

St Clare's Primary School



Standards and Quality Report Parent Friendly Session 2017/18

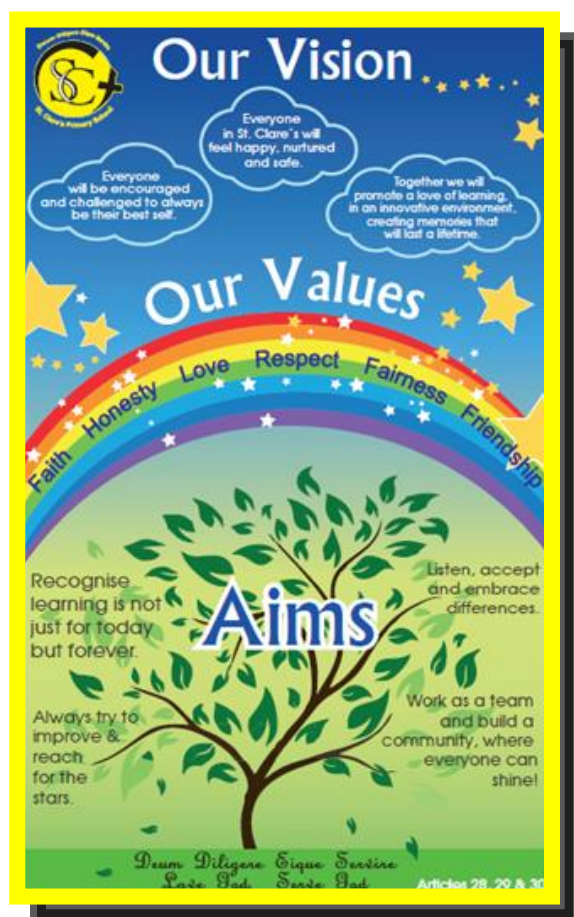


How good is our Leadership and approach to improvement?

Focus: Leadership

Target: Develop a shared vision, values and aims relevant to St Clare's and our community.

Our whole school community worked together to create our Vision, Values and aims. This was led by our Primary Six pupils and their teacher alongside the Senior Leadership Team. Through family talking homework tasks all parents' views were sought which ensured active community collaboration and the creation of a Vision appropriate to our local context. This Vision continues to be at the heart of everything we do and is based firmly around the UN Convention of the Right of the Child.



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Committees

Every child was a member of a school committee which enabled them to feel included in the life and work of the school.

Professional engagement and collegiate working

In St Clare's we value the importance of "promoting a love of learning, recognising it is not just for today but forever."

This is included within our School Vision and Aims and so applies to everyone within our school community. Consequently, almost all staff within the school have effectively contributed to school improvement through attending various courses:

- Digital Technology
- French
- Rights Respecting School Training
- Dyslexia Adviser Training
- Nurturing Approaches
- Playful pedagogy
- STEM

Staff have also contributed to cluster working through various Standing Committees. The impact of this learning is the formation of a team of skilled practitioners who are eager to improve their skills, learn from each other and who are confident in leading developments within the school to ensure improved outcome for our learners.



How good is the quality of care and education we offer?

Focus: Learning Provision

Target: Create a curriculum rationale and design that reflects the uniqueness of our setting.

Deliver excellent learning and teaching experiences across the whole school.

Develop a family centred approach throughout our school community.

Curriculum

Following the completion of St Clare's Vision, Values and Aims we progressed to reflect on three key questions in order to formulate our Curriculum Rationale.

What do we want for every learner in St Clare's?

How will we work together to achieve it?

What are the main drivers of our curriculum linked to our context?

This was a three stage process involving staff, learners and families, resulting in the creation of a rationale linked directly to our context.

