



Barthol Chapel School

Standards and Quality Report 2021-2022
School Improvement Plan 2022-2023

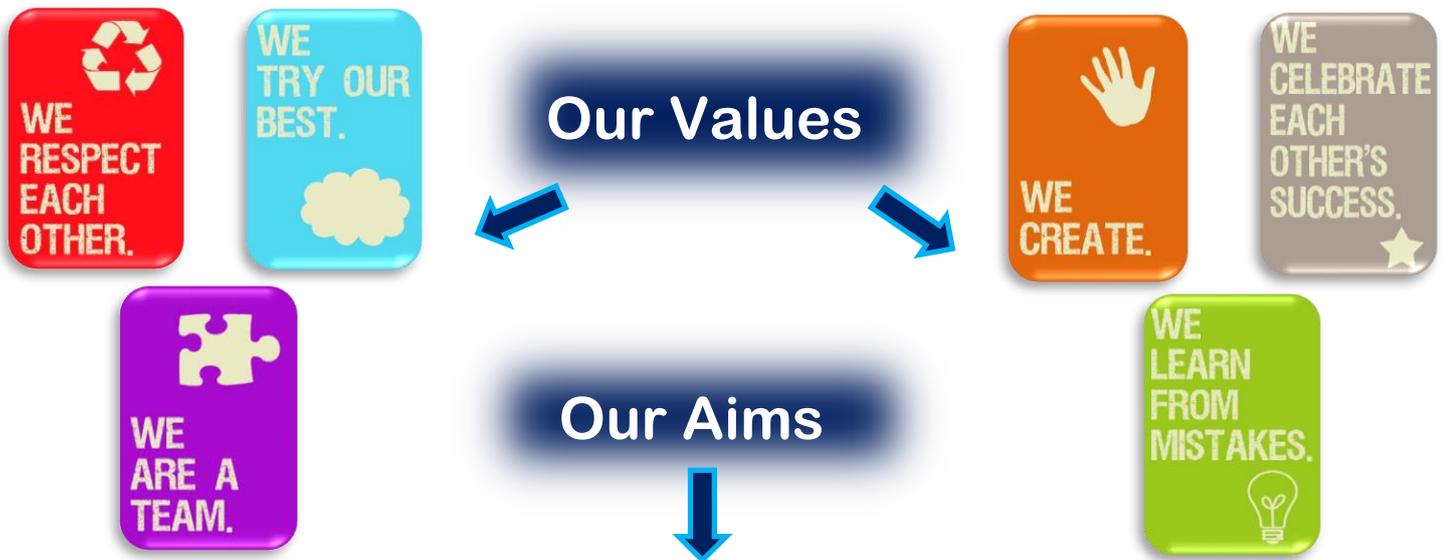
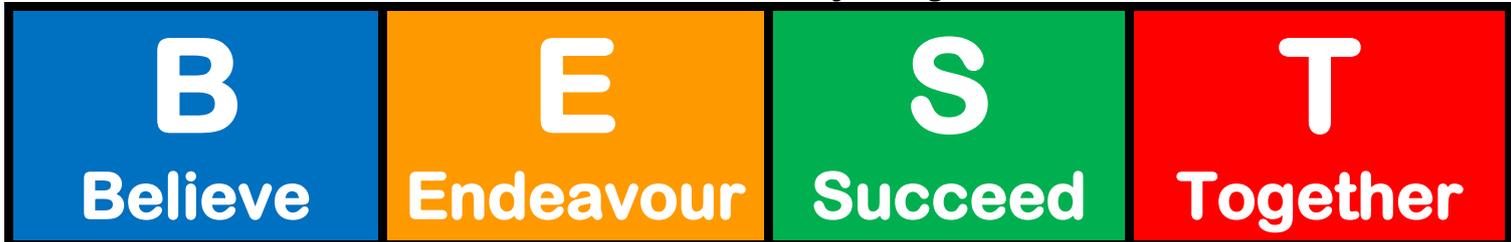


Head Teacher: Mr Adrian Anderson



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>Believe</p> <p>by having high aspirations and confidence to question the world, each other, and ourselves.</p>	<p>Endeavour</p> <p>by promoting lifelong learning, embracing challenge, and developing resilience to persist in the face of setback.</p>
<p>Succeed</p> <p>by having equity of opportunity to lead our learning and achieve in a high-quality learning environment.</p>	<p>Together</p> <p>by working collaboratively to respond to change in an unpredictable future world.</p>



Context of the school

Barthol Chapel Primary School is a co-educational, non-denominational primary school. The school is a small rural school with two classes.

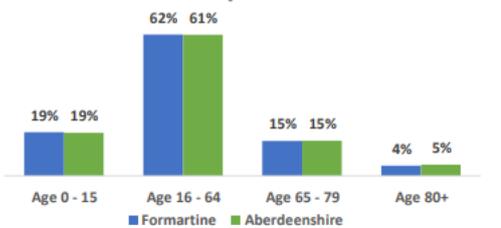
The school serves a large rural catchment in the Formartine area of Aberdeenshire.

The Head Teacher is class committed 0.5FTE



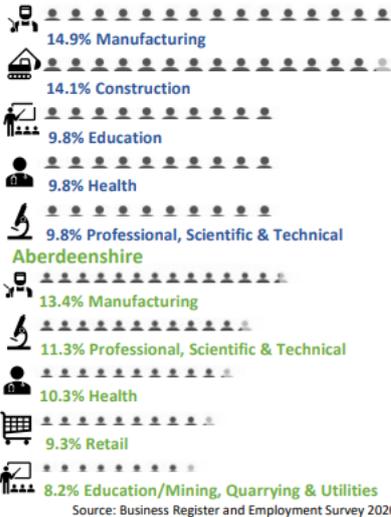
Formartine Area Profile 2022

% Share of Each Age Group in Total Population

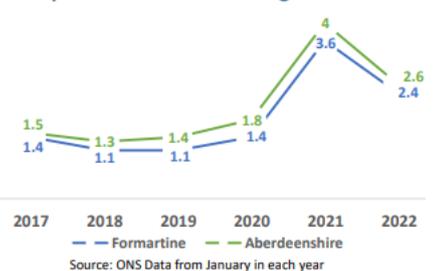


Economy

Employment: Top 5 Sectors 2020 (%)



Unemployment: Claimants as a Proportion of Residents aged 16-64



Median Household Income 2021

£41,103

Aberdeenshire £36,889

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Education Scotland last inspected the school in November 2017. The report can be found [here](#).

Barthol Chapel Primary School is part of the Meldrum Cluster.

Key school documentation can be found on our [School Website](#).



Shaping our Plan: 2022-2023

When formulating our School Improvement Plan for Session 2022/23, consideration has been given to the **ongoing** journey we are on so that we can build on success that has been achieved. We are mindful of the disruption and the effects the pandemic has had on society.

However, it is also important to remember the improvement journey we were already on prior to the pandemic and the priorities for improving educational outcomes for all children. This still needs to be a relentless focus for our school.

We must also strive to develop the provision at our school so that our vision '**Believe, Endeavour, Succeed, Together**' is the reality for every child who attends Barthol Chapel School. This means we have to consider equity and equality to ensure we take necessary action to bridge any gaps for pupils. With this in mind, our principles for school improvement in 2022/2023 are encompassed in the 3Rs which are detailed below.

RELATIONSHIPS



Relationships matter! After such a long period of living in a 'virtual world', we need to ensure support for individuals in re-forming relationships and working cooperatively alongside others. Our parent/carers have not been able to engage in the life of the school as effectively as they have done in the past. We need to be mindful of all stakeholders' roles and experiences to continue to build an empowered school system.

RETRIEVE



We need to retrieve our position as quickly as possible. We need to take effective action, both in and out of the classroom to close gaps and build on the success previously achieved. The achievements and attainment of our learners and our learning provision continue to be our core business. The quality of education and care we offer must be continuously evaluated and improved.

RE-MAP



We must ensure that we remap, against any new expectations confidently, in order to demonstrate effectiveness. The need for robust self-evaluation and dialogue with a range of stakeholders has never been more important for our school community. We need to self-evaluate regularly to ensure we bridge any gaps and reflect on our priorities by looking inwards, outwards and forwards. Our cycle of improvement must deliver improved outcomes for all learners.



Which Drivers?

When shaping our plan, inspiration has been drawn from Michael Fullan's four "Right Drivers for Whole System Success".



Wellbeing and Learning

Learners at Barthol Chapel School should find school as a place where they feel good about themselves. Learners cannot learn well without feeling well! Learners have opportunities to influence their own environments and their voice is deliberately activated to influence change in our school.

Systemness

Systemness is the super driver in our school which helps drive forward improvements. Within our school 'system' we aim to motivate everyone to make improvements to help all children achieve. We aim to have clear processes that help us agree priorities and make a difference.

Social Intelligence

Social Intelligence is the 'wanting' to work with others to achieve a common goal. We need to be clear about what we want to improve and value everyone's contribution to our school improvement journey.

Equality Investments

By building awareness of barriers to learning and wellbeing within our school, we will be able to take action to help one another. Making best use of PEF funding, we will be proactive in using available resources to support and challenge our learners to build a more sustainable and equitable future.

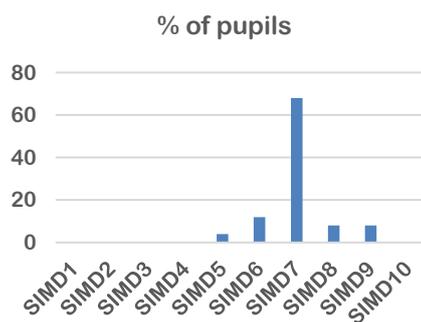


Core Quality Indicator Evaluations

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	Very 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	Very Good

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



SIMD (Scottish Index of Multiple Deprivation)

The SIMD decile profile for Barthol Chapel School ranges from decile 5 to decile 9 - no child at Barthol Chapel School lives in an area of deprivation (deciles 1&2).

- Decile 5 – 4%
- Decile 6 – 12%
- Decile 7 - 68%
- Decile 8 – 8%
- Decile 9 – 8%

Free School Meals & Pupil Equity Fund Allocation

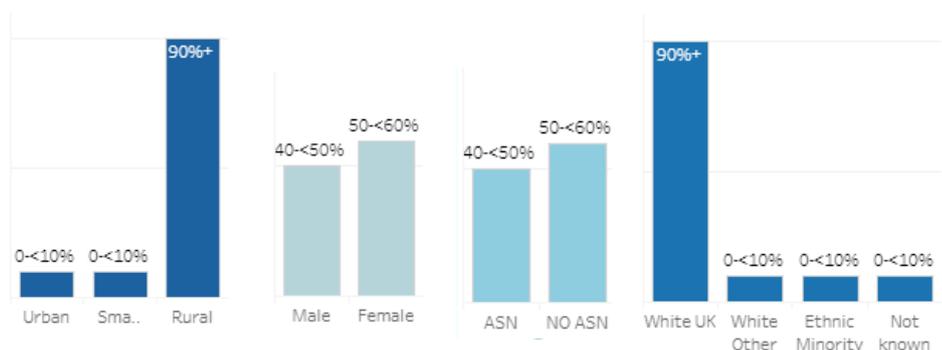
Less than 10% of pupils at Barthol Chapel School are registered for free school meals. PEF Allocation received in April 2022 = £4901. Details of interventions are contained in School Improvement Plan section of this document.

