

St Clare's Primary School



Standards and Quality Report

Session 2018/19

Context of the School

St Clare's Primary School is a Roman Catholic school situated in Newton Mearns, East Renfrewshire. St Clare's opened in August 2017 and shares a campus with Calderwood Lodge Primary School, the only Jewish school in Scotland. Both schools are housed in a state of the art building and benefit from a range of shared facilities.

The whole school community of St Clare's co-created our Vision, Values and Aims incorporating the UN Convention on the Rights of the child. These rights underpin our daily 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

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

Through collegiate cluster working, St Clare's has established a strong relationship with St Ninian's High School, the associated secondary school, and cluster Primary schools, St. Cadoc's, Our Lady of the Missions and St Joseph's. Close transition links are also fostered with the early learning and childcare establishments from where our children transfer. Most Primary One children transfer to St Clare's from Calderwood Lodge Nursery and Hazeldene Family Centre.

The school has strong links with St Cadoc's church and children, staff and parents are well supported by the school chaplain, Father Eoin Patten. The school benefits from a highly active and supportive Parent Council. The school works closely with a range of partners such as the Active Schools Coordinator, Educational Psychologist, Campus Police Officer and officers of the Education Department. Partners within ERC Health and Social Care Partnership are readily available to offer advice and support when required.

The present school roll is 279 with a projected roll of 300 by September 2019. More information regarding the staffing levels can be found in our school handbook:

<https://blogs.glowscotland.org.uk/er/stclares/school-handbook/>

Improvement Plan Priorities 18/19

Focus: Leadership

PRIORITY: Develop a coherent approach to self-evaluation across our school community.

PRIORITY: Foster a collaborative climate, where everyone can demonstrate that learning is not just for today but forever.

Focus: Learning Provision

PRIORITY: Implement the Cluster approach to Developing the Young Workforce.

PRIORITY: Raise attainment and deliver excellent teaching and learning experiences focusing on Mathematics and Numeracy, Comprehension & RERC.

PRIORITY: Further, develop our family centred approach throughout our school community.

Focus: Successes and Achievements

PRIORITY: Promote the wellbeing of all children.

PRIORITY: Through digital technology, learners will develop their skills for learning, life and work and the impact this has on their place in the World of Work.

Method of Gathering Evidence

Evidence sources include:

- observation of learners' experiences through peer and Senior Leadership Team (SLT) learning visits
- monitoring of learning and teaching, attainment and achievement throughout the year
- staff analysis of on-going assessment, Baseline Assessments, Standardised Tests and the Scottish National Standardised Assessments (SNSA)
- feedback from parents through the Jotters Home Programme and end of year summative reports
- self-evaluation and audit by staff and children of the School Improvement Plan
- learners' evaluations of their learning experiences through pupil learning conversations, and committees including the Pupil Council
- focus group discussions with parents and partners
- moderation activities at school, cluster and authority levels
- use of national benchmarks during tracking dialogue meetings to support improved confidence in forming teacher professional judgements
- celebration of learning through school twitter and school webpage
- Child's Wellbeing Plans and information from inter-agency partners
- surveys carried out with staff, pupils and parents
- parent feedback from curriculum events, annual Learning and Achievement Assemblies and Discovery Days planned and led by children in every class

