

St Clement's R.C. Primary School



Standards and Quality Report Session 2011 - 2012

At St Clement's Primary School we try to ensure that all learners achieve their full potential in a climate where everyone is valued equally and where pupils, parents and all staff work in partnership to provide the highest quality of education and care.



Section 1 Introduction, School Aims and Values

Each year Dundee City Council and the Scottish Government publish information designed to show how good schools and local authorities are at improving pupil performance. This document, our **Standards and Quality Report** for 2011-2012, has been designed to tell you how the staff, pupils and families of St Clement's Primary have been working together over the past session to do just that. It describes the main things we set out to do and also how well we think we managed to achieve them. Whilst we do many things in the course of a year, we have focused on what we consider to be the most important areas.

2011-2012 was another year of successes for our school. Our mission remains a simple one - to provide the best possible education and care for the children entrusted to us by parents. Everyone at St Clement's works to an agreed set of aims and values and we try to follow the example of Jesus in serving our pupils, our parents/carers/families and our community.

Values

Our values are Catholic Christian and based on the Gospel teachings of Jesus. These include **respect** for self, others and property; **honesty**; **pride** in work, school, appearance; **punctuality**, regular **attendance** and **responsible behaviour**; awareness of **personal worth** and **potential**; **caring, thoughtfulness** and a **willingness to help** others; **co-operation** and **tolerance** and an **acceptance** of others; **loyalty** to school and **willingness to participate** in all aspects of school and community life; **fair play** for all based on an understanding of and respect for rules; and an ability to **share**.



Aims

Our school aims to:

- provide a stable, nurturing and supportive atmosphere, based upon Gospel values, which promotes a positive attitude to learning and strong home-school-community-parish links.
- provide a broad range of appropriate experiences, including a well-balanced, stimulating curriculum, which meet the educational, spiritual, social and emotional needs of every pupil.
- develop skills for learning, life and work in all of our pupils and staff.
- prepare pupils socially and emotionally for later life by developing their self esteem and confidence and encouraging them to take responsibility for their choices.
- work effectively with all of our partners and stakeholders to support young people to attain and achieve to their full potential and to be responsible citizens who contribute effectively to society
- ensure that all pupils, staff and families feel included and are proud of their work and achievements in school and in the wider community.

Children are the most important people in our school. All who work in St Clement's R.C. Primary School, teachers, support staff, office staff, dining room and playground supervisors, facilities assistants, kitchen staff and cleaners, take a keen interest in every pupil's wellbeing and care try to ensure that each child's stay in St Clement's is happy and full of rich learning experiences. With the essential support of parents, carers, families, parish and community, we encourage our young people to extend themselves emotionally, socially, intellectually, physically and spiritually to their full potential. By doing this we hope to nurture qualities in our pupils which will leave them well equipped for later life.

We encourage parents to play a full and active part in the education process and the school is always open to parents who wish to discuss any aspect of their child's progress and development. Parents are kept well informed about their child's progress, abilities, talents, behaviour and learning difficulties through a variety of means including our School Blog and Twitter account, newsletters, telephone calls, formal and informal discussions. We also strive to keep everyone up to date with events and activities taking place in and out of school throughout the year.

Section 2 Improvements in Performance

Self evaluation activities look at how well the school is doing. Conversations between staff and with parents and pupils, class visits to classes by the Head and Depute Head Teacher, group activities, and analysis of assessment evidence produce evidence for this. Evidence last session showed that the School's Improvement Plan had a measureable impact on raising the achievement and attainment levels of our children and had a positive impact upon the school's work and interaction with parents/carers and the local community.

Standardised testing information from PIPS (start and end of P1) and INCAS (P4 and P6) showed that most pupils are working at appropriate levels in literacy and numeracy and that the school's work is adding value to children's learning. The results were analysed, shared with parents as appropriate and used to determine how support for pupils would be targeted. Discussions with senior staff allowed teachers to evaluate evidence of a range of learning and to use their professional judgement about the quality of the children's learning experiences in Literacy, Numeracy and Health & Wellbeing.

We worked closely with schools in our cluster on three main projects. We successfully improved the P7-S1 Transition experience of pupils by improving our targeted and universal processes. Assessment in Support Learning was enhanced by the production of guidelines for the use of the ABL framework which helps teachers to identify appropriate support strategies. Assessment was also enhanced by the production of guidelines for using the new National Assessment Resource. This helps us to be clear about pupils' progress and levels of attainment and helps with moderation, the sharing of required standards. Finally, we worked with all Dundee Catholic Schools in introducing the new RE curriculum, 'This is Our Faith.' This is starting to have a positive impact on learning.

