitions. They are proud of their individual achievements in and out with school. Children need to develop a coherent awareness of the skills for learning, life and work they are acquiring through their wider achievement activity.

High Level Review of School Improvement Plan Progress 2019-2020

2019-2020 Improvement Priority 1: Delivering Excellence – Increase practitioner confidence and skill to deliver high-quality learning experiences for all children which effectively incorporates assessment by staff and learners to maximise their successes and achievements.

NIF Priority

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

Aberdeenshire Priorities

1. Improving learning, teaching and assessment.
2. Partnership working to raise attainment.
3. Developing leadership at all levels.
- 4 Improvement through self-evaluation.

How Good is Our School 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

Progress: What has taken place? (High level evaluation)

Impact: Evidence of impact

- Professional dialogue and collegiate activities evidence that almost all staff have an increased understanding of the importance of gathering a range of assessment evidence and its use across ongoing day-to-day learning and teaching. Planning & assessment formats have managed to reduce the bureaucracy surrounding the recording of assessment evidence.
- All staff have increased the opportunities to engage learners in the process of reviewing and evaluating their learning in the classroom. Triangulation of evidence from improvement activities evidences that this is now a more consistent feature across the school. However, the use and implementation of PLPs is not consistent across the school and needs to be an improvement priority in the next session. Learners are not yet able to fully articulate the skills they are developing and the relevance of them to the world of work. Further opportunities are required to empower children to lead and take increasing responsibility for their own learning.
- Staff can now articulate the schools' approaches to assessment after the creation of a whole school assessment calendar. The evidence being gathered from this is now beginning to be used to evaluate learning and increasingly make more robust assessment decisions. This needs to become a feature across all aspects of Numeracy and Literacy.
- Triangulation of data from professional dialogue, planning and classroom monitoring confirms that all practitioners are confident at framing learning intentions. Learners can articulate what they are learning but the 'why & how' they are learning is still an area where learners struggle to articulate consistently.
- Staff are still at the initial stages of using National Benchmarks for assessment purposes (evaluating and evidencing learning in holistic tasks). There is emerging evidence of deeper learning with no ceilings as pupils work across levels. Staff need to build on this good practice by expanding their use of holistic assessments to gather more robust evidence of breadth, challenge and application across the curriculum.
- Feedback is still an area where inconsistencies lie across the school. The quality of oral feedback to children is improving. Staff need to agree what effective feedback will look like at Barthol Chapel School (both written and oral). Children's involvement in this process needs to be developed.
- Staff are continuing to develop their confidence in leading collegiate working and are increasingly taking ownership of developing aspects of the curriculum.
- Professional dialogue highlights staff commitment, involvement, leadership and ownership of change is now a highly effective feature of the school. Staff have identified next steps and development needs with confidence.

Next Steps: To inform Improvement Plan

- Continue to embed peer learning visits as a regular feature of the school improvement agenda. Organise for staff to collaborate with staff in other schools to ensure they understand national standards of attainment and to develop consistency in the quality of teaching and learning across all stages.
- Further work is required to continue to improve the reliability and validity of teachers' judgements of children's progress and achievement across all learning.
- To improve attainment further, children need to have greater opportunities to demonstrate and apply their literacy and numeracy skills in new and unfamiliar situations.

2019-2020 Improvement Priority 2: Delivering Equity – Improve the opportunities learners at Barthol Chapel School have to achieve, engage & participate in a range of ‘arenas’

NIF Priority

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

Aberdeenshire Priorities

1. Improving learning, teaching and assessment.
2. Partnership working to raise attainment.
3. Developing leadership at all levels.
- 4 Improvement through self-evaluation.

How Good is Our School 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

Progress: What has taken place? (High level evaluation)