Other School Data

 96.2% attendance

 school condition: B

 meeting the PE target?: ✓





Attainment Data - Attainment Data for Literacy & Numeracy

Reading Attainment % Achieved



2017/2018 2018/2019 2019/2020 2020/2021 2021/2022

Writing Attainment % Achieved



2017/2018 2018/2019 2019/2020 2020/2021 2021/2022

T&L Attainment % Achieved



2017/2018 2018/2019 2019/2020 2020/2021 2021/2022

Numeracy Attainment % Achieved



2017/2018 2018/2019 2019/2020 2020/2021 2021/2022

Attainment Over Time

As each cohort in this school is fewer than ten, statements about overall progress have been made to ensure the anonymity of individual children.

School data indicates there have been improvements in Curriculum for Excellence levels over a 5 year period.

Overall, children's attainment in literacy and numeracy is very 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.



The Views of Learners at Barthol Chapel School

Our learners are familiar with the Wellbeing Indicators. They are use across our school to help our learners think and talk about how they are getting on, to plan next steps and support our self-evaluation activities. We regularly use motivational and wellbeing profiling to enable our learners to contribute to and make decisions affecting their learning and life in our school.

Wellbeing Indicator	Question	Yes (Scored between 8 and 10)	Sometimes (Scored between 4 and 7)	No (Scored between 1 and 3)
Nurtured & Included	I like this school	96%	4%	0%
	I have friends in this school	96%	4%	0%
	People in school help me if I get upset	100%	0%	0%
	I feel important in this school	100%	0%	0%
Active & Achieving	I work hard in this school	92%	8%	0%
	I am proud of the work I do in school	100%	0%	0%
	Teachers tell me what I am good at	92%	8%	0%
	I will keep trying even if the work is hard.	96%	4%	0%
Respected & Responsible	I am good at working with others	84%	16%	0%
	I can wait until it is my turn	84%	16%	0%
	I follow the school values	100%	0%	0%
	I stay calm even if I do not get what I want	100%	0%	0%
	I like being chose to do things	84%	16%	0%
	I can stand up for myself in school	88%	12%	0%
	People listen to me in school	88%	12%	0%
	I would complain if I felt picked on	88%	12%	0%
Safe & Healthy	Other pupils look out for me	96%	4%	0%
	Adults look out for me	96%	4%	0%
	I feel safe in school	100%	0%	0%
	I feel good about myself in school	100%	0%	0%



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 almost all staff who are dedicated to improving outcomes for all learners. There is a strong focus on improving learning. 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 participate in at an individual and collective level that 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.

To ensure we build upon our capacity we will ensure we continue to do the following:

- set clear and challenging improvement priorities to deliver improved outcomes for our learners.
- support staff to be clear about the school's ambition and how they contribute to its success.
- carry out robust self-evaluation of our school system using How Good Is Our School? 4 to ensure agreement of standards and expectations and accountability.
- ensure success is recognised and celebrated and best practice shared.
- deliver clear strategic direction with effective support and challenge



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QI 1.3 Leadership of change	Our Evaluation
<ul style="list-style-type: none"> Developing a shared vision, values and aims relevant to the school and its community Strategic Planning for Continuous Improvement Implementing Improvement and Change 	Very Good – 5

Q.I. 1.3 Developing a shared vision, values and aims relevant to the school and its community.	How well are we doing? What's working well for our learners?	How do we know? What evidence do we have of positive impact on learners?	What are we going to do now? What are our improvement priorities in this area?
Vision and Values	<p>The Head Teacher provides leadership which has enabled the school and wider community to develop and promote an aspirational vision and values which underpins our continuous improvement. Through developing leadership at all levels, the school community works together to turn the shared vision into a sustainable reality.</p> <p>We are ambitious for all children. We are committed to ensuring that we achieve the highest possible standards and success for all learners.</p> <p>Barthol Chapel School's vision is clearly communicated alongside our shared values. They are evident in classroom practice and across the life and ethos of the school. The vision, values and aims form the basis of our whole school positive relationships policy. Learners have ownership over the values and</p>	<p>Visitors comment positively on how effectively our vision and values are modelled by our school community.</p> <p>Our vision and values are the focus of whole school assemblies. The majority of stakeholder groups can articulate our vision and values.</p> <p>Our vision and values are visible throughout the school and incorporated into communications and classroom practice.</p> <p>Throughout our whole school 'Value Nomination' system, almost all learners demonstrate the vision and values through their work and behaviour. Learners are passionate ambassadors for the school and talk animatedly about the meaning and purpose of the vision, values and aims.</p>	<p>Continue to monitor Relationship policy with all stakeholders. <i>(Ongoing)</i></p> <p>Next session we will revisit our Vision and Aims with our pupils, parents and staff to ensure they continue to represent the school community and are relevant to all. <i>(Ongoing)</i></p>



	<p>use them to celebrate success and achievement.</p> <p>School improvement takes place in the context of the school's vision and values. When engaging with partners, we ensure they are aware of our vision and values and how their work contributes to this.</p>		
<p>Senior Leadership</p>	<p>The Head Teacher adopts a strategic approach to continuous improvement which is clearly rooted in effective and honest self-evaluation. The Head Teacher has a clear direction for the improvement of the school with high expectations of staff and children.</p> <p>The Head Teacher promote an ethos which supports our school and wider community to elevate our aspirational vision. Within the staff team there is a strong sense of teamwork and support.</p>	<p>The school has a high profile and plays an important part in the Barthol Chapel Community.</p> <p>Professional discussions demonstrate staff commitment, involvement, and ownership of change – within own classes.</p>	<p>Continue to engage our parents in school improvement. Continue to find new ways to engage parents virtually. <i>(See SIP Priority 1)</i></p> <p>Staff will be supported by HT to create quality action plans involving learners for their improvement focus. <i>(See SIP Priority 1)</i></p> <p>More planned opportunities for staff to share evidence of their improvement focus. <i>(See SIP Priority 1)</i></p>
<p>Teacher Leadership</p>	<p>Teaching staff are enthusiastic and keen to be involved in decision making within the school. The vision, values and aims provides staff with a clear sense of direction and shared purpose.</p> <p>All staff have participated in whole school self-evaluation activities and their evaluations are being used to inform the strategic direction of the school.</p> <p>The Head Teacher provides a culture where almost all staff feel confident to contribute to school improvement. Staff across the school are empowered to develop the curriculum and work collegiately to do so.</p>	<p>Pre Covid, a collaborative leadership approach was in place with strategic work distributed. Evidence is contained in SQulP evaluations and improvement plans.</p> <p>Professional dialogue is evident during informal and formal discussion opportunities, where feedback is used to drive improvements. This has not been developed further due to the COVID-19 pandemic.</p> <p>The Head Teacher has adapted to the current climate and is mindful of ensuring an appropriate pace of change in light of the COVID-19 Pandemic and re-aligning of a number of priorities.</p>	<p>Re-establish staff leadership roles to align more strategically with school improvement priorities. Identify key staff members, based on strengths and interests, to take a greater lead aspects of school improvement. <i>(See SIP Priority 1)</i></p> <p>To identify opportunities for practitioner enquiry and embed this practice as a strong feature of continuous improvement. <i>(See SIP Priority 1)</i></p> <p>Develop workstreams for curricular areas as well as areas of pedagogy. The Head Teacher will continue to be mindful of the pressures on staff from the pandemic and will manage the pace of change accordingly. <i>(See SIP Priority 1)</i></p>



<p>School Context</p>	<p>Staff now have a clearer understanding of the social, economic and cultural context of the school. They place high importance on supporting the social and emotional needs of the children which has created a welcoming environment where all feel valued.</p> <p>The school analyses FSM and SIMD data to support identification of any learner requiring support using PEF. PEF funding is used to support interventions as well as universal supports which are accessible to all.</p> <p>The Cost of the School Day Toolkit has been used to analyse the pressures on families financially. The Parent Council supports the school with many extra-curricular activities. The Parent Council were instrumental in providing additional funding to provide all learners in the school with an individual Chrome Book. This was invaluable during the periods of remote learning. Recycled school uniform is available to all families and is used well by the community.</p>	<p>The introduction of new assessment procedures and tracking documentation clearly details a holistic overview of learner's need and backgrounds as well as learning progress</p> <p>Robust analysis of PEF interventions was impacted by COVID-19 Pandemic with information on HWB being gathered on the return to school through the implementation of Glasgow Motivational and Wellbeing Profile.</p>	<p>Monitor changes in family circumstances following the impact of COVID-19 pandemic and how this may impact on children and families wellbeing and economic context. <i>(Ongoing)</i></p> <p>Continue to monitor the impact of interventions which use PEF funding. Develop strategies to monitor and review the pace of change in order to ensure sufficient time for embedding improvements. <i>(Ongoing)</i></p>
<p>Learner Leadership</p>	<p>Pre-Covid, learners worked hard to develop their own leadership by participating in making decisions about the school community. Covid restrictions have not made this possible to further embed but we are committed to returning to this development when we can.</p>		<p>Re-establish Pupil Leadership Groups. <i>(See SIP Priority 1)</i></p>



<p>Q.I. 1.3 Strategic Planning for Continuous Improvement</p>	<p>How well are we doing? What's working well for our learners?</p>	<p>How do we know? What evidence do we have of positive impact on learners?</p>	<p>What are we going to do now? What are our improvement priorities in this area?</p>
<p>Culture for change</p>	<p>It is clear that all staff are keen for change and almost all are committed to driving change forward and having collectively responsibility for the impact of change. This was of course clearly demonstrated in the move to remote learning.</p> <p>By building a climate of trust, professional responsibility and growing confidence, better use is now made of collaborative working. Staff are better placed to work as a team and plan for consistency of learning across both classes.</p> <p>The Head Teacher encourages a strong culture where all staff inform change. The Head Teacher recognises the importance of building capacity and demonstrates high levels of commitment and encouragement in achieving this aim.</p>	<p>Through collegiate discussion and self-evaluation staff have highlighted their awareness of what needs to change and possible solutions as to how this can be done. They highlighted that they are keen to lead change based on their strength and interests.</p>	<p>Continue to encourage an ethos of trust and professional responsibility with the staff team. <i>(See SIP Priority 1)</i></p>
<p>Management of change</p>	<p>A continuous improvement calendar has been embedded which outlines the range of collaborative approaches and activities used to plan and achieve continuous improvement. This document outlines the responsibilities of staff with clear areas of impact identified.</p> <p>Strong working relationships between staff makes a positive impact on pupil learning. HT ensure development time is well planned and progresses school improvement agendas.</p>	<p>Annotated continuous improvement calendar. Minutes from staff meetings. Evidence from WTA.</p>	<p>To review the use of the continuous improvement calendar at the end of the school session to evaluate its effectiveness in identifying our strengths, areas of impact and next steps. <i>(Ongoing)</i> Build into calendar follow up observations/health check processes to ensure feedback and evaluations are identified throughout the school session. <i>(Ongoing)</i></p>