Enterprising Learning is embedded in the school and our pupils were involved in a number of projects eg fund raising for local, national and international organisations. Pupils are now actively involved in all aspects of their learning in all classes and showed that they were challenged and motivated by this approach. Behaviour referrals to school leaders decreased partly as a result of this greater motivation. Feedback from staff and



other pupils helped pupils become more aware of their learning progress, strengths and development needs. Following feedback, targets were frequently set by children for themselves related to learning and social skills. Almost all pupils acted responsibly and contributed to the life of the school and the wider community. Personal and social education was developed well across the school through a number of appropriate activities such as Being Cool in School, Friends, buddying and peer mentoring schemes and assemblies. Almost all pupils received two hours per week within a range of good quality lessons in P.E.,

supported by our Active Schools Coordinator.

Moderation of assessment ensures that teachers are clear about expected standards locally and nationally. We regularly carry out moderation activities in school, using records of pupils' work, folios of children's writing, teachers' assessment records, PIPS/INCAS information and other sources of evidence. Teachers also participate in cluster and citywide groups which enable them to share the standard.

Pupils' achievements are recognised and celebrated through displays and at assemblies. A wide range of teaching strategies is employed, including the use of ICT, to motivate pupils. All of our pupils made good progress in developing their confidence and self-esteem. Through the House system, Assemblies and the Pupil Council our pupils were able to express their views on a wide range of issues. All of our pupils have a good understanding of health issues such as healthy eating and the need for regular exercise. The school continues to build healthy living and health promotion into the culture of the school. Restorative approaches and whole school targets are now central to how we deal with issues and conflicts in school and this has had a very positive impact upon standards of behaviour.

Section 3 School Improvement Planning including Progress in the Implementation of CfE

Our 3 year School Improvement Plan was completed in June 2012. To summarise the impact of this plan (in other words, what differences it brought):

Project 1: Developing Learning and Teaching

Formative assessment and enterprising, active learning takes place in all classes, with almost all pupils engaged. Almost all pupils are creative and competent users of ICT, achieved by focussed ICT use in Non-Contact time lessons. ICT is central to learning in all classes, with interactive equipment in everyday use. Attainment is consistent and rising, although work is still needed on summative assessment to ensure progress. Children's writing has improved but a continued focus is required. Introduction of new teaching materials in P1 and P2 aims to improve writing skills in the early years. Disruptive behaviour has reduced in all classes and all teachers have a clear focus on building positive relationships and dealing sensitively but firmly with any disruption; clear processes and procedures are in place to support those who still show challenging behaviour.

Project 2: Developing the Curriculum

All teachers are now familiar with the rationale, principles, entitlements and structure of the Curriculum for Excellence. They have a shared level of understanding about their role in the implementation of CfE and have started work on developing skills for learning, life and work.

Interdisciplinary Learning is now becoming embedded across the school. Links between the curricular areas are developing well.

Teachers and pupils are now more familiar with experiences and outcomes in most curricular areas. Literacy Units are now embedded across the school and improvements in pupil engagement are being seen. All teachers are planning and tracking using Literacy outcomes.

A school literacy statement and strategy are in place. A whole school programme for Health and Wellbeing is in place and impacting positively on pupil learning. Teachers report that it gives good structure to their planning and delivery. Developments in Numeracy and Maths have seen improvements in pupil progress. Working Groups are supporting staff with materials and cascading learning from CPD events.



Project 3: Continuing School Improvement

A full Quality Improvement Calendar is in place including Professional Review and Development, Professional Support Visits and Professional Discussions. Professional dialogue amongst staff is challenging and robust at all levels. Self Evaluation is a feature of all professional discussions and staff meetings, and staff have a clear focus upon what self evaluation means and what it can achieve. Attainment is central to professional dialogue with teachers and at SMT meetings. This focus has supported improvements in literacy and numeracy. Our new SFL team is supporting teachers in using PIPS and INCAS results to plan supports with positive impact upon attainment. Meeting pupils' needs is supported by targeting the deployment of Supporting Learning staff and regular evaluation of the impact of this support. Professional Discussions include individual pupil progress and needs, with more effective targeting of support as a result. A real sense of shared leadership is seen across the school and almost all staff take on active roles in curricular and other developments. This allows the Head Teacher to take more strategic role. Pupils are also given responsibility for organising school events. Our Self-evaluation indicates very good for *meeting learners' needs* and for *teaching for effective learning*. Increased work with partners has led to more opportunities for joint and supported curriculum delivery. Most children are enthused and motivated in their learning. All children have opportunities to engage in a range of experiences that promote active and enterprising learning within a cross curricular approach. Classroom environments are bright, stimulating and provide for a variety of learning styles and preferences. Parents are more aware of what and how their child is learning. All children are having more opportunities to develop thinking and social skills.