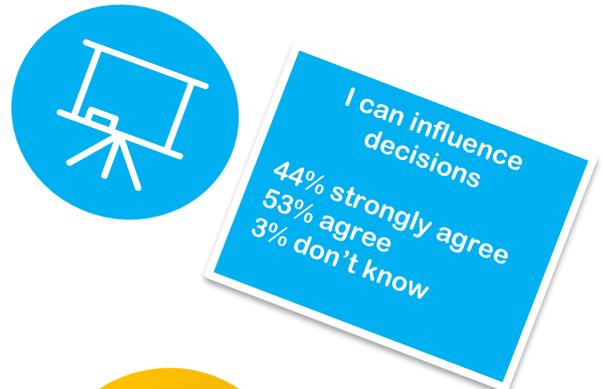
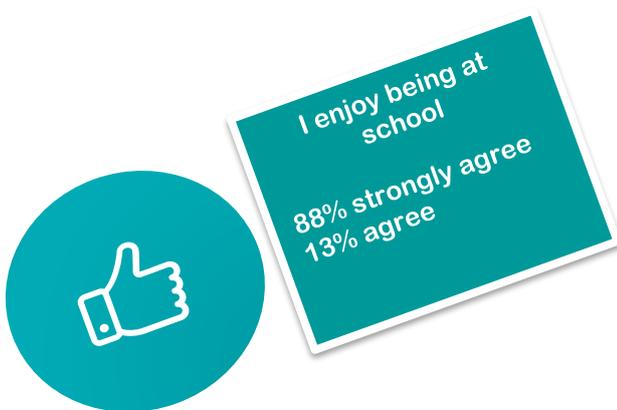
Impact: Evidence of impact

- Whole school wellbeing audit confirms that most children feel that they have someone in the school they can talk to if they are worried or upset about something. The majority feel that staff listen to them and take their views into account.
- Learning visits and pupil focus groups confirm that children are engaged and enjoy their lessons in class. As a result, children’s behaviour is of a high standard. All staff support children well through modelling positive relationships and respect for one another.
- Staff have a sound understanding of Getting it Right for Every Child (GIRFEC) and use the wellbeing indicators well to assess and identify the needs of individuals. Staff are raising children’s awareness of wellbeing indicators through assemblies and lessons. Children can talk about aspects of wellbeing, such as safe and responsible, and provide examples from their lives. The school recognise the importance of developing approaches to allow children to reflect on their own wellbeing and identify areas where they need support.
- Children’s achievements from within school are celebrated at assemblies and through displays. In order to help the children to fully recognise, celebrate and acknowledge their own successes and those of others, staff need to embed the agreed system to track and record individual and collective achievements and share these in more consistent ways. The systematic tracking of the skills that are being gained from these experiences remains an important next step and can be linked to the development PLPs.
- Children who are missing out on opportunities to participate have been identified. Through the curriculum, staff need to ensure all learners have opportunities to participate in all 4 Arenas of Participation. The development of Outdoor Learning is one possible route to enable more learners to have opportunities for personal achievement.
- Leadership Groups are established for children at second level which enable children to contribute to decision making and support their confidence, communication skills and teamwork. Children need to be supported to articulate the skills they are developing from participating in these groups. All children, including those at early and first level now need to be supported to adopt meaningful and authentic leadership roles within their class and the wider life of the school and ensure any barriers are removed.
- Staff are committed to ensuring that no child misses out on learning experiences due to financial barriers. Initiatives, such as ensuring all children have access to excursions and school uniform are leading to more children feeling included and involved. The Cost of the School Day Toolkit has successfully changed practice within the school.

Next Steps: To inform Improvement Plan

- Develop learner’s ability to articulate the skills they are developing across the 4 contexts of learning.
- Improve the process of profiling (PLPs) across the school so that it provides the opportunity for learners to take greater responsibility for their own learning and articulate the what/why and how of learning.
- The systematic tracking of the skills that are being gained remains an important next step. Learners need to develop a better understanding of the skills they acquire through their participation in activities in and beyond the classroom. This would support them to make informed choices to progress those skills for learning, life and work which are most appropriate for them.

The Views of Learners at Barthol Chapel School



Capacity for Continuous 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.
- 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.

SCHOOL IMPROVEMENT PLAN 2020-2021

Barthol Chapel School



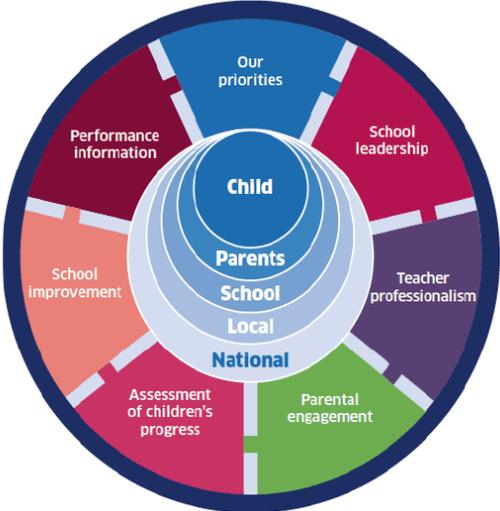
Improvement Priority 1:
To ensure all learners can demonstrate breadth, challenge and application of learning.
To build confidence in Teacher Professional Judgements (TPJ) with a major focus on achievement of a level across the curriculum.