<p>Achieving change</p>	<p>The Head Teacher recognises that a number of developments need time to embed, and we will continue to monitor the impact of these.</p> <p>This session the pace of change recognised / took account of the pressures on the community from the global pandemic. During this time staff worked extremely well together to ensure we met the needs of our community.</p> <p>School Improvement Planning is now more focused and aligns with the agreed Working Time Agreement with a collegiate calendar. The collegiate calendar clearly identifies the purpose and focus of each collegiate meeting. Less time is spent during these sessions on school business matters. This is beginning to make an impact on pupil learning.</p>	<p>Agendas and minutes from collegiate meetings. INSET Day Agendas. WTA Collegiate Calendar</p>	<p>Continue to ensure the pace of change is appropriate. <i>(See SIP Priority 1)</i></p>
<p>Collegiate Learning</p>	<p>All staff value the chance to learn from one another, capitalise on each other's strengths and work efficiently to improve children's outcomes. Time is protected for professional dialogue and collegiate learning.</p>	<p>Staff collegiate planning, moderation and assessment tracking meetings.</p>	<p>Continue to encourage collaboration with stage planning. <i>(Ongoing)</i></p>



<p>Q.I 1.3 Implementing improvement and change</p>	<p>How well are we doing? What's working well for our learners?</p>	<p>How do we know? What evidence do we have of positive impact on learners?</p>	<p>What are we going to do now? What are our improvement priorities in this area?</p>
<p>Looking outward</p>	<p>Staff are encouraged to look outwards to develop their practice. Staff are keen to work with colleagues in other schools to enhance an outward focus.</p> <p>Pre-covid, staff worked with colleagues in other schools to enhance an outward focus. To develop this, Self-Improving Schools Trio Partnerships has been a supportive network for HT. There is now a need for staff to extend their research and include practitioner enquiry to support improvement</p>	<p>Self-Improving Schools documents and professional discussions.</p>	<p>Plan and facilitate key opportunities for collaborative working across the cluster. <i>(See SIP Priority 1)</i> Continue to develop trio relationship and network of support. <i>(Ongoing)</i></p>
<p>Equity</p>	<p>Resources and spaces have been adapted to meet the need of learners.</p> <p>The deployment of PSAs to support identified learners has helped to consolidate learning and wellbeing.</p>	<p>Reduction in anxious and distressed behaviours from vulnerable pupils.</p> <p>A targeted approach, making best use of PSAs, is helping to address identified learner gaps and staff are reporting high level of pupil engagement.</p>	<p>Continue to monitor the impact of interventions which use PEF funding. <i>(Ongoing)</i></p>
<p>Planning for Self-evaluation</p>	<p>This term, SLT planned and carried out several self-evaluation audits with all stakeholders. The Head Teacher has also planned and carried out quality assurance of long-term plans.</p>	<p>Self-evaluation audits are being used to inform the school's strategic direction.</p> <p>All staff had completed long term plans for this term. Feedback was provided and changes to expectations in planning were also agreed.</p>	<p>Use the data from these to effectively evaluate progress and plan for continual change. <i>(Ongoing)</i></p>



<p>Self- evaluation including all stakeholders</p>	<p>Staff confidence has increased as a result of collegiate self-evaluation. Staff are now confident in answering the 3 questions “Where are we now? How do we know? What should we do now?” Through protected self-evaluation meetings, staff are able to contribute to the direction we are going as a school.</p> <p>Children show confidence in sharing positive developments throughout the school. Recent Pupil/Head Teacher Focus Groups evaluated and improved the whole school approach to self/peer assessment by modifying the agreed Barthol Chapel School Feedback Wheel.</p> <p>Learners have used HGIOURS to focus their self-evaluation of the work of the school.</p>	<p>Increase in stakeholder involvement in evaluating the school to lead to a sense of ownership and collaborative leadership approach.</p> <p>How Good Is OUR School? Display evidence learners’ involvement in self-evaluation for self-improvement.</p>	<p>Continue to ensure there are robust quality assurance procedures and self-evaluation activities planned throughout the year which are clearly linked to development priorities. <i>(Ongoing)</i></p> <p>Use the data from these to effectively evaluate progress and plan for continual change <i>(See SIP Priority 1)</i></p> <p>Improve learners’ ability to articulate the range of ways they lead their learning. <i>(See SIP Priority 1)</i></p> <p>To bring about effective mechanisms to ensure the whole school community is actively involved in the self-evaluation process. <i>(See SIP Priority 1)</i></p> <p>To bring about greater rigour to our approaches for evaluating the impact of improvement priorities on our learners by involving parents/carers more in the process. Continue to explore new and innovative ways to involve parents more in the strategic planning of school improvement. <i>(See SIP Priority 1)</i></p> <p>Develop parent focus groups to discuss, monitor and contribute to change. Where possible use digital technologies to explore further opportunities for stakeholder engagement. <i>(See SIP Priority 1)</i></p>
<p>Professional Learning</p>	<p>Professional Review and Development and Employee Personal Performance Plans are timetabled and carried out annually with all staff. This ensured clarity around the use of GTCS Professional Standards to support the PRD process and also to increase awareness of the new GTCS standards. The priorities in the School Improvement Plan have been linked to the new professional</p>	<p>My GTCS Records evidence teacher CLPL and PPP records evidence support staff involvement in the process.</p> <p>All staff engaged in CPD linked to School Improvement Plan</p>	<p>Continue to encourage staff to access CLPL opportunities offered locally and nationally which align with school improvement priorities and/or personal targets. <i>(Ongoing)</i></p> <p>Staff will be encouraged to take more ownership for their own professional learning. to improve their own practice and support school developments. <i>(See SIP Priority 1)</i></p>



standards to help staff to identify areas of development linked to whole school improvement priorities and not just personal targets.

Staff have welcomed the opportunity to have training which focuses on teaching pedagogy. All staff agree the professional learning is now linked explicitly to the school improvement plan and understand the purpose of learning and the intended impact.

Where possible, we have ensured that some elements of professional learning have been delivered to all teaching and support staff to enable a whole school focus on particular aspects of school improvement.



QI 2.3 Learning, teaching & assessment	Our Evaluation
<ul style="list-style-type: none"> • Learning and engagement • Quality of teaching • Effective use of assessment • Planning, tracking and monitoring 	Good – 4

Q.I. 2.3 Learning and engagement	How well are we doing? What's working well for our learners?	How do we know? What evidence do we have of positive impact on learners?	What are we going to do now? What are our improvement priorities in this area?
Culture, ethos and relationships	<p>The positive ethos and culture in the school reflects our commitment to children's rights. In all classes there is a calm, welcoming environment for children to learn and thrive. Barthol Chapel School is a nurturing and caring place for children to learn. This results in a safe, positive and engaging learning environment for all children.</p> <p>Relationships between children and staff are very positive. This is an important strength of the school.</p> <p>All children report that they enjoy school and are treated with respect. They in turn are respectful and supportive of their peers. The ethos in all areas of the school, including the playground, is nurturing and supportive with evidence of learners' fostering a sense of empathy, inclusivity and resilience.</p>	<p>Our whole school vision, values and aims is visible throughout the school and is evidenced in positive relationships across the school.</p> <p>Classroom monitoring activities evidence positive, respectful relationships. Glasgow Motivation and Wellbeing Profile Data confirms all learners feel children in the school are kind to each other. 100% of learners 'Like this school' and 100% of learners feel like they belong to this school and feel important.</p> <p>Positive feedback from parents.</p> <p>Positive Relationships Policy is used consistently by all staff and children. This is evidenced through classroom observation, informal discussions and SEEMiS Latest Pastoral Notes.</p> <p>The positive environment and relationships was evident through Google Classroom during the periods of learning from home.</p>	<p>Continue to engage in Rights Respecting School Developments in order to ensure children continue to understand relevant articles within the UNCRC.</p> <p><i>(Ongoing)</i></p>



<p>Learner engagement</p>	<p>With restrictions and LNCT Circular, it was not possible to carry out formal observations in classroom settings at the start of the session to indicate level of motivation and engagement. However, staff had the opportunity to highlight learners who perhaps required support, and this equated to one or two individuals within each class.</p> <p>Almost all learners engage positively with learning experiences in all classes. They are developing themselves within the four capacities as eager and motivated learners in classroom environments which are calm and foster mutual respect.</p> <p>Although engagement levels differed, during the periods of learning from home all P1-7 learners engaged with Google Classroom.</p> <p>All learners are highly motivated to learn and almost all staff support children to recognise the benefit of finding learning challenging. There are still occasions where lessons can be overly adult led and this impacts negatively on pupil engagement.</p> <p>We would normally provide a wide and enriching selection of extracurricular clubs to support the development of new skills across the age groups but not this session due to restrictions</p>	<p>Teaching staff at tracking meetings only highlighted a small number of children who were struggling to engage with their learning. Boxall Profiling and Single Agency Action Plans.</p> <p>Positive engagement is observed in classrooms and playground.</p> <p>Baseline engagement data using the Leuven's Scale show sustained or improved levels of engagement.</p> <p>Classroom QA processes, professional dialogue, parent and stakeholder communication provide evidence of the positive engagement of learners.</p>	<p>Continue to monitor the effectiveness and impact of planned interventions to support learners who struggle to engage. <i>(Ongoing)</i></p> <p>Continue to engage in professional learning activities which focus of pedagogy in order to improve learning experiences for children. HT will lead whole school sessions, through assemblies etc. to develop learners understanding of what effective learning, teaching and assessment looks like. <i>(See SIP Priority 1)</i></p> <p>Increase the opportunities learners have to successfully lead their learning. <i>(See SIP Priority 1)</i></p> <p>Continue to embrace ideas children have to contribute to the life of the school and wider community. <i>(See SIP Priority 1)</i></p>
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<p>Q.I. 2.3</p> <p>Quality of Teaching</p>	<p>How well are we doing? What's working well for our learners?</p>	<p>How do we know? What evidence do we have of positive impact on learners?</p>	<p>What are we going to do now? What are our improvement priorities in this area?</p>
<p>Range of teaching approaches</p>	<p>A range of teaching approaches and resources have been used across the school. Almost all staff successfully ensure learning is motivating and meaningful. All pupils have opportunities to work individually, in groups and across classes.</p> <p>Almost all staff use a wide range of learning environments, along with a range of learning styles and teaching strategies to engage learners and create enjoyable and meaningful experiences within relevant contexts.</p> <p>Staff regularly reflect and are responsive in making changes to the environment in order to best meet the needs and interests of learners.</p> <p>All classes used Google Classroom to support the delivery of the curriculum during the period of remote learning. All classes continue to use Google Classroom to support classwork in school. All learners have been allocated their own personal device.</p> <p>All classes highlighted Chromebooks and iPad were resources they used to support their learning. However, there was no</p>	<p>Classroom observations evidence a range of resources, approaches used. In most lessons, pupils were encouraged and supported to learn actively. Examples of well-planned cooperative learning was observed. In some lessons, pupils had the opportunity to lead their learning. The impact of well taught Co-operative Learning strategies supports active, engaging learning and opportunities for transference of skills.</p> <p>Classrooms are clutter free and organised to maximise the space and meet learners needs.</p> <p>Evidence of learning on Google Classroom. During lockdowns. All staff effectively used Google Classroom to deliver learning opportunities. Teachers sharing practice in use of digital tools e.g., Jam board.</p> <p>Prior to lockdown some effective use of Google Tools was evident across second level e.g., some learners are now choosing to submit elements of their previously written tasks via Google Classroom.</p> <p>Through Staff Meetings and Professional Dialogue, staff have shown an increased confidence in the use of digital technology.</p>	<p>Utilise the outdoor environment to offer greater experiences to learners to develop the skills for learning, life and work. <i>(See SIP Priority 2)</i></p> <p>Continue to make effective use of digital technologies to enhance learning across the school. Develop the use of digital technologies to evidence and profile learners' achievements to enable learners to take greater responsibility for their own learning. <i>(See SIP Priority 2)</i></p> <p>Invest in the replacement of Interactive Whiteboards which are no longer working properly in both classrooms.</p> <p>Skills for learning, life and work to be enhanced by engaging with partners to enhance our curriculum offer. <i>(See SIP Priority 2)</i></p> <p>Continue to explore strategies to support learners to develop independence and resilience when learning is challenge (Zones of Regulation). <i>(Ongoing)</i></p>