Project 4: Ethos and Partnerships

Last session showed a continued reduction in behaviour issues. Only a small number of children now show disruptive behaviour and extensive support strategies are in place for all of them, within and beyond school through community partnerships. All staff confidently lead classroom behaviour and model respectful and restorative approaches. Playground behaviour has also improved and training for support staff is helping them to deal positively with challenging behaviour, too. Our Nurture group has a very positive impact, with a reduction in classroom behaviour issues P1-3 and clear, measured evidence of growing pupil self-regulation and self-esteem. Targeting of Support for Learning is now more evidence-based, with assessment at the core. Clear structures and processes are in place and understood by all staff. Supporting Learning staff work very well with class teachers in identifying and supporting need. Meaningful Parent Council partnership remains elusive, with difficulty in recruiting and retaining parents who wish to be involved in this way. The Parental Involvement Officer is helping with this as we progress towards the move to our new school building. Interagency partnerships remain very positive and effective in supporting vulnerable pupils. Informal parent involvement also remains strong and parental survey results positive. The distinctive Catholic Christian ethos of the school remains very strong and an excellent feature of the school. This is supported by cluster work and Diocesan support. The school is working towards accreditation as a Health Promoting School (Gold). A School Travel Plan has been devised and implemented and will be revised for the new building. Pupils have many opportunities to be active and responsible citizens in the school and local community eg Pupil Council, House Captains, Buddies, Paired Readers and pupils are organising clubs and events for other children.

Project 5: A New Beginning on a Shared Campus

Construction is moving apace and is on target for opening in August 2013. The Local Implementation Group meets regularly (it can be a struggle to get interested parents to attend) and links with Camperdown Primary School are emerging and developing including a joint pupil Construction Committee which visits site regularly and updates classmates. A LIG subgroup was formed to look at Travel issues and has successfully persuaded the Council to look again at this issue. Joint staff/pupil/parent opportunities will be planned in the run up to the decant in June 2013. A 'Celebration' committee, organised by Mrs Donnelly, is to be formed to plan the marking of closure of the existing building. Teaching resources are being rationalised and reorganised in preparation for the move.



The Curriculum for Excellence - Key Entitlements

1. Every child and young person is entitled to experience a curriculum which is coherent from 3-18

St Clement's tries to provide a curriculum which is coherent and within which the children can see how their pieces of learning link together and are relevant to their lives. We are working hard to integrate learning experiences through subject integration, language, numeracy and health and wellbeing across the curriculum, curriculum blocks and local and national cultural experiences. The coherent curriculum is a two-way process: the children making sense of what the school offers and the school offering something that can be made sense of. Examples include drama/dance workshops with an anti-smoking message, fundraising enterprise activities to subsidise class trips, a whole school focus on Scotland, the Diamond Jubilee and London 2012, out of school visits, theatre workshops, school fairs and House Challenges.

2. Every child and young person is entitled to experience a broad general education (up to the end of S3)

Our curriculum supports and challenges learners to develop across the eight curricular areas and also promotes personal development, achievements, and the development of skills for learning, life and work. We are working to ensure that although literacy and numeracy are key priorities, learning activities are provided which allow for development across the curriculum through interdisciplinary topics and discrete curricular studies.

3. Every child and young person is entitled to develop skills for learning, life and work with a continuous focus on literacy, numeracy and health and wellbeing.

Skills for life are embedded across all curriculum areas and include learning skills which will be made use of in future working life. A strong focus on literacy and numeracy is a key feature of school life and targeted support in these areas is a top priority. Using learning logs and e-portfolios pupils are encouraged to reflect upon their skills and to set themselves development targets. Health and Wellbeing activities are embedded across all learning in the school and skills development is promoted in this area in all classes. The *Being Cool In School* and *Friends* programmes explore how to relate to and work effectively with other people and other opportunities to develop a range of skills and attributes are provided that will enable children and young people to pursue a healthy and active lifestyle. These include Fit Club, SafeTaysiders, a wide range of extra-curricular activities and partnerships with Sports Development and Dundee FC.