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

Linked to National Improvement Driver(s)

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



Data / Evidence that informs this priority?

Professional dialogue and self-evaluation of our learning, teaching & assessment policy confirms that staff would benefit from increased knowledge and further confidence in planning and implementing holistic assessments to assess breadth, challenge and application of learning. This has already been started but will take several school sessions to fully embed procedures with confidence across all curricular areas.

Professional discussions and moderation activities confirm that staff confidence in making Teacher Professional Judgement (TPJ) of achievement and progress through a level continues to need strengthened. Good progress was made during the previous session; however, it needs to be embedded further to fully develop staff confidence and skill in accurately identifying achievement of a level from an appropriate wide range of evidence.

- Aberdeenshire Priorities**
1. Improving learning, teaching and assessment.
 2. Partnership working to raise attainment.
 3. Developing leadership at all levels.
 - 4 Improvement through self-evaluation.

- Relevant HGIOS 4 Quality Indicators**
- | | |
|--|--------------------------------------|
| 1.1 Self-evaluation for Self-Improvement | 2.2 Curriculum |
| 1.3 Leadership of Change | 3.2 Raising attainment & Achievement |
| 2.3 Learning, teaching & assessment | |

- Improvement Priority 1 Intended Outcome(s):**
- ALL practitioners report that they have contributed to strategic improvement of learning, teaching and assessment and improved attainment.
 - ALL learners will experience a range of assessment approaches.
 - ALL learners have the opportunity to demonstrate a breadth of learning, to evidence challenge and application in learning
 - ALL practitioners report that moderation activity has supported them to make robust judgements of achievement of CfE Levels in Literacy and Numeracy
 - ALL practitioners report improved confidence in assessing pupil progress and achievement in Literacy and Numeracy.
 - ALMOST ALL learners can articulate their progress during learning conversations.
 - ALMOST ALL learners can identify their next steps in learning.
 - ALL staff are confident at analysing a range data to identify trends, strengths and next steps in learning.

Improvement Priority 1: All learners will experience appropriate assessments which takes greater account of breadth, challenge and application. To build confidence in Teacher Professional Judgements (TPJ), with a major focus on achievement of a level across the curriculum.

What Specific Actions & Interventions (Tasks to Achieve Improvement Priority 1)	Who will lead? Q.I. 1.3 Leadership of Change	Management of Resources to Promote Equity - Q.I. 1.5		What impact will be measured? <i>Use Education Scotland Terminology</i>	Progress	Actual Impact How do we know? (Performance Data / Documentation / Challenge Questions / Stakeholders' Views)?
		PEF Utilised?	Time Resource		Complete	
<p>Strengthen assessment procedures at Barthol Chapel School, in particular holistic assessment opportunities using Benchmarks, with a focus on Literacy, Numeracy and HWB to evidence breadth, challenge and application.</p> <p><i>Continued Focus on what will it look like; how will learners produce evidence; moderation using benchmarking / agreed standards.</i></p> <p>https://education.gov.scot/improvement/curriculum-for-excellence-benchmarks</p>	Elaine Rodgers Brenda Macdonald Gillian Newlands Kirsten Chalmers (Class Teachers)		<p>School Improvement Meetings</p> <p>See Working Time Agreement for breakdown</p>	<p>ALL practitioners report that they have contributed to strategic improvement of learning, teaching and assessment and improved attainment.</p> <p>ALL learners have the opportunity to demonstrate a breadth of learning, to evidence challenge and application in learning</p>	By June 2021	
<p>Increase opportunities for moderation activities at School level as well as Custer level to support staff to build confidence to make valid and robust judgements of learner progress.</p> <p><i>Use National and Authority online resources to develop moderation practices.</i></p> <p>https://education.gov.scot/improvement/learning-resources/The%20Moderation%20Cycle</p>	Adrian Anderson (Head Teacher)		<p>School Improvement Meetings Cluster Collegiate Sessions</p> <p>See Working Time Agreement for breakdown</p>	<p>ALL practitioners report that moderation activity has supported them to make robust judgements of achievement of CfE Levels in Literacy and Numeracy</p> <p>ALL practitioners report improved confidence in assessing pupil progress and achievement in Literacy and Numeracy.</p>	By June 2021	
<p>Develop practitioner's skill and consistency in providing quality feedback to ensure learners understand their progress and next steps in learning.</p>	Adrian Anderson (Head Teacher)		<p>School Improvement Meetings</p> <p>See Working Time Agreement for breakdown</p>	<p>ALMOST ALL learners can articulate their progress during learning conversations.</p> <p>ALMOST ALL learners can identify their next steps in learning.</p>	By Feb 2021	
<p>All practitioners to upskill their ability to analyse results from a range of school based benchmark assessment, standardised assessments (SNSA) and holistic tasks</p> <p>All practitioners to develop confidence in using data to inform future learning & teaching, draw conclusions and identify trends/gaps/interventions (support & challenge)</p>	Adrian Anderson (Head Teacher)		<p>Tracking Meetings</p> <p>See Working Time Agreement for breakdown</p>	<p>ALL staff are confident at analysing a range data to identify trends, strengths and next steps in learning.</p>	By June 2021	