How good is our leadership and approach to improvement? (1.1, 1.2, 1.3) Evaluation: Very good	
NIF Priority <ul style="list-style-type: none"> Improvement in attainment, particularly in literacy and numeracy 	School Priorities Focus: Leadership Priority: Develop a coherent approach to self-evaluation across our school community. Foster a collaborative climate, where everyone can demonstrate that learning is not just for today but forever.
NIF Driver(s) <ul style="list-style-type: none"> School leadership Teacher professionalism Assessment of children's progress School improvement Performance information Parental Engagement 	Local Improvement Plan – Expected Outcome / Impact A culture of self-evaluation and continuous improvement in all schools and services. An ethos of high expectations and achievement in every school and service. Improved reading, writing and mathematics attainment throughout the years of the broad general education. An improvement in the percentage of young children reaching all of the expected developmental outcomes.
Progress, Impact and Outcomes <u>SELF-EVALUATION</u> <p>All staff and learners are active participants in self-evaluation for school improvement. Through staff meetings the Head Teacher has regularly shared national guidance, linked to the national empowerment agenda and raised staff awareness of the significant impact collaboration can have on school improvement. All staff understand that self-evaluation is an integral and on-going part of the school's approach to continuous improvement. This year staff Improvement Teams were formed to take forward developments linked to Rights Respecting Schools, Digital Technologies, Family Friendly approaches, Numeracy & Mathematics and English Language & Literacy. We are developing and enhancing our learning culture through shared leadership, self-evaluation and teacher enquiry. Relationships in St Clare's are very strong. All staff know they have a collective responsibility to ensure they provide high quality learning experiences for all. Collectively staff recognise the importance of sharing best practice and view this as an opportunity to learn and improve their skills. Consequently, we are developing a rich learning culture for all. We can confidently look inwards, outwards and forwards to help our school move forward on our improvement journey.</p> <p>Relationships between staff and children are also very strong. This has been evidenced through a survey carried out by the Junior Leadership Team (JLT), where all learners reported "Every child has an adult who knows them well." Relationships are based on respect, which stemmed from the work carried out last year in gaining the Bronze Rite of Commitment Award for Rights Respecting Schools. Subsequently, the Head Teacher felt confident to introduce and use <i>How Good Is OUR School 4? Part One and Two</i> as an approach to self-evaluation. Material was shared with teachers at the In-service in October. Staff saw the value of this approach to self-evaluation. Using the toolkit, provided structure and empowered learners to know how to investigate and gather evidence to measure impact. The Junior Leadership Team (JLT), in collaboration with the Head Teacher, played a key role in sharing the purpose of self-evaluation with learners in St Clare's.</p>	

The JLT utilised the guidance within the *How Good Is OUR School?* document to create learner friendly presentations that were shared during assemblies. The JLT identified relationships in our school were strong but how did they know? Focusing on Theme 1: Relationships, and adapting the key questions they created a SWAY form to gather views from across the school. The JLT also planned and implemented a JLT Learner Participation assembly to gather views. This involved children across the school being divided into mixed stage groups. A P7 Prefect chaired each group, and a P6 child recorded the responses digitally. The data was discussed at a JLT meeting and it was agreed that the data confirmed relationships across the school were strong. The data was shared with children, staff and the Parent Forum through the monthly newsletter and a follow-up assembly. The data revealed...

Our school is welcoming and everyone feels that they belong here.
75.7% Strongly Agree and 24.3% Agree

I feel happy, respected, and safe and included in St Clare's.
67.6% Strongly Agree and 32.4% Agree

Children's rights are important in our school.
100% Yes

Do you have friends and feel part of a group?
100% Yes

Do you feel you have positive friendships in school and that you can discuss your feelings and emotions?
97.3% Yes and 0.7% No

Our school has effective ways of dealing with negative behavior.
67.6% Strongly Agree and 32.4% Agree

Consequently, the JLT agreed there was no need to create a separate action plan but to continue in their role to promote the Vision, Values and Aims of our school, address any issues raised on an individual basis and revisit St Clare's Behaviour Policy. Due to the success of the Learner Participation Group (LPG) approach, it was adopted as a mechanism to gather learners' views in relation to the School Improvement Plan and generate ideas for next session. The model of Learner Participation Groups (LPG) will be embedded next year and used by the JLT in 19-20 as one aspect of our whole school approach to self-evaluation.

The newly adopted format of committees for P3 to P7 enabled the P7 prefects, supported by P6, to take a greater role in leading wider improvement in St Clare's, with teachers adopting the role of facilitator. Committees created bi-annual action plans, setting and reviewing targets and sharing progress through our assembly programme and the school newsletter.

Using data to improve is an integral part of St Clare's approach to self-evaluation. The range of data staff can access has increased. As a result, teachers and the Senior Leadership Team required time and training to extend their skill set. Therefore, support was provided at a staff meeting delivered by the Quality Improvement Officer. The workshop upskilled staff in analysing data linked to FME/SIMD/STD TESTS & SNSA. Staff manipulated the deckchair tool and used the tool to look for patterns and trends within their class. This experience encouraged staff to reflect on their learners and begin to ask questions about learner progress/groupings and moderation of their professional judgements; evidence which was discussed during tracking meetings. The Head Teacher and Depute attended two further training sessions to ensure they keep abreast of national developments. Due to the extended banding in the SNSA, the toolkit now provides greater information, which will be used to influence whole school improvement next session specifically in terms of reading and writing.

Parent/carer views form another key aspect of the whole school approach to self-evaluation. St Clare's benefits from an open, honest and approachable relationship with almost all parents and carers. Feedback is sought on a regular basis. Sample views below highlight...