4. Every child and young person is entitled to personal support and challenge to enable them to gain as much as possible from the opportunities which CfE can provide.

Supporting our young people involves a wide range of people and partnerships working together to 'get it right for every child'. Increasingly our young people themselves are at the centre of planning, as active participants in their learning and development. Children are encouraged to review their learning and to plan how to improve their work. We continually look for learning activities which will meet their needs, provide opportunities to build on and then celebrate personal achievements and also prepare our young people to make choices and adjust to changes they may bring. When barriers to learning are identified which restrict a young person's access to the curriculum eg because of their circumstances or needs, targeted support is provided, within school at first then extending outwards as required. All staff share the responsibility for identifying the needs, including care and welfare, of children and young people and work in partnership to put support in place to meet those needs.

For children who need additional support for their learning, this may involve interpretation of the curriculum in ways which address their particular needs and enable them to achieve to the highest levels of which they are capable. Contexts for learning are planned with 'personalisation and choice' as a key element. All classes work with a range of partners as we seek to provide motivating and challenging opportunities, such as the P7 residential trip to the Compass Outdoor Centre in Glenshee.

The following processes are in place to support delivery across the entitlements:

- a comprehensive range of staff training in learning / teaching and support for pupils
- positive partnerships with parents and carers (including Drop In Sessions, Open Afternoons, Parent Contact Meetings, Interim and End of Session Reports)
- a commitment to self evaluation and school improvement from school leaders and all staff
- a Quality Improvement calendar which guides evaluation and improvement priorities.
- regular and rigorous review of pupil progress, including standardised assessment at P1, P4 and P6.
- strong, effective partnerships with other agencies eg Educational Psychology, Social Work and voluntary agencies.
- strong and effective leadership at all levels across the school



Section 4 St Clement's Parent Council Report

The Parent Council has an obligation in its constitution to issue an Annual Report outlining its activities during the preceding year and hold an Annual General Meeting. I am pleased to provide this now at the School's Open Afternoon for parents and carers.

Once again the Parent Council has met regularly throughout the year. It is our intention to have 1 meeting during each school-term and we remain committed to that. We are delighted that Mr Macgregor commits to attending each meeting as it is important that there is a positive relationship with the Head Teacher and an opportunity for direct dialogue, although we are fully aware that is the case within the school on a day-to-day basis anyway. The Parent Council also saw a number of new parent and staff members attending meetings as the role of the Parent Council also took on the fund-raising responsibilities. We do not have as many parent members attending as we would like though as we want to ensure we are as representative of the school Parent Forum as possible. The door is always open to anyone who wishes to come along to Parent Council meetings so please feel free to do so!

The Parent Council successfully organised 2 major fundraising ventures last year - a Fun Quiz Night and a Bingo Night. These will be arranged again this year along with a Beetle Drive and dates will coincide with Parent Council meetings so hopefully that will provide an opportunity for better attendance at meetings first!



The Parent Council members have also been very active this year as the plans for the new school campus move forward. We continue to be represented at all the Project Board meetings held so far, despite the timings of those meetings proving problematic for working parent members, and we continue to keep all parents and carers fully informed of the issues discussed through our regular Parent Council newsletter. The Parent Council is also represented at the Implementation Group for the new school so volunteers are being sought for this group. It is vital that views of parents or carers whose children will be attending the new school are taken on board so your input is vital. If anyone has any particular issues they wish to raise about the proposed new school development please do not hesitate to let Mr Macgregor or a member of the Parent Council know so that we can ensure your views are represented.

The School continues to 'open its doors' to encourage parents and carers to 'drop in' on a weekly basis if they can and we applaud these efforts to encourage greater parental involvement. We are also grateful to Taletta Jamieson (Parental Involvement Officer at Dundee City Council) for her continued efforts to establish a Parent Support Group. We also support the schools efforts to embrace technology by using many different methods of communication to keep parents and carers fully informed including newsletters, twitter and the school blog on the internet.

Of course the school continues to have many activities during the school year and our children have many wonderful opportunities offered to them. We appreciate the efforts that the school staff put in to ensure that our children have such a fulfilling educational programme.

I hope that this report gives a flavour of what the Parent Council has been involved in during the last school year. With my daughter now leaving P7, my involvement with the Council will cease, and I thank you all for your support over my years on the School Board / Parent Council. Thank you.

David McPhee
(Chair)

Section 5 Pupil Council Report

Our job is to help all the children in the school have a say in how some things are done. The Pupil Council has representatives from every class elected at our Annual Elections in September. We have to get nominations and make speeches and then a secret ballot is held. Our P7 House Captains and Vice Captains are also elected each year and are part of the Council. Mr Macgregor organises the meetings, which should be monthly although some were cancelled last year.

