



## Standards and Quality Report – January 2011

### St Clement's R.C. Primary School aims to:

- provide a stable, caring, happy atmosphere which will promote a positive attitude to learning and offer a broad range of appropriate educational experiences.
- provide a well-balanced, stimulating curriculum to meet the needs of every child thus ensuring every pupil reaches his / her highest level of academic achievement.
- ensure that each child is valued as an individual in his / her own right regardless of race, religious belief or disability and to ensure fairness and equality for all in St Clement's.
- make pupils feel an important part of school life and be proud of their work and achievements in school and the wider community.
- forge good links between home, school, community and the Church.
- foster a sense of understanding and tolerance towards others.
- prepare pupils socially, emotionally and educationally for later life by developing their self esteem, self confidence, and encouraging them to assume responsibility for their choices.

### The school's development priorities for 2009-2010 were to:

- Raise attainment in mathematics and language at all stages
- Commence implementation of the Curriculum for Excellence
- Ensure that quality, relevant learning experiences were provided for all pupils
- Actively involve pupils in the life of the school
- Build upon self evaluation and quality assurance processes
- Promote teamwork and leadership throughout the school.

The National Priorities approved by the Scottish Parliament provide a framework for school improvement under the following headings:

#### 1. Achievement and Attainment

*(How the school is improving pupil performance across the whole curriculum.)*

In session 2009-2010, the following attainment levels were achieved:

*(figures in brackets are for 2008-2009)*

Reading - 84% (78%)

Writing - 63% (70%)

Mathematics - 78% (72%)

These figures are mostly positive and show an improvement trend in reading and mathematics. The lower Writing figure, whilst disappointing, reflects more rigorous assessment and moderation work undertaken by teachers in school and across the cluster. Developing writing skill is now a major priority. Applying learning across the curriculum, in different and new contexts also helps pupils to see the relevance of the tasks they complete. A positive ethos of achievement and high expectations impacts positively and continues to underpin attainment. The core skills of literacy and numeracy continue to be our main priority. Attainment in these areas is embedded within the developing Curriculum for Excellence and targets have been set for improved attainment during the years ahead. Reading, in particular, is central to our teaching and learning. Extensive renewal of our library stock is underway and is impacting positively upon children's sense of reading for enjoyment. A focused literacy enhancement programme, supported by ICT resources, successfully extended core literacy last year and is being built upon in 2010-2011.

Our focus on active learning activities continues to impact positively on attainment and has helped pupils to be more engaged with their learning. Developing learning and teaching approaches to provide engagement and stimulation for all pupils remains a major focus for the school. Enterprising, active learning is encouraged and is embedded in almost all classes; pace and challenge are promoted and elements of personalisation and choice are increasingly built in to learning and teaching programmes.



Interactive whiteboards and other IT resources continue to support teaching and learning across the curriculum and provide enjoyment and stimulation. Formative Assessment approaches are now embedded across the school and continue to develop and extend.

Pupils achieve in many ways beyond the measured attainment in language and in maths. We constantly challenge our pupils to become the best that they can be, insisting upon high standards in all areas and supporting them when needed.

### **Framework for Learning**

*Developing teachers' skills; the self-discipline of pupils, including attendance; initiatives to maintain and improve the ethos of the school; improving the school environment; initiatives to support pupils.*

Our programme for the implementation of the new Curriculum for Excellence is now well underway. Literacy and Inter-Disciplinary Learning (learning across the curriculum) were the major focus areas in 2009-2010. Teachers' planning for learning is now in line with Curriculum for Excellence and provides a clear structure for ensuring that learning progresses and has continuity.

Pupils are actively involved in their learning and are clearer about what they are trying to learn. Teachers work with pupils to help them to know how to learn and how to measure their own success. Feedback on tasks allows the pupils to know how to improve. Various strategies encourage all pupils to be actively involved in and take more responsibility for their own learning. Pupils are encouraged to think, through carefully considered questioning, a priority from P1 through P7. Children plan activities, actively participate in them and reflect upon their own performance. Regular opportunities for self and peer assessment are given in every class.

Staff remain committed to developing and extending their professional knowledge and skills and actively participate in many professional development activities. Staff regularly attend professional development activities in and outwith school and participate in appropriate in-service training during and after school hours. A major focus this year has been school self evaluation, a process which requires honest self evaluation and teamwork to identify the strengths and needs of the school as a whole. The process of professional review and development also allows staff to identify their strengths and learning needs. Staff training and learning is aimed at our main target: the provision of appropriate and challenging learning opportunities for all of our pupils.

Pairing, buddying and peer tutoring schemes across the school are effective in developing skills, sharing experiences and generally extending learning. As well as the P1-P7 Buddies, there are smaller and less formal groupings in place across the school, all of which benefit the learning of the participants.

To give our senior pupils more responsibility they can apply for various school posts. Playground staff, supported by the Depute Head, continue to work with the children on improving the playground experience. Our Pupil Council meets regularly, with senior councillors also joining the St Paul's Cluster Pupil Council twice per session.

The wide range of technology available in school underpins learning. Our ICT programme equips pupils for modern life and gives them the necessary transferable skills and knowledge to enable them to effectively utilise the power of technology.