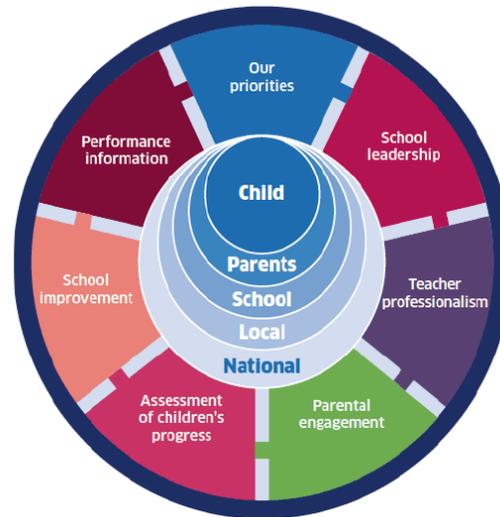
Improvement Priority 2: Give increased focus to developing skills for learning, life and work through all curriculum planning, life and ethos of the school and opportunities for personal achievement.

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

Linked to National Improvement Driver(s)

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



Data / Evidence that informs this priority?

There are examples of pupils playing an active part in decision making about improving the school environment. Children are keen to talk about their learning and are confident in explaining their learning tasks. Classroom monitoring activities highlight that teachers need to continue to support children to identify their next steps and evaluate their own progress in learning over time. They should use plenary sessions more effectively to help children to regularly reflect on their learning. Triangulation from improvement activities confirm that learners should be more involved in designing and leading aspects of their learning across the school. They should be clearer on why and how they are learning and the development of the skills.

Pupil focus groups sessions have revealed that learners do not fully realise the opportunities they have to influence learning and teaching in the classroom. Learners need support to articulate the ways they have a voice in the school and support to describe the skills they are developing through the opportunities and experiences they have in and out of school. This has an impact on the participation and engagement levels of learners.

Aberdeenshire Priorities

1. Improving learning, teaching and assessment.
2. Partnership working to raise attainment.
3. Developing leadership at all levels.
4. Improvement through self-evaluation.

Relevant HGIOS 4 Quality Indicators

- | | |
|--|--------------------------------------|
| 1.1 Self-evaluation for self-improvement | 1.3 Management of resources |
| 2.2 Curriculum | 2.7 Partnerships |
| 3.1 Ensuring wellbeing, equality & inclusion | 3.2 Raising attainment & achievement |
| 3.3 Increasing creativity and employability | |

Improvement Priority 2 Intended Outcome(s):

- **ALMOST ALL** learners understand and can discuss the range of skills they are developing.
- **ALL** practitioners embed SLLW in Context for Learning Planning and evidence learning and development of skills on WOW Wall.
- **ALL** practitioners engage in professional dialogue to evidence and reflect the range of opportunities learners have.
- **ALMOST ALL** learners can evidence their learning as skills for learning, life and work and be able to apply these in different contexts.

Improvement Priority 2: Give increased focus to developing skills for learning, life and work through all curriculum planning, life and ethos of the school and opportunities for personal achievement.