In Session 2011/2012 we:

- discussed pupil behaviour in the toilets at playtimes and suggested a new monitoring system which is working well.
- helped the school's Eco Committee to organise an antilitter campaign to help keep the playground tidy.
- agreed the new P7 uniform and tie which was tried out last session and was a big success.
- discussed and gave opinions on the plans for the new school building.
- worked with Playground Supervisors to cut down on rough playground play and to encourage everyone to play safely
- formed a Construction Committee, with one representative from each P3-P6 class, and these children joined with children from Camperdown PS to visit the building site on a regular basis to see and hear about progress. Mansell Construction staff gave us tours (we had to dress up in special safety gear), and we were able to ask questions and take photographs. Two Progress Newsletters have now been issued and a third is planned next term.
- helped our Eco/Fair Trade Committee, run by Miss Smith and Miss Mullan, to organise eco activities (collecting evidence for an Eco Schools Award submission) and ran a Fairtrade Week in school.



Section 6 *School Achievements and Activities*

Trips and Visits

- Compass Centre, Glenshee Residential Trip (joint with St Fergus) - our P7 pupils had a very successful week learning a variety of skills including physical challenges, problem solving activities and at the same time developing an awareness of environmental issues.
- Many out of school visits to local and further afield attractions, including classes visiting the Discovery Film Festival and Dundee Science Week activities, trips to Glamis Castle, Safetaysiders at Baluniefield, the Botanic Gardens, Discovery, Amazonia, Rosemount Farm, Pitlochry Dam, Dundee Science Centre (Sensation), Dundee Contemporary Arts (DCA) and Verdant Works to name but a few.

Charity Donations

- £1109 raised for Sport Relief by running a mile at Myrekirk Park
- £158 for Jeans for Genes
- £95 for Cash for Kids
- £50 for Maggie's Centre (staff)
- £150 for SCIAF / Missio

School Fundraising

- £1100 from Christmas Fair
- £700 from Christmas Show
- £380 from Carol Singing in the Overgate and at Tesco, South Road.
- £380 from a mini-Easter Fair
- £628 from a Summer Fair and £342 from a P5/6 Production to subsidise summer trips
- £183 from the annual Parent Council Quiz



Cultural/Creative Activities

- Took part in the African Drumming project with a successful showcase for parents
- M&M Productions (Pinocchio and Alice in Wonderland) and a Magic Show in school, and Aesop's Fables at Gardyne Theatre
- Excellent creative workshops with Scottish Opera, Tayside NHS, the Scottish Chamber Orchestra
- P6/7 took part in the Dundee Schools Scottish Country Dance Festival
- A P7 pupil was part of the Dundee Junior Strings ensemble and a further 6 pupils continued to learn musical instruments in school

Sporting Activities

- Successful participation in the Dundee Schools Basketball, Football and Girls Football leagues and many athletic and sports festivals across the city, including the Dundee Primary Schools Athletics and Cross Country Championships
- Dundee Primary Schools' Table Tennis championships (runners-up)
- the St Paul's Cluster swimming gala
- The school's football team won the Meikleham Cup for the first time for many years.
- P6 pupils went up to the Dundee Ice Arena for Curling lessons and had cycling lessons in Camperdown Park.
- A brilliant Olympic Themed Sports Day was held at Myrekirk Park on one of the few sunny days of the summer.



Other Events

- P3 took part in a Physical Literacies project with NHS Tayside and the Sports Development team with evidenced learning and behaviour benefits
- P7's experienced a Farmhouse Breakfast presented by the Angus Branch of the Royal Highland Education Trust
- Dione Mudie and Chelsea Greig won the St Clement's K'Nex challenge and performed very well in the Tayside Area finals.
- 2 P6 pupils attended the annual Discovery Space School at Abertay University
- St Andrew House won the inaugural St Clement's House Championship
- A P7 Advent Retreat was held at the Diocesan Pastoral Centre, led by the Diocesan Youth Officer.
- Group of P4-7s attended the annual Diocesan Education Mass with schools from across Tayside and Fife.
- We held regular Showcase Assemblies, showing other pupils and parents/carers/families what had been learnt in classes
- Each class led a Whole School Assembly with an RE theme
- All classes undertook projects on an Olympic Theme
- six P4 children were Confirmed and received the sacraments of Reconciliation and Holy Communion for the first time.