Ensuring that pupils' learning experiences are appropriate and effective is a high priority. Regular classroom visits, checks on pupils' work, formal monitoring of lessons being taught, professional discussions and other quality improvement practices allow the Head Teacher to monitor standards, support improvement and encourage high standards.



Attendance for last session was again 92.6%, below the local and national averages. Proactive efforts to support parents in maximising their child's attendance continue, working with our colleagues in the Schools Community Support Service where there are problems. Parents are actively encouraged to engage with us if there are problems. Latecoming is closely monitored to try to encourage parents to ensure that children arrive at school on time.

### **Inclusion and Equality**

Learning is carefully planned to offer continuity, progression, personalisation, breadth and choice to all learners within the structure of the Curriculum for Excellence. Regular planning meetings and ongoing evaluation and review of the school's policies and guidelines include equality monitoring.

We remain very committed to supporting all of our pupils and families and especially the most vulnerable. We work closely with partners within and outside education to try to match need to support. Support in managing the behaviour of the small number of pupils whose behaviour is challenging is proactive, always developing, and involves parents/carers who are informed at an early stage when difficulties arise. Outside agencies are involved as appropriate.

Promoted staff, Support for Learning (SfL) teachers and support staff provide valuable support for learners who are experiencing difficulties in any area. In school, the Depute Head provides invaluable support to many pupils, especially those with social or emotional issues, who need regular input. Parents and pupils themselves are included in decisions about supporting their learning. Regular review using a staged intervention model underpinned by assessment ensures that provision is adapted according to pupil need.

Pastoral care is a real strength of the school. Staff members are committed to the care and welfare of pupils as individuals, and the school continues to be very successful in creating a climate of mutual trust and respect within the home-school-community-parish partnership.

### **Values and Citizenship**

Our developing learning programmes in Health and Wellbeing include a strong emphasis upon personal and social development and this impacts positively in all areas of school life. Restorative approaches are central to how we deal with problems. And pupils are actively encouraged to be positive and assertive about their lives without being aggressive.

Almost all pupils are well mannered, respectful and take great pride in school. An ethos of equality and fairness is successfully promoted in the school, based upon our main school rule of treating others as we would wish to be treated. Staff have high expectations of pupils and provide opportunities for all pupils to succeed in all aspects of learning.

Pupils regularly take part in fundraising activities, raising monies for a variety of charitable organisations both home and abroad. This year these included SCIAF, LEPR, Mary's Meals and a number of more local charities.

Pupils actively participate in our Pupil Council (which is directly elected by the children in an organised election with a secret ballot) and also the St Paul's cluster Pupil Council. An Eco School Committee and a Health Promotion Group are all in place.

Pupils' learning is extended through out of school activities and trips which are actively encouraged. Opportunities for artistic learning experiences are also regularly provided, in and beyond school, impacting positively upon the children's confidence and aspirations for life. Such activities can be expensive, and the school is very well supported by parents and the community in fund raising to ensure that these can happen.



Every pupil's achievements and behaviour are recognised and acknowledged. Monthly whole school assemblies, department assemblies and RCIC masses are held and are attended by many parents. These provide opportunities to celebrate success. Assemblies have a religious focus, develop spiritual values, and are a focal point for our recognition of success and achievement.

### **Learning for Life**

The school competes in a wide range of sporting, musical and cultural events involving partnership beyond the school. We present an infant and upper school production each session which gives every pupil the opportunity to perform in front of a large audience. These shows have become a highlight of the school year and enhance the confidence of all our pupils.

Extra curricular clubs encourage a healthy lifestyle and increase skills and give fun. An extensive programme is in place, coordinated by the DHT.

A range of health promoting and enterprise activities at each stage, again overseen by the Depute Head, enhance the children's ability to make the correct choices about their own lifestyle and attitudes. By encouraging independent thinkers and learners we strive to equip our pupils with the tools to make the appropriate decisions about their own learning.

Our P7 residential trip remains a highlight of the school calendar. For the first time this year the pupils visited the Compass Christian Centre in Glenshee for a week in September for what was a very enjoyable, successful and valuable experience based on outdoor activities. This type of activity has proven benefits. Self esteem, self confidence and self worth are all boosted, and social skills develop through interaction with peers and others. The pupils also help with the costs by fundraising before the excursion, which helps them to appreciate the value of such a trip.

### **Parental Involvement**

Weekly Open Class sessions and Open Afternoons have been very well received by parents/carers. We have two parent evenings per year and report in writing on two other occasions. These give parents the opportunity to find out about their child's progress, successes and achievements as well as development needs and next steps in learning. The use of Pupil Diaries is developing. Electronic communication including a school website, blog and Twitter account are in preparation.

Our Parent Council continues to support the school well, despite the difficulties in getting members, and hosted a Bingo Night and Quiz Night, both of which were well attended and very successful.

### *Summary*

The St Clement's Learning Community continues to develop, with the support of its Parent Forum and is positive and vibrant. We respond actively to success and to challenges and remain committed to continuous development and improvement. This report provides an outline of some of the many and varied activities which take place. We acknowledge the great value of all of those who contribute to our community, in particular parents, carers, family members and members of the local community. Thank you for your support.

If you would like to discuss any aspect of this report or of the life of the school in general please do not hesitate to contact me.



Head Teacher  
January 2011

