



2019-2020

St Clare's Primary School Improvement Plan



Vision, Values and Aims

VISION

Everyone in St Clare's will feel happy, nurtured and safe.

Everyone will be encouraged and challenged to always be their **best self**.

Together we will promote a love of learning, in an innovative environment, creating memories that will last a lifetime.

VALUES

We will “**Love God, Serve God**” and through our actions and words we will show our values:

FAITH

RESPECT

LOVE

FAIRNESS

HONESTY

FRIENDSHIP

AIMS

In St Clare's we aim to:

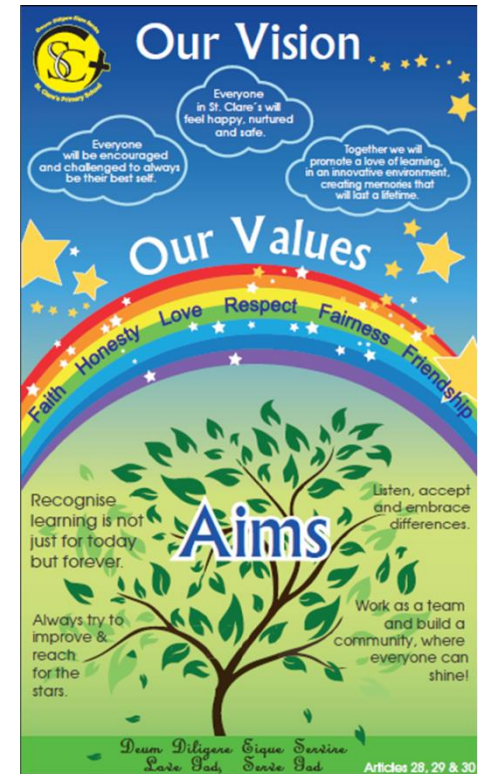
- Work as a team and build a community, where everyone can shine
- Listen, accept and embrace differences
- Recognise learning is not just for today but forever
- Always try to improve and **reach for the stars**

Our Vision, Values and Aims have been created in conjunction with the UN Convention on the rights of the child and we believe these rights underpin our practice.

Article 28 You have the right to good quality education

Article 29 Your education should develop your talents and abilities

Article 30 You have the right to practise your own faith



St Clare's Maintenance Agenda

St Clare's Primary School opened in August 2017. During that time we have fostered a highly reflective, collaborative learning climate for all. We have high expectations and embrace the importance of recognising strengths and identifying ways to improve.

To ensure we provide the best outcomes for all our learners, to date we have implemented the following within St Clare's:

- ✓ Vision, Values and Aims
- ✓ Curriculum Rationale
- ✓ Achieved Rights Respecting Silver Status and follow our Joint Campus Playground Charter
- ✓ Introduced a Junior Leadership Team and P7 Prefects
- ✓ Use How Good Is OUR School? to involve learners in self- evaluation and school improvement
- ✓ Children belong to a Learner Participation Group (LPG) where they have planned opportunities during assemblies to use their voice to influence improvement in St Clare's
- ✓ P6 & P7 children lead committees, involving learners from P3 to P5 and share progress through assemblies
- ✓ Family Friends of St Clare's group established, where parents celebrate and support the life and work of the school, leading to our achievement of Family Friendly Status
- ✓ Annual Enterprise Month, where learners make and sell products at our Christmas Fayre
- ✓ Learners in P3 to P7 capture their achievements through their Learning Digital Profile and P1 & 2 share this through Connect & Reflect sessions and Class twitter
- ✓ Nominated Digital Leaders of Learning promote the value of technology as we work towards becoming a Digital School
- ✓ Promote and celebrate STEM during our annual focus week
- ✓ Promote and highlight the importance of a healthy mind through our annual Mental Health Week and growth mindset approach
- ✓ We teach reading using Reciprocal Reading Approaches and practitioners refer to our Spelling and Grammar Framework
- ✓ Through our school library learners have regular opportunities for Reading for Enjoyment
- ✓ Learners develop their talking and listening skills using ABCs of talk
- ✓ Learners improve their mental agility through our whole school approach, using Number Talks
- ✓ Teachers improve their pedagogy by consistently applying the guidance within the ERC planners for English Language& Literacy & Numeracy & Mathematics