What Specific Actions & Interventions (Tasks to Achieve Improvement Priority 1)	Who will lead? Q.I. 1.3 Leadership of Change	Management of Resources to Promote Equity - Q.I. 1.5		What impact will be measured? <i>Use Education Scotland Terminology</i>	Progress	Actual Impact How do we know? (Performance Data / Documentation / Challenge Questions / Stakeholders' Views)?
		PEF Utilised?	Time Resource		Complete	
<p>To ensure learners are aware of the skills they are developing by creating our own Barthol Chapel Skills Progression which systematically incorporate skills for learning, life and work (SLLW) incorporating the career standards.</p> <p><i>Use Education Scotland NIH to seek practice exemplars</i> https://education.gov.scot/improvement/practice-exemplars/developing-skills-for-learning-life-and-work-in-partnership-with-employers-kinross-primary-school</p> <p><i>Career Education Standard</i> https://education.gov.scot/improvement/Documents/dyw2-career-education-standard-0915.pdf</p>	<p>Elaine Rodgers Brenda Macdonald Gillian Newlands Kirsten Chalmers (Class Teachers)</p>	 SEE PEF OVERVIEW	<p>School Improvement Meetings</p> <p>See Working Time Agreement for breakdown</p>	<p>ALMOST ALL learners understand and can discuss the range of skills they are developing.</p>	<p>By June 2021</p>	
<p>Planning across all stages has a focus on SLLW for each Context for Learning Topic. SLLW to be embedded each term through developing World of Work Display (WOW Wall). Planning consultations provides opportunity for discussion about depth of SLLW links at each stage.</p> <p><i>Use Education Scotland NIH DYW resources.</i> https://education.gov.scot/improvement/learning-resources/a-summary-of-developing-the-young-workforce-dyw-resources</p>	<p>Brenda Macdonald (Class Teacher)</p>	 SEE PEF OVERVIEW	<p>School Improvement Meetings</p> <p>See Working Time Agreement for breakdown</p>	<p>ALL practitioners embed SLLW in Context for Learning Planning and evidence learning and development of skills on WOW Wall.</p> <p>ALL practitioners engage in professional dialogue to evidence and reflect the range of opportunities learners have.</p>	<p>By June 2021</p>	
<p>Develop approaches to profiling and consider the views of all stakeholders in creating a profiling process that meets the needs of children and their families. Collaborative profiling and planning ensuring information about learning needs and achievements of all children is shared effectively.</p> <p><i>Education Scotland Guidance</i> https://education.gov.scot/improvement/Documents/dyw47-profiling-guidance.pdf</p>	<p>Elaine Rodgers (Class Teacher)</p>	 SEE PEF OVERVIEW	<p>School Improvement Meetings</p> <p>See Working Time Agreement for breakdown</p>	<p>ALMOST ALL learners can evidence their learning as skills for learning, life and work and be able to apply these in different contexts.</p>	<p>By Feb 2021</p>	

PUPIL EQUITY FUND OVERVIEW

Barthol Chapel School



Pupil Equity Fund Allocation April 2020

Barthol Chapel School received an allocation of £4699.

Data / Contextual analysis (what is the gap?)

Interrogation of data and conclusions drawn from self-evaluation activities involving all stakeholders at Barthol Chapel School highlighted the following 'gap' within our setting:

From pupil and parent survey, a significant minority of pupils across the school (29%) would feature low on an activity scale. 16% of pupils confirm that they do not know of any opportunities to take part in activities or experiences in school beyond the classroom and timetabled day.

Our rural catchment also presents us with some barriers. Due to our rural catchment a number of experiences, particularly out of school clubs and activities, are not accessible to our learners. It relies heavily on transportation by parents/carers as there is no accessible public transport. Some of our learners miss out on opportunities for personal success and achievement due to the limited access and availability to range of experiences/clubs and activities. One of the Scottish indicators to Multiple Deprivation is Access to services. It is important to note that deprived does not mean 'poor' or 'low income' it can also mean having fewer opportunities or experiences. <https://www2.gov.scot/Resource/0051/00510862.pdf>

Proposed Intervention

With this in mind, Pupil Equity Funding at Barthol Chapel School will support interventions to address the following key points:

1. Give increased focus to developing skills for learning, life and work through all curriculum planning, life and ethos of the school and opportunities for personal achievement.
2. To develop the range of opportunities our learners have to participate in a range of activities, experiences and events, in particular those who do not have this opportunity.
3. Continue to support the development of the use of technology, moving on from the developments of term 4 – 2019

Impact Measurement

Impact measurement will be an integral part of our Continuous Improvement Calendar at Barthol Chapel School which comprehensively details a range of self-evaluation activities and data gathering exercises. This will be recorded and updated in our School Improvement Planning Documentation. All outcomes from these interventions are intertwined with the school's comprehensive SIP documentation.