Quality of Teaching

Reading

- All staff trained in Reciprocal Reading strategies
- The Literacy Working Group created child friendly posters displaying different Reciprocal Reading characters/strategies, accompanying songs which learners can refer to and use during reading lessons.
- Primary Five and Six learners led a workshop to share strategies with parents
- SLT worked to create a Reading Guide Progression Framework and shared this with all staff which provided clear guidance to address pace and challenge at every stage
- All staff worked together to formulate a Reading Statement to ensure consistency and a high quality learning experience for all children

Writing

Teachers planned writing lessons matched to the needs and interests of learners and created a writing statement to create succinct guidance for all staff to use.

Talking and Listening

Our P6 learners, facilitated by their teacher, have implemented a simple but highly effective approach to teaching talking and listening using the ABCs of talk. During learning conversations with children and reinforced through professional dialogue it is clear this approach has equipped children with the confidence and phraseology to engage in meaningful dialogue about any topic.

Numeracy and Mathematics

Practitioners adapted quickly to utilising the open learning spaces within the school. Learners were immediately given responsibility to lead and learn outside their classrooms thus fostering a climate of trust and ownership of the learning environment. Play based approaches in P1 to P3 and active approaches in P4 to P6 provided stimulating contexts for learning.

Religious Education

Our school motto “Love God, Serve God” was shared and highlighted with the whole school community through our website and our first whole school mass, celebrated by the Bishop and our School Chaplain. We created:

- School hymn, linked to our school motto, which is sung during assemblies.
- Prayer life permeates throughout our school curriculum.
- A Family Talking Homework task engaged all families in creating a school prayer
- Formed a Parent Pastoral Committee to work alongside the Pupil Pastoral Committee
- Collectively they created a prayer
- Lenten SCIAF campaign and organised a Mary’s Meals Back Pack Appeal.

Family Friendly

Relationships between home and school are strong as shown through ERC questionnaires and from the positive feedback given from different events throughout the year. Parents feel that they can approach the school and their concerns will be addressed. As evidenced through our recent ERC questionnaires parents agree/strongly agree:

- 99% of parents feel comfortable approaching the school with questions, suggestions and/or a problem
- 92% of parents feel the school takes their views into account when making changes
- 96% of parents are satisfied with the school

We have achieved Bronze accreditation for ERC Family Centred Approaches Framework.



How good are we at ensuring the best possible outcomes for all our children/learners?

Focus: Successes and Achievement

Target: Promote the wellbeing of all children and support them to develop their creativity and skills for learning, life and work.

Raising Attainment and Achievement

Teachers are increasingly confident in making judgements on learners' progress in both literacy and numeracy using the moderated Benchmarks. Moderation exercises within school, Cluster and at Authority level have impacted positively on professional knowledge and understanding about progression through the gradient of learning.

Wellbeing

Overall, all staff and partners feel valued and supported. Relationships across the school community are very positive and supportive, founded on shared values and high expectations. All staff and partners are proactive in promoting positive relationships in the classroom, playground and wider learning community. We consider each child and young person as an individual with his/her own needs and rights. We ensure children are active participants in discussions and decisions which may affect their lives. The ethos and culture of our school reflects a commitment to children's rights and nurturing positive relationships.

Creativity and Employability

- Introduced Learning and Achievement assemblies
- Highly successful Mental Health week
- STEM week
- Christmas Enterprise
- World and Scottish Book Day

Pupil Equity Fund – How are we ensuring Excellence and Equity?

Neuro Linguistic Programming NLP

Using a portion of Pupil Equity Funding, as a Cluster, we invested in a resilience programme which supported staff to increase their confidence and understanding of developing resilience in their learners.

Literacy in the Early Years

A group of parent volunteers were trained in paired reading techniques and used this training to support our lowest 20% in primary one in reading.

We invested in tablets to increase our use of digital technologies which increased learner engagement in literacy, specifically reading and phonological awareness.

A full copy can be accessed via the school website or by following this link:

<https://blogs.glowscotland.org.uk/er/stclares/standards-and-quality-2017-2018/>