Three Year Improvement Priorities

School Improvement Priorities 2017-2020		
Year 1 2017-18	Year 2 2018-19	Year 3 2019-20
Vision, Values and Aims	Self-Evaluation through Pupil Participation	Building professional capacity
Curriculum Rationale	Playful Pedagogy Science Digital Profiling	Assessment & Moderation
Literacy and English Language <i>Reading and Talking and Listening</i> Mathematics and Numeracy <i>Mental Maths and Active Approaches</i> Religious Education in Roman Catholic Schools <i>Developing in Faith – Developing as a community of faith and learning.</i> Family Friendly Approaches - Bronze	Mathematics and Numeracy Pedagogy Literacy and English Language <i>Spelling, Grammar & Comprehension</i> Religious Education in Roman Catholic Schools <i>Developing in Faith – Promoting Gospel values</i> Family Friendly Approaches - Silver	Literacy and English Language <i>Comprehension & Writing</i> Religious Education in Roman Catholic Schools <i>Developing in Faith - Promoting Gospel Values</i> Health & Wellbeing Pedagogy
Health and Wellbeing <i>Enterprise and Creativity</i>	Developing the Young Workforce	Wellbeing Creativity & Employability

2019-20 School Improvement Priorities

- ✓ Develop a coherent approach to planning across the curriculum
- ✓ In keeping with the aims of our school, we will continue to foster a collaborative climate, where everyone can demonstrate that learning is not just for today but forever
- ✓ Increase learners' awareness and articulation of their skills for life and work
- ✓ Streamline and embed whole school approaches to Assessment and Moderation
- ✓ Improve approaches to teaching Comprehension, Writing and Health & Wellbeing
- ✓ Promote the wellbeing of all children within our community
- ✓ Provide focused opportunities for learners to develop and apply their creativity and employability skills

Leadership and Management						
How good is our leadership and approach to improvement?						
Quality Indicator			Themes			
1.2 Leadership of Learning			<ul style="list-style-type: none">Professional engagement and collegiate working			
1.3 Leadership of Change			<ul style="list-style-type: none">Strategic planning for continuous improvementImplementing improvement and change			
PRIORITY: Continue to foster a collaborative climate, where everyone can demonstrate that learning is not just for today but forever						
PRIORITY: Develop a coherent approach to planning across cross curricular areas						
NIF Priority: Improvement in attainment particularly in literacy and numeracy.						
NIF Drivers: School leadership/ Teacher professionalism/School Improvement/ Performance Information						
Outcome/ Impact		Activities	Responsibility	Timescale	Resources	Monitoring/ Evaluation
BUILDING PROFESSIONAL CAPACITY	An empowered staff who trust and can learn from each other, in order to enhance learning and teaching across our school. Increased confidence and understanding in teachers' professional judgements when looking at achievement of a level.	BUILDING PROFESSIONAL CAPACITY – Lesson study approach <ul style="list-style-type: none">Introduce the concept of lesson study to all staffAdopt the lesson study approach across the whole school as part of the termly learning cycle processUse observations and evidence gathered from the lesson study approach to provide CLPL around specific themes	Led by PT & all staff	August In-service day and Staff Meeting October In-service Day Termly learning cycle	Lessonstudy.co.uk Class cover for staff to engage in professional dialogue and recording feedback, next steps	Observations & feedback from professional dialogue within Staff Shared Drive
	LIO/ A culture of self-evaluation and continuous improvement in our school. LIO/ An ethos of high expectations and achievement in our school. Informed practitioners who are willing to learn and develop their skill set.	BUILDING PROFESSIONAL CAPACITY – Improving pedagogy <ul style="list-style-type: none">Facilitate opportunities for all staff to share expertise and learn from each other through Learning Leader roles – Science & Technology/Maths/Digital/ Playful Pedagogy/Literacy/Health and Wellbeing/ASNLearning Leaders support colleagues to drive effective pedagogical practice across our school.	All staff Leading Learners	Fortnightly	Assembly ERC Numeracy & Mathematics Strategy ERC English Language & Literacy Strategy ERC Digital Strategy ERC STEM Strategy GTCS Suite of Standards	Leadership at All Levels Overview Improving Pedagogy Posters Research articles
	Staff genuinely engaged in the change process. Staff responsible for bundling Es and Os to create Curriculum Maps, relevant to our learners and our context. Pupil voice is genuine and drives improvement in collaboration with teachers & SLT. Learners enjoy engaging, innovative cross- curricular experiences.	BUILDING PROFESSIONAL CAPACITY – Planning <ul style="list-style-type: none">Reflect and evaluate current approaches to planning across curricular areas P1 & P2 (play based approach) & P3 to P7Research best practice of online planning tools within Cluster and beyondUse research to create a robust digital planning tool that is appropriate to our context, our learners and authentically addresses issues of bureaucracy for all practitionersInclude innovative opportunities/approaches for learners and teachers to plan togetherCreate clear guidelines for staff in the use of the new planning tool	Digital Leader, SLT & Improvement Team reps from each level.	August to December 19 creation Staff Meetings October In-service Day December to June 20 implementation	Curriculum Development – collegiate time Class cover for research visits x2 Class cover for creation of tools Google Shared Staff Area How Good Is OUR School?	Audit of current practice Feedback from research visits Digital Planning Tool in Staff Shared Drive for each stage Junior Leadership Team (JLT) minutes/forms