	<p>further detail as to skills being developed from their use. However, it is evident that all classes are benefitting from increased access to digital technologies on a regular basis, particularly in the senior area.</p> <p>Prior to the lockdowns and in the majority of classes, teachers were gaining confidence in using digital technologies to enhance teaching and learning. All staff are encouraged to share practice. During the significant periods of learning from home all staff used Google Classroom successfully to deliver learning opportunities to all learners. This work saw them use a range of Google Tools as well as other sites to support learning.</p> <p>Learners are beginning to be provided with increasingly varied opportunities to demonstrate their knowledge, skills and understanding across the curriculum. Skills for Learning, life and work progression has been created with staff with accompanying visuals. These are beginning to be referred to during lessons.</p>	<p>Learning Intentions and success criteria to link to the Skills for Learning, Life and Work progression framework across the curriculum.</p>	
<p>Delivery of learning, explanations and instruction</p>	<p>All lessons start by sharing learning intentions and success criteria. A few learners have the opportunity to co-construct success criteria when appropriate. Teachers give clear explanations in almost all lessons. Almost all learners understand the purpose of what they are learning.</p> <p>Learning intentions are shared verbally or written down. Most learners felt that they</p>	<p>In all lessons observed, pupils were clear on what was expected of them. Teachers' instructions were clear in almost all classes.</p> <p>Learning intentions were used in all lessons observed. In almost all classes, this supported pupils to understand what they were learning.</p> <p>Success criteria was evident in most lessons. Impact of this was variable across the school. In</p>	<p>Continue to engage learners more frequently in the co-creation of success criteria when appropriate. <i>(See SIP Priority 1)</i></p> <p>Continue to ensure learners are aware of the what and the why of learning. Ensure learners have a clear understanding of the relevance of their learning and how to be successful in their learning. <i>(See SIP Priority 1)</i></p>



	<p>understood what they were learning and how they can be successful.</p> <p>Our Learning, Teaching and Assessment Policy provides an effective framework for staff to plan and deliver learning. Agreed non-negotiables are in place to provide consistency of learning and teaching across the school.</p> <p>The pace of learning is not consistent across the school and could be increased for some able learners. In a few observed lessons the pace was not brisk enough.</p> <p>During lockdown, teachers worked creatively to explain concepts, including the creation of videos and voiced over PowerPoint presentations.</p>	<p>a few observed lessons, learners co-constructed the success criteria.</p> <p>In a few lessons, teachers referred back to success criteria to support and gauge pupil understanding. In the majority of lessons, pupils referred to success criteria independently.</p>	<p>Continue to ensure there is continuity across the school and that similar approaches are used to share LI and SC with learners. <i>(Ongoing)</i></p> <p>Pace and challenging of learning to meet learners needs requires further attention to bring about greater consistency. There are elements of good practice that can be drawn on. <i>(See SIP Priority 1)</i></p>
<p>Questioning</p>	<p>Effective questioning has been a development focus previously. Most staff use a variety of open and closed questions. Staff are beginning to use hinge questions to promote deeper thinking, challenge and justification of responses.</p>	<p>In most lessons, questioning was used to explain learning and to clarify understanding. In a few of lessons observed, questioning was used to develop higher order thinking skills and encourage fuller responses.</p>	<p>Continue to revisit and revise quality questioning using the agreed Barthol Chapel Questioning Matrix to explore questioning strategies to develop the use of more effective questioning to promote higher order thinking skills. <i>(Ongoing)</i></p>
<p>Differentiation of learning</p>	<p>In almost all lessons, the learning was well-matched to the needs of pupils.</p> <p>Staff plans highlight some form of differentiation in literacy and numeracy to ensure there is appropriate pace, challenge and relevance for learners. Almost all pupils recognised that they received different work from their peers which they felt was right for them.</p>	<p>Staff planning demonstrated groupings for literacy and numeracy and therefore different areas on the progression plans were highlighted.</p> <p>Separate planners for each group and different colours for each term allow the Head Teacher to decipher appropriately planned pace and challenge.</p>	<p>Clearer focus on pace, challenge and differentiation is now required. This will include opportunities for children to engage in meaningful self-differentiation. Quality of differentiation methods require to be exemplified to aid teacher understanding of approaches. <i>(See SIP Priority 1)</i></p>



	<p>Staff highlight that perhaps a lot of support is being given to lower attaining children and the most able learners could be challenged more.</p> <p>PSA are deployed to support where appropriate. Class teachers and PSAs have noted that learners are keen to engage in interventions and are increasing in confidence in the targeted areas.</p>	<p>Informal dialogue between, CTs and PSAs highlight that learner are engaging well with the PSA led interventions and CTs are noting an increase in confidence in the targeted area for some.</p>	
<p>Feedback for learners</p>	<p>We are developing the use and variety of feedback (both written and verbal) strategies to inform and support progress in learning. Most teachers use AifL strategies to engage children in the feedback process.</p> <p>We are beginning to use learning conversations more robustly to provide feedback and involve learners in the reflection of their learning and in suggesting ways they can improve.</p>	<p>Learning visits to classrooms have evidenced feedback in action.</p> <p>There is evidence of self and peer assessment in some Curriculum Areas. Where this is a feature, the quality of assessment evidence is greater.</p>	<p>Continue to focus on the Dessert section of Barthol Chapel Learning & Teaching Policy. Provide staff with appropriate training and support in any newly adopted teaching approaches and resources. <i>(See SIP Priority 1)</i></p>



<p>Q.I. 2.3 Effective use of assessment</p>	<p>How well are we doing? What's working well for our learners?</p>	<p>How do we know? What evidence do we have of positive impact on learners?</p>	<p>What are we going to do now? What are our improvement priorities in this area?</p>
<p>Assessment Approaches</p>	<p>Almost all teachers use a variety of summative and formative assessment approaches, creating opportunities for all pupils to demonstrate their learning. In Literacy and Numeracy, a range of assessment approaches are being used effectively to capture the progress being made by learners.</p> <p>Staff use Education Scotland Benchmarks and Aberdeenshire Progression Frameworks as a tool for planning assessment.</p> <p>Staff have recently worked to develop High Quality Assessments to assess application, breadth and challenge. Staff are now beginning to enhance their knowledge and understanding and expand their assessment toolkit to use a range of assessment strategies.</p> <p>Consistency in assessment procedures has improved across the school and all pupils have an assessment folio which effectively evidences progress within CfE level. An agreed 'Assessment & Evidence Gathering Calendar' is in place to provide consistency on what, when and how learning is assessed.</p>	<p>Shared assessment calendar detailing key resources to support assessment.</p> <p>A range of attainment data is gathered by teachers and informs progress and next steps. Staff reflect of learner progress when planning future learning.</p>	<p>Develop the use of pre and post assessments across the curriculum in order to effectively plan in accordance with pupil need. Consider pace, challenge and differentiation. <i>(See SIP Priority 1)</i></p> <p>Approached to AifL to be reviewed across the school and core expectations established. <i>(See SIP Priority 2)</i></p> <p>To develop consistency in gathering a range of high-quality assessment data to evidence application, breadth and challenge in learning. <i>(See SIP Priority 1)</i></p>



	<p>All staff are developing confidence in triangulating evidence of learning to make valid and reliable judgements of learner progress. Data from standardised assessments is used effectively to provide timely interventions.</p> <p>Staff are beginning to identify clear key assessment tasks at the outset of a teaching block to offer children appropriate experiences.</p> <p>Staff are beginning to use assessment information effectively to assist with planning next steps for learners.</p>		
<p>Impact of assessment on planning</p>	<p>From collegiate development work, assessment is beginning to be view as integral to the planning of learning. Improvements in the planning and use of assessment are evident in most lessons Assessment procedures have been streamlined to enable staff to effectively draw quality and reliable data from a range of sources to plan learning and monitor learners' progress.</p> <p>Staff are beginning to upskill their ability to draw conclusions from a range of assessment data. This needs continued focus to embed consistently.</p> <p>Learners could not confidently identify how they know if they are doing well in their learning or how they could continue to improve.</p>	<p>There are positive examples of children making use of targets and peer and self-assessment to take forward their learning.</p> <p>Pupil audit highlighted significantly variable answers from learners about how they know they are doing well and how they can improve.</p>	<p>Assessment information should now be used more effectively by teachers across the school to better plan and differentiate learning experience and activities. <i>(See SIP Priority 1)</i> Develop learners' ability to articulate their progress by engaging in frequent learning conversations. <i>(See SIP Priority 1)</i> Adapt the format of learning and teaching meetings to focus on the impact and effectiveness of assessment. <i>(Ongoing)</i> Develop Teacher capacity to analyse data to evidence achievement of a level. <i>(See SIP Priority 1)</i></p>