- 95% parents rated the format of the Annual Discovery Days as 4.81 stars out of 5
- 82% found learning about their child's Digital Profile as 4.3 stars out of 5
- 89 of 109 parents felt encouraged to feel involved in the work of the Parent Council
- 108 out of 109 parents felt their child enjoys learning at school the majority of the time
- 109 parents awarded the school 4.7 stars out of 5 because they believe the school helps their child be more confident
- 109 parents awarded the school 4.7 stars out of 5 because they believe the school knows their child as an individual

Parents also reported:

- "St Clare's is a lovely, friendly, inspiring school. My daughter loves to come every day."
- "My child is happy and confident here."
- "I find the teachers very helpful and explain any questions I have."
- "The school has a very supportive, inclusive and happy ethos."
- "Couldn't speak more highly of St Clare's and feel very privileged to be part of this community and growth mindset environment."

This session the evaluation and formulation of the Learning at Home, Homework Policy evidenced the collaborative approach in St Clare's. At different points, parents, staff and learners completed an online survey about homework. The data was gathered and parent and learner views were moderated by staff. The Principal Teacher compiled a draft policy which was shared by class teachers and at the Parent Council. The policy recognises the value and positive impact of activities related to on-going learning, "Family Talking Homework," a specific focus on reading for enjoyment near the end of term two and greater opportunities to provide time for children in term three to have less formal tasks and improve their health and wellbeing. Families and staff now benefit from clear guidance of the purpose of learning at home and the positive impact this has on their child.

Through the formation of the "Family Friends of St Clare's" family groups, parents now have an opportunity to review the school improvement plan and share their thoughts and views at our "Coffee n Chat" sessions. The Head Teacher also presents the document at the first Parent Council Meeting of the year.

Impact

- A strong collaborative climate based on trust and respect for all
- A developing sense of empowerment across the school system
- A culture of self-evaluation and continuous improvement
- Engaged learners and staff who feel valued and listened to
- Parents whose views are sought, shared and acted upon
- A strategic approach to gathering learners' views in St Clare's, contributing to a highly effective and transparent approach to self-evaluation
- A formalised and manageable process of self-evaluation involving staff, learners, parents and partners

COLLABORATION

All staff are committed to collaborative working. All staff across the school are encouraged and willingly take on leadership roles and opportunities to allow them to develop their professional expertise. Throughout the year, staff share progress on the impact of the work of their Improvement Teams and their role in our Cluster Standing Committees. Linked to school priorities staff confidently plan, lead and deliver workshops during staff meetings and in-service days. Consequently, teacher leadership is a key strength within St Clare's.

Together everyone is becoming increasingly empowered to influence and shape the curriculum to improve the learning and teaching experience in the following ways:

- P5 Teacher – How children lead learning in their classroom?
- P1 Staff – Playful Pedagogy for all; how do you enable your learners to have ownership and independence?
- P2 Teachers – Taking Playful Pedagogy beyond P1, looking outwards, visiting Kirkhill Primary and sharing good practice
- Maths Improvement Team : Improve mental maths using Number Talks
- Maths Champions: Attending a range of CLPL events, sharing East Renfrewshire's new planners and the pedagogy of maths – concrete, visual, abstract.
- Literacy Improvement Team: Best practice from the Reading Recovery Approach
- Rights Respecting School Improvement Team: We are #SilverAware – how do we get there?
- Parental Involvement Co-ordinators – Your School Needs You: Family Friends of St Clare's
- Digital Improvement Team: Google Drive on-line planning approach. Mentors to all staff in using Google classrooms. How can we become a Digital School?
- ASN Team: Nurturing approaches/Supporting children with Dyslexia and Autistic Spectrum Disorder
- Science Champion: Active participation in the SSERC programme, STEM Ambassador, coherent CLPL programme provided and learning showcased in our Cluster High School

Impact

- Informed practitioners who are willing to learn and develop their skills
- Confident practitioners who are developing their role of Learning Leaders
- Highly effective collaboration, embracing change to enhance pedagogy
- Engaging, high quality learning experiences for children
- Staff supported and confident in identifying and meeting learners needs

In St Clare's one aim is "always try to improve and reach for the stars." Consequently, staff are ambitious for their learners and ensure that they are aware of their strengths and next steps. Self-reflection is an integral part of the teaching and learning process. The Digital Learning Improvement Team worked collaboratively to develop the concept of Digital Learning Profiles which are used from P3 to P7. Learners were tasked with creating their own webpage using Google and were given time to consistently add to their profile throughout the year. The Digital Leader worked closely with the Cluster Standing Committee to create guidance for staff in the creation and implementation of Digital Learning Profiles. Guidance was clear; encouraging coherence and consistency in our whole school approach to profiling. Six key "Connect & Reflect" questions were agreed across the Cluster. These questions are used to frame each child's thinking, helping them focus on their skills, how they can transfer these skills and how they have progressed. Learners adapted and personalised their profiles demonstrating their uniqueness.