Learning Provision	
How good is the quality of care and education we offer?	
Quality Indicator	Themes
2.2 Curriculum	<ul style="list-style-type: none"> Skills for learning, life and work
2.3 Learning, teaching and assessment	<ul style="list-style-type: none"> Quality of teaching/Effective use of assessment/Planning, tracking & monitoring
2.4 Personalised support	<ul style="list-style-type: none"> Universal support
PRIORITY: Increase learners' awareness of their skills for life and work PRIORITY: Streamline and embed approaches to assessment and moderation PRIORITY: Improve approaches to teaching Comprehension, Writing and Health & Wellbeing NIF Priority: Improvement in attainment, particularly in literacy and numeracy. Improvement in employability skills. Improvement in health and wellbeing NIF Drivers: School leadership/ Teacher professionalism / Assessment of children's progress/School improvement/Performance information	

Outcome/ Impact	Activities	Responsibility	Timescale	Resources	Monitoring/ Evaluation
LIO/ A curriculum which enables all children to develop the four capacities. Employability skills are developed in a progressive way for all learners An established network of effective partnerships with various agencies, who can effectively enhance the life and work of our school.	<ul style="list-style-type: none"> Introduce the 'Cluster DYW Inspiration Packs' at each stage. Display Cluster DYW posters in every class for teacher and learner to refer to Learners identify personal skills and qualities associated with the WOW and capture this in their Digital Learning Profile During Enterprise month learners collaborate with partners and their teachers to develop their awareness of the WOW 	Led by DHT & All staff	Launch August In-service Day 2 Three times per term in Profile as per guidance	Inspiration Pack DYW I can overview for each level	Forward Plans Cluster DYW Google Teams Learner Digital Profiles