<p>Moderation</p>	<p>Almost all teachers are beginning to use Benchmarks effectively to support their professional judgement.</p> <p>All staff engage with moderation both informally and formally to continuously improve their practice. However, these activities need to be strengthened to have a measurable impact on consistency in planning learning, teaching and assessment and attainment data. Our assessment evidence is becoming more valid and reliable.</p> <p>In the past, staff have valued the opportunity to moderate with colleagues beyond the school. A planned strategic approach to moderation in partnership with cluster schools has not taken place this year due to COVID restrictions.</p> <p>Recent work has led to the development of a cluster wide 'non-negotiable' criteria for the assessment of writing.</p>	<p>Evidence from moderation meetings.</p> <p>Moderation activities demonstrates that there is a growing consistency in the focus on LI and SC as well as increasing learner dialogue.</p>	<p>Engage with planned strategic moderation with cluster schools once restrictions have lifted.</p> <p><i>(See SIP Priority 1)</i></p> <p>Continue to moderate in school, regularly using standards with the Es and Os and Benchmarks to monitor learners' progress. Systematic and consistent recording and feedback of termly moderation in a core area termly should build on stage partner and level work already established.</p> <p><i>(Ongoing)</i></p>
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<p>Q.I. 2.3 Planning, tracking & monitoring</p>	<p>How well are we doing? What's working well for our learners?</p>	<p>How do we know? What evidence do we have of positive impact on learners?</p>	<p>What are we going to do now? What are our improvement priorities in this area?</p>
<p>Planning for learning</p>	<p>All class teachers plan on a termly basis using the appropriately progression pathways.</p> <p>Robust whole school progressions support shared expectations. Our planning progressions and procedures have been developed after a relentless focus of learning and curriculum pathways. This has resulted in positive improvements on the quality of learning and teaching.</p> <p>Staff have met to plan collegiately. This has worked effectively and supports the provision of a consistent experience for almost all learners.</p>	<p>Quality assurance of termly planning demonstrate all class teachers are planning on a termly basis.</p>	<p>Development of Context for Learning Planning – collegiate approach involving planning around big questions. Develop this across wider curriculum areas – not just context for learning.</p>
<p>Planning with the learner</p>	<p>In a few lessons, learners are involved in the planning process through identifying what they would like to learn in a given context. This has been moderated at collegiate meetings to explore the range of approaches used in the school.</p>	<p>Evidence is gathered as part of the planning process with learners at the start of new context for learning block.</p>	<p>Increase opportunities for learners to plan and lead their learning in a more meaningful manner through the context for learning. Focus on the development of Big Questions rather than a focus on traditional contexts.</p> <p>Find manageable ways for targets to be set and tracked digitally by learners combined with the development of teacher: learner conversations.</p>



<p>Tracking and monitoring arrangements / processes</p>	<p>Quality Assurance calendar includes planned time for updating tracking information and meetings with HT. We have a robust and well-developed tracking system which is discussed 4 times per year. At these meetings, staff engage in conversations to effectively monitor and evaluate pupil progress. Where necessary, actions are identified or monitored for specific learners or groups of learners.</p> <p>There is a focus on pupils working in line or ahead of their potential with standardised assessments and teacher judgement supporting thinking. Interventions are implemented following tracking meetings.</p> <p>Learners are engaging with ‘tracking’ themselves on the wellbeing web and Glasgow Motivation and Wellbeing profile. Data is then analysed and conversations or actions are identified where appropriate.</p>	<p>Tracking system and attainment meetings.</p> <p>Analysis SIMD data in order to identify any children who may have a poverty related attainment gap.</p> <p>Standardised Assessment Data is used to plan appropriate interventions for learners.</p> <p>Staff share any concerns with HT in a timely manner and any necessary conversations/meetings with parents and/or other agencies are noted in SEEMIS Pastoral Notes.</p> <p>All learners are familiar with the Wellbeing Indicators through assemblies and classroom discussions.</p>	<p>Continue to monitor the impact of interventions and analysis of data in order to ensure any child identified, is supported where necessary. <i>(Ongoing)</i></p> <p>Use our school data to look outwards using the BGE Dashboard to draw comparisons and identify trends. <i>(Ongoing)</i></p>
<p>Impact of tracking and monitoring, including those with additional challenges</p>	<p>Interventions in place are reviewed and further action required to support children’s learning is discussed and implemented as appropriate.</p>	<p>Teachers use data to support their pupil judgements and plan next steps.</p> <p>Use of pastoral notes to record effectiveness of interventions.</p>	<p>Continue to ensure that tracking data is used effectively to identify learners’ needs and plan for appropriate next steps and interventions and to measure the impact of these. <i>(Ongoing)</i></p> <p>Develop teacher ownership of data to effectively plan next steps for learners needs to develop further. <i>(See SIP Priority 1)</i></p>



QI 3.1 Ensuring wellbeing, equity and inclusion	Our Evaluation
<ul style="list-style-type: none"> • Wellbeing • Fulfilment of statutory duties • Inclusion & equity 	Good – 4

Q.I. 3.1 Wellbeing	How well are we doing? What's working well for our learners?	How do we know? What evidence do we have of positive impact on learners?	What are we going to do now? What are our improvement priorities in this area?
Wellbeing of all refer to Wellbeing indicators	<p>Almost all staff understand their roles in relation to GIRFEC and have learning tools at their disposal to undertake regular checks and reviews.</p> <p>The wellbeing indicators were a focus for learning on school return after lockdown. Staff carried out lessons around these and most children could talk about the indicators.</p> <p>Teaching staff carried out the wellbeing web assessment with learners to gauge learner wellbeing. This was linked to the introduction of the Glasgow Motivation and Wellbeing Profile to track wellbeing in schools.</p> <p>GMWP is carried out twice per session. Changes and trends are identified, with intervention planned when required.</p> <p>The wellbeing indicators are beginning to be used to identify the strengths and next steps of learners.</p>	<p>Almost all learners report that they feel comfortable sharing concerns with an adult in school who knows them well. 96% of learners state that adults look out for me in school and make sure I am feeling ok. 100% state that they feel safe in school.</p> <p>Wellbeing assessments are consistently carried out and demonstrate that children are confident teachers are sensitive and responsive to their wellbeing needs.</p> <p>Concerns are reported effectively to the SLT.</p> <p>Results from GMWP twice per session.</p> <p>Behavioural issues are followed up promptly and thoroughly to ensure children are clear on expected standards. Parents are informed where a child is struggling with their behaviour so that a collaborative approach can be created. Staff are aware of children needing help to build positive relationships with peers. This information is shared with PSAs who then actively support them in</p>	<p>Continue to carry out wellbeing web assessment as a regular feature in the assessment calendar and use this to plan appropriate support and interventions. Continue to support learners to use the language of the wellbeing indicators to describe their wellbeing. <i>(Ongoing)</i></p> <p>Establish a range of approach and resources to support the teaching of HWB.</p> <p>Continue to develop our approach to child's planning documentation for our most vulnerable learners. <i>(Ongoing)</i></p> <p>Increase learner and family awareness of the wellbeing indicators by having a regular focus throughout the school year. <i>(Ongoing)</i></p>



	<p>Relationships across the school are positive. This is underpinned by the strong commitment of all staff, pupils and families to positive relationships, mutual respect, high expectations and our School Values. Almost all children are polite and well-mannered, and this is a strength of the school.</p>	<p>Learners have worked on ‘Relationships’ theme of HGIOURS in evidencing positive relationships.</p>	
<p>Children’s individual needs and rights</p>	<p>Staff and pupils are aware of the UNCRC, and input was given during the August in-service as to the legislative change and the potential implications.</p> <p>Children’s needs and their barriers to learning are identified. All staff have good awareness of individual children and their families. Knowledge of children’s needs is having a positive impact on their wellbeing and inclusion.</p> <p>The school follows Aberdeenshire Council GIRFEC Toolkit to plan and deliver support, both single agency and multi-agency.</p> <p>Almost all learners are involved in making decisions and choices that are right for them and their school. Staff promote equality and inclusion. We ensure children are active participants in decisions which affect their wellbeing.</p>	<p>Staff increased awareness of UNCRC legislative change and its potential impact through the Aug In-service input</p> <p>There are currently no learners with an IEPs. In the past, IEPs have been written and then quality assured by HT and ASL Teacher before being shared with parents to ensure that they take account of learners’ need.</p>	



<p>Q.I. 3.1</p> <p>Fulfilment of statutory duties</p>	<p>How well are we doing? What's working well for our learners?</p>	<p>How do we know? What evidence do we have of positive impact on learners?</p>	<p>What are we going to do now? What are our improvement priorities in this area?</p>
<p>Statutory duties and requirements</p>	<p>Policies and procedures are in place in relation to statutory legislation and wellbeing, equality and inclusion guidance.</p> <p>Robust processes are in place for safeguarding and child protection. Staff are prompt to highlight concerns and respond to issues. Staff training includes annual child protection, data protection and an awareness of wider child protection concerns such as child trafficking, child sexual exploitation, online safety etc.</p> <p>The school follows and complies with “Aberdeenshire Supporting Children and Young People with Health Care Needs and Managing Medicines in Educational Establishments” Policy. First Aid and medication is administered by PSAs or qualified member of staff. Accident reporting is carried out by the Head Teacher and School Administrator in line with authority guidance.</p> <p>We take our responsibilities to support children with medical needs seriously. We see their inclusion as important and improve our skills through focused professional development. Care plans and risk assessments are in place for individual pupils. These are developed with parents</p>	<p>Annual child protection training has been carried out.</p> <p>Safeguarding policies displayed in office. policies shared with staff.</p> <p>Individual care plans. Care plans in place for children with complex medical needs. Regular staff training to meet the medical needs of pupils.</p>	<p>Continue to monitor and review all policies and procedures on a regular basis. <i>(Ongoing)</i></p>



Attendance is monitored and tracked each term. Barthol Chapel School attendance is above the Aberdeenshire and National figure. Almost all pupils have excellent attendance. Attendance letters are sent to parents to highlight when their child's attendance drops below 90%.

There have been no exclusions at Barthol Chapel over the past 5 years.

Risk assessments for COVID-19 and Fire are regularly reviewed. Fire evacuation procedures are up to date and a drill is carried out termly. First Aid and medication is administered by PSAs.

Anti-bullying messages are shared in assembly and in class. Class teachers and HT intervene at an early stage to support any relationship breakdowns. In more serious cases, all pupils and parents are informed, and restorative work is undertaken. There have been no bullying or racial incidents since 2017.

Pupil attendance on SEEMIS.

Accident Reporting and First Aid Logbook.
Risk Assessments.

RAMBIS log on SEEMIS
Assemblies Class activities undertaken
Pastoral notes/Chronology



<p>Q.I. 3.1</p> <p>Inclusion & Equality</p>	<p>How well are we doing?</p> <p>What's working well for our learners?</p>	<p>How do we know?</p> <p>What evidence do we have of positive impact on learners?</p>	<p>What are we going to do now? What are our improvement priorities in this area?</p>
<p>Inclusion and appropriate support</p>	<p>The school continues to develop and improve its approach to inclusion to ensure that all learners are accessing the curriculum as appropriate to their developmental needs.</p> <p>Staff work closely with the ASL teacher to identify needs, assess individual learners and plan to meet their needs.</p> <p>All teaching staff take responsibility for supporting the learners in their care. All staff are committed to providing an inclusive approach.</p> <p>Staff are making efforts to increase the range of supports available to learners to ensure needs are being effectively met. Recent professional dialogue has allowed staff to highlight concerns they have for their learners and planned interventions have been put in place.</p> <p>The deployment of PSAs is linked to the audit of needs in our school (which is linked to the GIRFEC Staged Intervention Process) which has allowed for a more targeted approach to meeting learners' needs as highlighted by staff at tracking meetings</p> <p>All learners with additional support needs are able to engage with their peers at a rate that is appropriate to their needs.</p>	<p>Staff liaise with parents as well as ASL teachers to ensure accurate recording of need and actions to address it are timely.</p> <p>Support is given both universally and targeted support is planned for delivery by the SfL teachers.</p> <p>ASL Teacher Plans</p> <p>ASN Audit of Needs</p> <p>SEEMiS Pastoral Notes</p>	<p>Continue to develop systematic approach to recording progress for learners. <i>(Ongoing)</i></p> <p>Continue to develop our approach to tracking meetings to ensure they focus on learner needs, using available data and wellbeing indicators. <i>(Ongoing)</i></p> <p>Continue to seek feedback on how we support learners and families. Provide events and information to meet the needs. <i>(See SIP Priority 1)</i></p>



<p>Equality including support and challenge of discrimination</p>	<p>Our learners are developing their understanding and acceptance of difference, but a broader, whole school community approach, is needed to evaluate this to ensure barriers to diversity are understood by all.</p> <p>Our learning pathways in Religious & Moral Education, Health and Wellbeing ensure that all children have an opportunity to explore their own feelings about their developing self as well as how they treat each other.</p> <p>All staff promote equality. All learners feel that other children treat them fairly and with respect.</p> <p>Pupils are given opportunities to talk about their Additional Support Needs if they want to. Some pupils have shared confidently their additional support need at assembly, delivering a presentation on ASD, Dyslexia. This has had a positive impact in school, boosting learners' self-esteem, confidence and sense of worth.</p> <p>SEEMIS and tracking documents record ethnic backgrounds</p>	<p>Record of racist and bullying incidents are appropriately recorded.</p> <p>Children can talk about the school values in a restorative conversation.</p> <p>Use of values to celebrate diversity to be increased.</p>	<p>Regular planned opportunities to celebrate other cultures and nationalities. <i>(Ongoing)</i></p> <p>Increase global citizenship education opportunities within the school. <i>(Ongoing)</i></p>
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QI 3.2 Raising Attainment & Achievement	Our Evaluation
<ul style="list-style-type: none"> • Attainment in Literacy & Numeracy • Attainment Over Time • Overall quality of learners' achievements • Equity for all learners 	Very Good – 5

Q.I. 3.2 Attainment in Literacy & Numeracy	How well are we doing? What's working well for our learners?	How do we know? What evidence do we have of positive impact on learners?	What are we going to do now? What are our improvement priorities in this area?
Attainment in Literacy & Numeracy	<p>Across the school, attainment in literacy and numeracy demonstrates that almost all learners are making progress from prior attainment levels, with a few learners exceeding these.</p> <p>Almost all learners are making good progress in all areas of the curriculum. Learners with barriers to their learning are identified in our tracking system. Areas where learners would benefit from challenge are also identified.</p> <p>At the end of session 20/21 our attainment data in p1, p4, p7 highlighted that all learners at early and first level attained appropriate levels of attainment in literacy and numeracy. Almost all learners at p7 attained second level for literacy and numeracy.</p> <p>Our SNSA Data demonstrated that 100% of learners in p1, p4 & p7 achieved scored within the middle and high bands for their respective year group.</p>	<p>School Tracking documentation. School Data Packs / Power BI SNSA Assessment Information. BGE Dashboard</p>	<p>Continue to provide opportunities and training for staff on how to effectively use data to inform appropriate planned learning experiences and also next steps. <i>(See SIP Priority 1)</i></p> <p>Evaluate the school's approach to teaching tools for writing and adapt this to ensure we are effectively meeting learners needs. <i>(See SIP Priority 2)</i></p> <p>Provide more regular opportunities to moderate in literacy to develop a robust approach to professional judgement of a level. <i>(See SIP Priority 2)</i></p> <p>Develop a more structured approach to developing learners' skill and listening and talking. <i>(See SIP Priority 2)</i></p>



Across the school, almost all children listen and respond to well in a respectful and courteous manner.

In reading, learners at early level use phonics well to decode common words in a text. At first level, most children are able to find key information in non-fiction texts. At second level almost all learners are developing a good range of reading skills to analyse and evaluate texts. Learners enjoy reading for pleasure and show confidence in talking about the books they like reading and the authors they enjoy.

Across the school, learners are given opportunities to develop extended pieces of writing. Across the whole school, our lowest attaining area is writing. The attainment in writing is 4% below that in reading and listening and talking.

Overall, attainment in numeracy and mathematics is good. Learners are now experiencing regular planned opportunities to apply their learning in meaningful contexts.



<p>Q.I. 3.2 Attainment over time</p>	<p>How well are we doing? What's working well for our learners?</p>	<p>How do we know? What evidence do we have of positive impact on learners?</p>	<p>What are we going to do now? What are our improvement priorities in this area?</p>
<p>Raising attainment over time</p>	<p>Year on year comparison for children in the same year group has been tracked. It is important to note that each year group is less than 10 learners.</p> <p>School data indicates that there have been improvements in CfE levels in literacy and numeracy</p> <p>Attainment has been tracked in year groups with a particular focus on P1, P4 and P7. The attainment of these year groups has been compared year on year.</p> <p>The data demonstrates that attainment is variable in relation to the increases and decreases linked to the specific areas of literacy or numeracy and down to the needs of individual learners. However, since 2018 almost all learners at have achieved the expected levels of attainment.</p> <p>Our evidence shows that children with additional barriers to learning are attaining appropriately to their individual level of needs and making progress.</p> <p>The school has a Raising Attainment Strategy in place which outlines the universal approaches in school to deliver effective and consistent experiences to learners.</p>	<p>Previous CfE attainment data on SEEMIS tracking and monitoring</p>	<p>Continue to develop our ability to analyse data. Extend the analysis to focus more specifically on particular areas of literacy and numeracy to help identify and target interventions and curriculum development. <i>(See SIP Priority 1)</i></p>



<p>Effective use of assessment to make judgements</p>	<p>A shared approach to progress assessments were introduced with the creating of a school Assessment & Evidence Gathering Calendar. Prior to this, teachers were using their own professional judgement as to what assessments were carried and when they were carried out.</p> <p>Staff continue to use this information to inform their learners' next step to varying effectiveness.</p> <p>Staff are continuing to develop a shared understanding of benchmarks and make confident professional judgements about how well children are learning and progressing.</p>	<p>Progress Assessment Data (Reading, Numeracy, Spelling, Writing).</p>	<p>Continue to embed Assessment & Evidence Gathering Calendar. <i>(Ongoing)</i></p> <p>Provide training for staff on how to effectively use data to inform appropriate planned learning experiences and also next steps <i>(See SIP Priority 1)</i></p>
<p>Tracking systems and interventions</p>	<p>A robust tracking system together with effective interventions ensures continuous progress for learners across the curriculum. There is both a focus on progress and well as attainment.</p> <p>Tracking procedures at Barthol Chapel School are understood by all staff. The school's approaches to tracking have been shared with other small schools in Aberdeenshire as a model of good practice.</p>	<p>Data tracking showing standardised assessment results over time alongside teacher judgement.</p> <p>Analysis of standardised assessment results with information about interventions and justifications. Intervention and support planning</p>	<p>Ensure that tracking data is used effectively to identify learners' needs and plan for appropriate next steps and interventions and to measure the impact of these. <i>(Ongoing)</i></p>



<p>Q.I. 3.2 Overall quality of learners' achievement</p>	<p>How well are we doing? What's working well for our learners?</p>	<p>How do we know? What evidence do we have of positive impact on learners?</p>	<p>What are we going to do now? What are our improvement priorities in this area?</p>
<p>Learner Achievements</p>	<p>Pre Covid there have been numerous ways in which learners could achieve through planned ethos and life opportunities. Almost all of these have been put on hold due to restrictions.</p> <p>Previously, a wider tracker was used to track achievement but the impact of this was minimal and only focused on the opportunities that the children engaged with outside of school.</p> <p>Children are proud of their achievements and can talk with confidence about them. The majority of learners are confidently exercise responsibility and contribute to the life of the school, the wider community and as global citizens.</p>	<p>Staff and pupil audit highlighted the wide-ranging opportunities for learner achievement through ethos and life of the school opportunities.</p> <p>Previous wider achievement tracker</p> <p>Learner achievements are highlighted and celebrated through assembly and wall displays.</p>	<p>Evaluate the curriculum to ensure there are regular opportunities offered for learners to achieve with a focus on life and ethos of the school. <i>(Ongoing)</i></p> <p>Introduce a tracking system for learner achievement and a scheme to celebrate wider achievement through celebrating the skills for learning, life and work. <i>(See SIP Priority 1)</i></p> <p>Develop learners' ability to share their achievements by discussing the skills the achievement has helped them develop. <i>(See SIP Priority 1)</i></p> <p>Learners to be fully engaged in their learning and participate in decision making across the curriculum <i>(See SIP Priority 1)</i></p>
<p>Development of learner skills</p>	<p>Staff have developed learners' skills informally through a range of opportunities.</p> <p>Staff identified that there is a lack of regular planned opportunities within the curriculum to develop learners' skill.</p> <p>An improvement priority has been the creation of Barthol Chapel Skills Framework to build the development of skills into curriculum. This was linked to the Skills 4.0 publication and in the refresh of our curriculum rationale.</p>	<p>Learner's plan and implement Sports Day Planned IDL opportunities across the classes Barthol Chapel Skills Framework Minutes of Staff Meetings.</p>	<p>Use the Barthol Chapel School Skills Framework to offer curricular opportunities for learner achievement with a focus on ethos and skills.</p> <p>Introduce a tracking system for tracking learners' skills development.</p>