	<p>Teachers empowered to look outwards and inwards to collaboratively create systems which capture learner progress.</p> <p>Effective, teacher friendly tracking system which demonstrates the holistic progress of each learner.</p> <p>Learners more aware of their learning pathway and next steps.</p> <p>Confident learners, who can make decisions, lead their and articulate the progress they have made.</p> <p>Increased accuracy and confidence in teacher professional judgements.</p> <p>Parents and learners have planned opportunities to share and celebrate learning.</p> <p>LIO/ Higher levels of parental engagement in their children's learning and in the life of the school.</p> <p>Increased accuracy and confidence in teacher professional judgements.</p> <p>Increased teacher confidence in data analysis and the ability to intervene early and use data to raise attainment.</p>	<ul style="list-style-type: none"> Reflect and evaluate current approaches to tracking across curricular areas Research best practice of online tracking tools within Cluster Use research to create/refine digital tracking tool that is appropriate to our context, our learners and authentically addresses issues of bureaucracy for all practitioners Create clear guidelines for staff in the use of the new tracking tool Create child friendly posters displaying the Benchmarks in core areas Learner and teachers refer to posters when setting learning targets In conjunction with their teacher and peers, learners confidently discuss the progress they are making, linked to the Benchmarks and the impact this is having on their learning. Teachers dedicate specific time each week where learners evaluate their progress using Connect and Reflect questions Incorporate dedicated Profiling Talking Homework each term Provide CLPL refresher in Formative Assessment Strategies Establish and implement a robust programme of in-house moderation led by practitioners Provide CLPL to all staff in the manipulation of SNSA data and ERC File maker Create our whole school Assessment Policy 	<p>Digital Leader, SLT & Improvement Team reps from each level.</p> <p>QI support</p> <p>SLT Class teacher Digital Leader</p> <p>PT, Moderation Facilitators & all staff</p> <p>QI Support DHT</p> <p>SLT</p>	<p>August to December 19 creation Staff Meetings In-service Day December to June 20 implementation</p> <p>Term One</p> <p>CLPL Session Term One, Two & Three</p> <p>Term Two</p>	<p>National Improvement Hub Visit to OLM, associated Cluster Primary Curriculum Development – collegiate time Class cover for research visits x2 Class cover for creation of tools Google Shared Staff Area</p> <p>HGIOS 4 pg37 Benchmarks ERC Printing Service</p> <p>Tapestry Materials Assembly Focus Group</p> <p>ERC Tracking Database SNSA Website & Assessment & Analysis Too</p> <p>I</p>	<p>Professional Dialogue Tracking Meetings ERC Tracking database Staff manipulation of Tracking Tool data Agreed plan and focus for moderation Planning overview G suite Learning and Peer Visits Digital Profiles</p> <p>Learning conversations Digital Learning Profiles Connect & Reflect Jotters Twitter feeds</p> <p>Feedback from lesson study Professional Dialogue Tracking Meetings School moderation programme</p>
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LITERACY & ENGLISH LANGUAGE	<p>Teachers clear and confident in teaching core comprehension skills at each level.</p> <p>A coherent whole school approach to teaching the tools of English.</p> <p>Consistent and progressive planning for comprehension across levels and stages.</p> <p>Improved attainment in comprehension skills for all learners</p>	<p>Use a range of evidence to:</p> <ul style="list-style-type: none"> Evaluate the impact of current whole school approaches to teaching comprehension across the school. Begin with the assessment process and identify the skills required to be achieved at each stage and within each level. Use the evidence and trends from the data to agree a robust approach to teaching comprehension, throughout the school, incorporating unseen texts. Source, collate and create learning materials. Produce succinct guidance for all staff to access 	HT & Literacy Improvement Team 1	Term One & Two Curriculum Development	<p>CfE Benchmarks</p> <p>SNSA database and tools of analysis</p> <p>Std Test results and breakdown of questions</p> <p>ERC Literacy Framework</p> <p>Cluster Website</p> <p>Curriculum Development</p>	<p>Learning Conversations</p> <p>Forward Plans and Professional Dialogue</p> <p>St Clare' Approach to teaching Comprehension</p> <p>Analysis from SNSAs</p> <p>Range of resources</p>
	<p>Increase in staff confidence in the use of effective pedagogy to support learning and teaching in writing.</p> <p>Improved learner engagement in the writing process.</p>	<p>Use in-house data and evidence from the School Improvement Partnership study to:</p> <ul style="list-style-type: none"> Practitioners reflect and share their current pedagogy of writing. Collectively evaluate the impact of current whole school approaches to teaching writing and the tools of writing, across the school. Begin with the assessment process and identify the skills required to be achieved at each stage and within each level. Create a gradient of progression. Use the evidence and trends from the data to agree a robust approach to teaching writing, throughout the school. Produce succinct guidance for all staff to access. 	PT & Literacy Improvement Team 2	In-service Curriculum Development		

HEALTH and WELLBEING	LIO/ An increase in activities which support prevention and early intervention, improve outcomes and reduce inequalities.	<ul style="list-style-type: none"> Introduce and explore the http://healthy.thelearningcentre.org planning and tracking tool. Utilise the range of lessons and materials at every level to deliver a coherent whole school HWB programme Utilise the range of materials to incorporate the SHANARRI indicators into our assembly programme, maintaining our RRS Silver status Adapt" My World Triangle" template to track child's wellbeing. Create a systematic approach to sharing wellbeing data through conversations with learners and SLT Promote Mental Health Week, linked to national theme, involving learners and their families 	DHT & Staff	Launch August In-service day 2	North Lanarkshire Council and Health Improvement Team	Forward Plans
	Effective planning and tracking system in place across the school.		All Staff	September 19, on-going		Professional Dialogue
	Increased staff confidence and understanding of good practice in delivering HWB.		RRS Ambassadors , SLT & JLT	Termly		Learning Conversations Analysis of feedback Assembly Programme Comprehensive diary of events
	Learners report they feel safe and happy in school.		DHT	Termly		My World Triangle – Learner Questionnaire
	Learners are aware of the SHANARRI indicators and can articulate how they are relevant to their life and learning.		SLT & pilot with P5,6 & 7.	Term One		Learner Feedback
	LIO/ A culture of GIRFEC		HWB Leading Learner	Term Two		Parent Helper Timetables Parent and Pupil Feedback
	LIO/ A curriculum which enables all children to be successful, confident, responsible and effective in school and in their community.					

Successes and Achievements	
How good are we at improving outcomes for all our learners?	
Quality Indicator	Themes
3.1 Ensuring wellbeing, equality and inclusion	<ul style="list-style-type: none"> Inclusion & equality
3.2 Raising attainment and achievement	<ul style="list-style-type: none"> Attainment over time
3.3 Creativity and employability	<ul style="list-style-type: none"> Creativity & increasing employability skills
PRIORITY: Promote the wellbeing of all children. PRIORITY: Provide focused opportunities for learners to develop and apply their creativity and employability skills NIF Priorities: Improvement in children and young people's health and wellbeing and Improvement in employability skills and sustained, positive school leaver destinations for all young people. NIF Drivers: School leadership/ Teacher professionalism/ Parental engagement/ Assessment of children's progress/ Performance Information	

	Outcome/ Impact	Activities	Responsibility	Timescale	Resources	Monitoring/ Evaluation
WELLBEING	LIO/ Learners' experiences support them to develop their personalities, talents and spiritual abilities to their potential An inclusive ethos which aims to honour the life, dignity and voice of each person, made in the image of God All staff, children and parents are fully involved in contributing to the spiritual life and work of the school. Parents report that they feel that they have been listened to and that their voice has influenced policy and practice. LIO/ maintain and where possible reduce the number of children reporting they experience bullying and/or racist behaviour.	WELLBEING Developing in Faith – Promoting Gospel values <ul style="list-style-type: none"> Explore and access the Equality and Inclusion Learning and Teaching Materials Divide and allocate themes within each stage to classes. Present new materials to parents Pilot lessons alongside God's Loving Plan Introduce Christian Meditation across the whole school 	PT & all staff PT All staff CM	Term Two Staff Meetings Term Three	This Is Our Faith Developing in Faith: <i>Promoting Gospel Values</i> SCES - Scottish Catholic Education Service website RE Diocesan Adviser Parish Chaplain: Contemplative CD and narrative	Minutes from Meeting FORMS parent feedback FORMS learner participation group(LPG) ERC Tracking Database Tracking Meetings Professional Dialogue CfE Benchmarks Cluster Teams
	Support consistency in teacher judgements Staff more aware of what learners need to know and what they need to do to progress through the levels	<ul style="list-style-type: none"> Develop our collaborative climate where practitioners have the opportunity to moderate at stages, levels and across the Cluster. During tracking meetings, use Benchmarks and a range of evidence to engage in meaningful professional dialogue around teacher judgements. 	Moderation Facilitators QI Support SLT & All Staff	Termly Feb In-service Day 4 Termly	SLT Data Day	

	Outcome/ Impact	Activities	Responsibility	Timescale	Resources	Monitoring/ Evaluation
CREATIVITY & EMPLOYABILITY	<p>LIO/ A curriculum which enables all children to be successful, confident, responsible and effective in school.</p> <p>Employability skills are developed in a progressive way for all learners</p> <p>LIO/ An ethos of high expectations and achievement in St Clare's.</p> <p>Confident learners who can clearly articulate their learning journey.</p> <p>An established network of partnerships with various agencies, who can effectively enhance the life and work of our school.</p>	<ul style="list-style-type: none"> Work with Parent Forum – Networking Matters, to plan and Launch the Employability Hub through a whole school assembly. Brief presented to whole school. Learners form a workforce with employees from across the stages e.g. P1 and 2, P3 and P4, P5 to 7. Learners liaise with mentor (real life employer) to design, create and market their service, product or concept using Es and Os from across the curriculum Learners experience visits from a range of employers to discuss the WOW and enterprise Each workforce creates a pitch and present to their Stage on Thursday. Workforces vote for favourite product, service or concept and 3 finalists from each stage present at Employability Fayre on Friday. All mentors, parents and learners invited to Employability Fayre where each workforce showcase their ideas around the school. 	<p>Networking matters parent group DHT</p> <p>Representative from Skills Scotland</p>	Term One - October 2019	<p>7 to 10 business Mentors</p> <p>ERC DYW Implementation Plan</p> <p>ERC Parental Engagement Strategy</p> <p>Career Education Standard</p>	<p>Presentations and learner displays</p> <p>FORMS parent feedback</p> <p>Feedback from Mentors</p> <p>Database of Employers – contact and companies</p> <p>Digital Learning Journal</p>