<p>Q.I. 3.2 Equity for all learners</p>	<p>How well are we doing? What's working well for our learners?</p>	<p>How do we know? What evidence do we have of positive impact on learners?</p>	<p>What are we going to do now? What are our improvement priorities in this area?</p>
<p>Systems which promote equity</p>	<p>All children are included and valued within the school community. Those children who need support though targeted interventions are achieving and attaining. Staff are sensitive in ensuring no children missed out on learning experiences</p> <p>SIMD/FSM data is analysed and compared with attainment data/observations to support identification of any gaps that can be identified.</p> <p>In general, no patterns can be identified between FSM/SIMD data and the attainment data at Barthol Chapel School.</p>	<p>Evaluation of previous PEF plans and spending</p> <p>SIMD Analysis</p> <p>FSM Analysis</p>	<p>Use all data available on our learners to gain a holistic view of their needs and plan appropriate interventions. <i>(Ongoing)</i></p> <p>Continue to sensitively monitor the impact of Covid-19 and the cost of living issues on families and support where we can. <i>(Ongoing)</i></p>
<p>Raised attainment of the most disadvantaged learners</p>	<p>The staff know the children and families very well and understand the socio-economic context of the local area.</p> <p>A very small amount of PEF has been allocated over the last 4 years. This has been used carefully to build resilience and social skills. Continually review impact of Covid on learning in order to make adaptations.</p> <p>During academic session 2020/2021 no children were in SIMD Decile 1 or 2. A few children are within SIMD Decile 5. Almost all children at Barthol Chapel I are within SIMD 7 to 9.</p>	<p>Targeted interventions & universal support in place</p> <p>Tracking attainment of learners to identify whether any additional barriers are in place that could be supported/removed.</p>	<p>Continue to have learner centred dialogue as a key approach to tracking meetings which focus on all data to gain a holistic view of our learners. <i>(Ongoing)</i></p>



SCHOOL IMPROVEMENT PLAN 2022-2023

Barthol Chapel School





Improvement Priority 1: Creating an Empowered System

Which Drivers?

Systemness ✓

Wellbeing & Learning ✓

Social Intelligence ✓

Equality Investments ✓



Data / Evidence that informs this priority?

Triangulation from self-evaluation activities demonstrate that engagement and collegiate working is evident in the life and work of the school. Staff regularly engage in professional dialogue to develop collective understanding.

Moving forward, the Head Teacher now needs to empower the school community and take steps to improve the overall capacity of the school. By creating the conditions for effective leadership at all levels in the system, learners and staff can play a greater role which focuses on leading learning.

The school has a range of effective systems and structures for collegiate working. These now need to evolve to ensure staff participate in individual and collective practitioner enquiry to learn from each other which builds on the skills and talents of individuals.

Strategies which support learners to take responsibility for their own learning are beginning to have a positive impact. These now need to be embedded to enable learner to have greater confidence and skill in engaging in challenging dialogue with others about their learning.

Aberdeenshire Priorities

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

National Improvement Framework Priorities

- Improvement in attainment. ✓
- Closing the attainment gap. ✓
- Improvement in children health and wellbeing. ✓
- Improvement in employability skills. ✓

Relevant Quality Indicators

- Leadership & Management. (1.1) (1.2) (1.3) ✓
- Learning Provision. (2.3) (2.7) ✓
- Success & Achievements. (3.2) ✓

Improvement Priority 1 Intended Outcome(s):

- **MOST** stakeholders will report that they have contributed to strategic improvement of the school.
- **ALL** partners report there are supportive relationships that promote a sense of belonging.
- **ALMOST ALL** learners can identify their next steps in learning.
- **ALMOST ALL** learners will feel empowered within their classroom.
- **ALL** learners will receive high quality feedback and have an accurate understanding of their progress and what they need to do to improve.
- **ALL** learners are active, consulted and engaged in the process of self-evaluation and school improvement resulting in higher levels of pupil participation in the life of the school.
- **ALMOST ALL** staff will develop the skills, information, guidance, tools and resources to bring about improvement.
- **ALMOST ALL** staff will use evidence and data informed actions to demonstrate the impact of interventions and identify next steps.
- **ALMOST ALL** partners have clarity on their purpose, aims, roles and responsibilities and there is a shared understanding between all involved.



Improvement Priority 1: Creating an Empowered System

What Specific Actions & Interventions Tasks to Achieve Improvement Priority 1 (Linked to Michael Fullan's Right Drivers)	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 & GTCS Standards		Complete Ongoing No Prog.	
<p>Setting the Context (Social Intelligence) (Systemness)</p> <p>ACTION 1: Engage with the Empowered System Jigsaw to audit the role of the 8 key partners in our school system who can work together in an empowered way to improve outcomes for children and young people. Strengthen our ability draw on a wide range of perspectives and resources across the school systems to reflect on the strengths and areas of development of our school.</p> <p>Empowered System Jigsaw Empowered System Evaluation Strategy</p> <p>The Right Drivers for Whole System Success - Michael Fullan</p>	Adrian Anderson	X	<p>School Improvement Meetings Cluster Collegiate Sessions PRD Meetings Self-evaluation Meetings <i>See Working Time Agreement for breakdown</i></p> <p>GTCS Standards</p> <p>1.1 <i>Professional Values</i></p> <p>1.2 <i>Professional Commitment</i></p> <p>2.1 <i>Curriculum and Pedagogy</i></p> <p>2.2 <i>Professional Responsibilities</i></p> <p>3.1 <i>Curriculum and Pedagogy</i></p>	<p>MOST stakeholders will report that they have contributed to strategic improvement of the school</p> <p>Focused engagement with pupils, staff, parents, and partners in a range of ways will lead to better outcomes for children and young people.</p> <p>ALL partners report there are supportive relationships that promote a sense of belonging.</p>	<p>Reflection & Audit Complete by October 2022</p>	
<p>Learners (Wellbeing / Learning) (Systemness) (Equality Investments)</p> <p>ACTION 2: Strengthen learners' engagement in planning their learning, leading their learning and their engagement in the feedback on their learning - <i>dialogue about the learning process, to talk confidently about their learning and skills and to assess their own progress and identify next step</i>. Utilise Theme 2 – Our learning and teaching from HGIOURS.</p> <p>ACTION 3: 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. Utilise newly acquired Seesaw App as a means to profile skills development.</p> <p>ACTION 4: Embed approaches to ensure learners can share their ideas and have a role in leading and shaping change Utilise Theme 3 – Our school and community from HGIOURS. Develop clear systems for engaging learners in participating in the School Improvement Planning Process.</p>	All staff	X	<p>1.1 <i>Professional Values</i></p> <p>1.2 <i>Professional Commitment</i></p> <p>2.1 <i>Curriculum and Pedagogy</i></p> <p>2.2 <i>Professional Responsibilities</i></p> <p>3.1 <i>Curriculum and Pedagogy</i></p>	<p>ALMOST ALL learners can identify their next steps in learning.</p> <p>ALMOST ALL learners will feel empowered within their classroom.</p> <p>ALL learners will receive high quality feedback and have an accurate understanding of their progress and what they need to do to improve.</p> <p>ALL learners are active, consulted and engaged in the process of self-evaluation and school improvement resulting in higher levels of pupil participation in the life of the school.</p>	<p>Schedule Health Check November 2022</p>	



<p>Practitioners & Support Staff (Wellbeing / Learning) (Systemness)</p> <p>ACTION 5: Upskill practitioners' ability to analyse data from a range of school-based benchmark assessment, standardised assessments (SNSA) and high-quality holistic tasks with particular focus on achievement of a level - draw conclusions and identify trends/gaps/interventions (support & challenge).</p> <p>ACTION 6: Increase staff confidence in the process of moderation ensuring consistency of professional judgement across the Cluster. Ensure moderation extends to working with other cluster schools in a robust and sustainable way.</p> <p>ACTION 7: Strengthen practitioners' ability to actively contribute to evidence-based decision-making about the work of the school through practitioner enquiry. Use the Barthol Chapel School 'Plan, Do, Review' model to continue to improve teaching and learning across the school. Build self-efficacy and shared responsibility for building effective practice throughout the school. Engage in ongoing self-directed learning through adopting an enquiring stance in practice to improve outcomes for their learners. Areas for possible practitioner enquiry</p> <ul style="list-style-type: none"> • <i>Effective Questioning</i> - <i>Staff to develop individual action plans for their area of enquiry.</i> • <i>The effective use of feedback</i> <p>Be mindful of the importance of well-being and contribute to the development of a healthy learning environment, including control over workload and tackling bureaucracy.</p>	<p>All Staff</p>	<p>X</p>		<p>ALMOST ALL staff will develop the skills, information, guidance, tools and resources to bring about improvement.</p> <p>ALMOST ALL staff will use evidence and data informed actions to demonstrate the impact of interventions and identify next steps.</p> <p>ALL staff will foster a culture of collective responsibility and collaborative professionalism to improve outcomes for children and young people by</p>	<p>Agree a robust programme of Moderation by October 2022 Area for Practitioner Enquiry agreed by September 2022</p>	
<p>Parent/Carers (Wellbeing / Learning) (Systemness)</p> <p>ACTION 8: Strengthen the ways parents/carers are involved collaboratively from the beginning of key policies and processes, to help lead improvements in learning. Establishment of Parent Focus Group will ensure dedicated time to discussing policies, procedures and improvement of the school.</p>	<p>Adrian Anderson</p>	<p>X</p>		<p>ALMOST ALL partners have clarity on their purpose, aims, roles and responsibilities and there is a shared understanding between all involved. Engagement and communication between partners is regular, structured, supportive and efficient;</p>	<p>Parent Council AGM September 2022</p>	



Improvement Priority 1: Creating an Empowered System

Resources for Ensuring Impact

Key Resources

- [An Empowered System diagram \(education.gov.scot\)](http://education.gov.scot)
- [Creating an empowered system: an evaluation strategy \(education.gov.scot\)](http://education.gov.scot)
- [Empowered System Engagement \(education.gov.scot\)](http://education.gov.scot)
- [A Headteachers' Charter for School Empowerment \(education.gov.scot\)](http://education.gov.scot)
- [Empowering learners - agreed draft \(education.gov.scot\)](http://education.gov.scot)
- [An Empowered System - Guidance for partners \(education.gov.scot\)](http://education.gov.scot)
- [An Empowered System - Guidance for support staff \(education.gov.scot\)](http://education.gov.scot)
- [Empowering teachers and practitioners - agreed draft \(education.gov.scot\)](http://education.gov.scot)

Key Challenge Questions

- To what extent is the Head Teacher leading change and improvement, making decisions in partnership with their learning community within their schools?
- To what extent are teachers and practitioners' lifelong learners, committed to improving their practice by engaging in professional learning, enquiring collaboratively, engaging in and with research and using evidence-informed practice?
- To what extent does the school work collaboratively with their Parent Council and wider parent forum, encouraging and supporting parents to be involved in the life of the school and in decision-making?
- To what extent does the school support, encourage and facilitate children's and young people's participation in decisions about their own learning and the life of the learning community?
- To what extent do partners collaborate with the learning community to contribute to school improvement through jointly planning, delivering, and evaluating work with the school?
- To what extent do support staff collaborate and contribute to school improvement?

Notes/comments:

Improvement Priority 1 Intended Outcome(s):

- **MOST** stakeholders will report that they have contributed to strategic improvement of the school.
- **ALL** partners report there are supportive relationships that promote a sense of belonging.
- **ALMOST ALL** learners can identify their next steps in learning.
- **ALMOST ALL** learners will feel empowered within their classroom.
- **ALL** learners will receive high quality feedback and have an accurate understanding of their progress and what they need to do to improve.
- **ALL** learners are active, consulted and engaged in the process of self-evaluation and school improvement resulting in higher levels of pupil participation in the life of the school.
- **ALMOST ALL** staff will develop the skills, information, guidance, tools and resources to bring about improvement.
- **ALMOST ALL** staff will use evidence and data informed actions to demonstrate the impact of interventions and identify next steps.
- **ALMOST ALL** partners have clarity on their purpose, aims, roles and responsibilities and there is a shared understanding between all involved.



Improvement Priority 2: Sustainable Improvements in Pedagogy to raise attainment

Which Drivers?

Systemness

Wellbeing & Learning ✓

Social Intelligence

Equality Investments ✓



Data / Evidence that informs this priority?

Teachers adopt a range of purposeful learning and teaching strategies to motivate and engage children in their learning. In most lessons, children work conscientiously through tasks and activities. They respond positively to well-planned, organised, structured learning activities.

Teachers need to ensure that they maintain high expectations of what learners can achieve and provide sufficient challenge at all times. In a few lessons, the pace of learning could be improved. Effective questioning across the curriculum requires embedding. The attainment in writing continues to be lower than other curricular areas.

Staff recognise there is still a need to develop further learning through contexts for learning. Teachers need to ensure activities are more carefully planned, progressive and focus more clearly on developing children's skills. Teachers should continue to develop further learning opportunities and activities through real-life experiences and outdoor learning.

Aberdeenshire Priorities

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

National Improvement Framework Priorities

- Improvement in attainment. ✓
- Closing the attainment gap. ✓
- Improvement in children health and wellbeing. ✓
- Improvement in employability skills. ✓

Relevant Quality Indicators

- Leadership & Management.
- Learning Provision. (2.3) ✓
- Success & Achievements. (3.3) ✓

Improvement Priority 2 Intended Outcome(s):

- ALL learners will receive well-planned, high-quality learning opportunities in literacy through development of consistent approaches in pedagogy.
- Attainment in Writing will increase to match attainment in Reading.
- ALL learners are engaged in a consistent, high-quality approach to learning through contexts. Improved pedagogy consistently across the school with a focus on skills.
- ALMOST ALL learners can evidence their learning as skills for learning, life and work and be able to apply these in different contexts.
- ALL practitioners have an enhanced and critically informed understanding of Planning for Learning, teaching and assessment.
- ALL practitioners are involved in the self-evaluation for self-improvement process.
- ALL practitioners are aware of their strengths and their next steps to improve the quality of education.



Improvement Priority 2: Sustainable Improvements in Pedagogy to raise attainment

What Specific Actions & Interventions Tasks to Achieve Improvement Priority 1 (Linked to Michael Fullan's Right Drivers)	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 & GTCS Standards		Complete	
					Ongoing	
			No Prog.			
<p>Attainment in Writing/Literacy (Wellbeing / Learning) (Equality Investments)</p> <p>ACTION 9: Create a whole-school literacy strategy to ensure a consistent approach to the teaching of literacy across school. Develop successful approaches to teaching literacy through a very well-considered, systematic, co-ordinated and holistic programme.</p> <p>ACTION 10: Develop progressions in literacy which enables learners to learn complementary skills in reading, writing, listening and talking linked to different genre, in blocks of time within a yearly plan.</p> <p>ACTION 11: Raise attainment in writing through improved pedagogy, assessment and moderation. Create a shared standard for an effective writing lesson to be used as a template for all writing lessons across school.</p> <p>ACTION 12: Use the agreed cluster non-negotiables to plan effective high quality writing assessments and to ensure shared standards and expectations in writing between stages and across school.</p>	ALL STAFF	 SEE PEF OVERVIEW	School Improvement Meetings Cluster Collegiate Sessions PRD Meetings Self-evaluation Meetings <i>See Working Time Agreement for breakdown</i>	<p>ALL learners will receive well-planned, high-quality learning opportunities in literacy through development of consistent approaches in pedagogy.</p> <p>Attainment in Writing will increase to match attainment in Reading.</p>	3 Year priority	
<p>Learning through Contexts/Outdoors (Wellbeing / Learning) (Equality Investments)</p> <p>ACTION 13: Refine the current Context for Learning bundles to ensure pathway for the four contexts for learning are planned for to ensure coherence, breadth of coverage and relevance.</p> <p>ACTION 14: Develop a whole school approach to the implementation of outdoor learning based on Barthol Chapel School Skills Framework, a shared understanding of the associated benefits for health, wellbeing, attainment and achievement.</p>	ALL STAFF	 SEE PEF OVERVIEW		<p>ALL learners are engaged in a consistent, high-quality approach to learning through contexts. Improved pedagogy consistently across the school with a focus on skills.</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>	3 Year priority	



<p>Quality of Learning & Teaching (Wellbeing / Learning)</p> <p><i>Maintenance Item from Previous Improvement priorities.</i></p> <p><i>From the development of our Learning, Teaching and Assessment Policy over previous school improvement plans, continue to monitor the effectiveness and ensure embedding of the following in classroom practice through focused classroom monitoring sessions. This is detailed in the comprehensive Quality Assurance Calendar.</i></p> <ul style="list-style-type: none"> <i>Use of Learning Intentions and the creation of Success Criteria with learners.</i> <i>Pace and Challenge of learning.</i> <i>Effective questioning</i> <i>Effectiveness of feedback and recording of feedback.</i> <i>Development of Skills for Learning, Life and Work.</i> <p>Continue to use the developed Learning, Teaching and Assessment Policy to monitor the effectiveness of learning, teaching and assessment, in particular the consistency across the school. Ensure all practitioners are meeting agreed expectations and non-negotiables are evident in all lessons.</p> <p>Continue to self-evaluate Q.I. 2.3 robustly. Use Aberdeenshire Council recently developed statement of Learning, Teaching and assessment to self-evaluate and benchmark our position in school.</p>	<p>Adrian Anderson</p>	<p>X</p>		<p>ALL practitioners have an enhanced and critically informed understanding of Planning for Learning, teaching and assessment.</p> <p>ALL practitioners are involved in the self-evaluation for self-improvement process.</p> <p>ALL practitioners are aware of their strengths and their next steps to improve the quality of education.</p>	<p>Ongoing as part of school QA Processes.</p>	
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Improvement Priority 2: Sustainable Improvements in Pedagogy Resources for Ensuring Impact

Key Resources

- [CfE Through Outdoor Learning](#)
- [Outdoor Learning - Practical guidance, ideas and support](#)
- [Building the Curriculum: Out in reflection tool](#)
- [Vision 2030 Learning for Sustainability National Implementation Group](#)
- [Out to Play - Outdoor Play Experiences](#)
- <https://creativestartlearning.co.uk/>
- <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback>
- <https://www.teachertoolkit.co.uk/2020/05/13/7-feedback-principles/>
- <https://www.education.gov.scot/improvement/learning-resources/raising-attainment-improving-life-chances/>
- <https://education.gov.scot/improvement/learning-resources/dylan-wiliam-using-assessment-strategies-to-support-feedback/>
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Key Challenge Questions

- To what extent is there shared leadership regarding outdoor learning?
- To what extent is outdoor learning a strong aspect of all teaching and learning activities, across all levels and areas of the curriculum?
- Do our spaces contribute towards a coherent and holistic whole school approach to outdoor learning, especially with regards to literacy, numeracy and health and wellbeing.?
- Are staff developing their professional knowledge, confidence and skills in leading learning outdoors?
- Are activities outside usually one -off, planned classroom-based lessons that are transferrable to the outdoors or learning through the exploration of innovative outdoor pedagogy and practice?
What progress do children and young people gain from outdoor learning?
- How well is our focus on writing/literacy leading to raised attainment not just in those areas, but across the curriculum?
- How well do we take action to remove barriers to success?

Notes/comments:

Improvement Priority 2 Intended Outcome(s):

- ALL learners will receive well-planned, high-quality learning opportunities in literacy through development of consistent approaches in pedagogy.
- Attainment in Writing will increase to match attainment in Reading.
- ALL learners are engaged in a consistent, high-quality approach to learning through contexts. Improved pedagogy consistently across the school with a focus on skills.
- ALMOST ALL learners can evidence their learning as skills for learning, life and work and be able to apply these in different contexts.
- ALL practitioners have an enhanced and critically informed understanding of Planning for Learning, teaching and assessment.
- ALL practitioners are involved in the self-evaluation for self-improvement process.
- ALL practitioners are aware of their strengths and their next steps to improve the quality of education.
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PUPIL EQUITY FUND OVERVIEW



Barthol Chapel School



Pupil Equity Fund Allocation April 2022

Barthol Chapel School received an allocation of £6126

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:

Our rural catchment presents us with some barriers. Due to our rural catchment a number of experiences, particularly clubs and activities, are not accessible to all 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 to develop a range of skills 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>

Analysis of attainment data demonstrates that learner’s attainment in writing is behind that of other curricular areas. Learners progress in writing does not match progress in reading. Improvement will focus on the creation of a whole-school literacy strategy to ensure a consistent approach to the teaching of literacy across school. Ensure a wide variety of high, quality resources are used to support the teaching of Literacy across school.

Proposed Intervention

Theme	Intervention and Approaches	Measures of Impact	Projected Spend	Projected Timescale	Actual Impact
Participation Attainment	Develop a whole school approach to the implementation of outdoor learning based on Barthol Chapel School Skills Framework, a shared understanding of the associated benefits for health, wellbeing, attainment and achievement.	<p>ALL learners are engaged in a consistent, high-quality approach to learning through contexts. Improved pedagogy consistently across the school with a focus on skills.</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>	TBC once audit and identified gaps have been identified.	3 Year Priority	
Attainment	<p>Create a whole-school literacy strategy to ensure a consistent approach to the teaching of literacy across school. Develop successful approaches to teaching literacy through a very well-considered, systematic, co-ordinated and holistic programme.</p> <p>Develop progressions in literacy which enables learners to learn complementary skills in reading, writing, listening and talking linked to different genre, in blocks of time within a yearly plan.</p> <p>Raise attainment in writing through improved pedagogy, assessment and moderation. Create a shared standard for an effective writing lesson to be used as a template for all writing lessons across school.</p>	<p>ALL learners will receive well-planned, high-quality learning opportunities in literacy through development of consistent approaches in pedagogy.</p> <p>Attainment in Writing will increase to match attainment in Reading.</p>	TBC Read, Write Inc Resource currently being costed.	3 Year Priority	