Originally, the intention was to apply a digital approach at every stage. After an initial pilot by P1 teachers it was agreed that the above process was overly bureaucratic, detracting from valuable observation time. Together the staff in P1 and P2 agreed an approach, which was appropriate for their learners. Teachers created opportunities using the Connect and Reflect questions, for learners to share the impact of their learning at various points during the week. Children also had informal opportunities during play, to record "magic moments" in their Learning Journals. Teachers also created class Twitter groups for the parents and posted regularly in order to share and celebrate the range of learning experienced each week. To ensure parents were informed of this new approach, staff delivered input at the annual Discovery Days. This encouraged parents to become involved in the initiative and engage further at home with their child about the learning they were experiencing during the school day.

Finally, The Digital Leader planned a digital parent workshop, delivered by our Junior Digital Leaders in P6 and P7. This event was well attended and well received by parents. Parents were given another opportunity to learn alongside their child during our March parent's evening where we held a drop in session for parents and children could access and add to their Profile at this time.

The newly adopted format to committees for P3 to P7 has enabled the P7 prefects, supported by P6, to take a greater role in leading wider improvement in St Clare's, with teachers adopting the role of facilitator. Committees created bi-annual action plans, setting and reviewing targets and sharing progress through the assembly programme and the school newsletter.

IMPACT

- Children have regular opportunities to reflect on the learning process and record their thoughts and feelings, with support from their teachers
- Learners are becoming skilled and confident in capturing learning that demonstrates their progress
- Learners can use this as a scaffold to help discuss their progress and illustrate the "best bits" of their learning and challenges they have overcome
- Learners have a mechanism which enables them to take responsibility for their own learning, successes and achievements
- In collaboration with their teachers, learners actively engage in discussions about their learning and next steps.
- Learners in the upper stages have regular opportunities to collaborate and lead learning with their peers through Committees

Next Steps

BUILDING PROFESSIONAL CAPACITY

Lesson Study

- Adopt the lesson study approach across the whole school as part of the termly learning cycle process

Improving pedagogy

- Learning Leaders support colleagues to drive effective pedagogical practice across our school

Planning

- Reflect and evaluate current approaches to planning across curricular areas in P1 & P2 (play based approach) and P3 to P7
- Use research to create a robust digital **planning** tool that is appropriate to our context, our learners and authentically addresses issues of bureaucracy for all practitioners
- Include innovative opportunities/approaches for learners and teachers to plan together

How good is the quality of care and education we offer? (2.2, 2.3, 2.4) Evaluation: Good	
NIF Priority <ul style="list-style-type: none"> Improvement in attainment, particularly in literacy and numeracy; Improvement in employability skills 	School Priorities Focus: Learning Provision Target: Implement the Cluster approach to Developing the Young Workforce. Raise attainment and deliver excellent teaching and learning experiences focusing on Numeracy & Mathematics, Comprehension & RERC. Further develop our family centred approach throughout our school community.
NIF Driver(s) <ul style="list-style-type: none"> School leadership Teacher professionalism Parental engagement Assessment of children's progress School improvement Performance information 	Local Improvement Plan – Expected Outcome / Impact Improved reading, writing and mathematics throughout the years of the broad general education. An improvement in the attainment of disadvantaged children and young people A positive culture in health and wellbeing in every school and service. A culture based on “Getting It Right For Every Child”. Learners' experiences support them to develop their personalities, talents, mental, spiritual and physical abilities to their fullest potential. An increase in the schools and centres putting nurturing approaches into practice. An increase in activities which support prevention and early intervention, improve outcomes and reduce inequalities.
Progress, Impact and Outcomes <u>Curriculum</u> <u>Skills for learning, life and work</u> Skills for learning, life and work are closely linked to the Aims and Vision of St Clare's. Staff and learners are continually encouraged to be their “best self and reach for the stars” creating an ambitious climate for all. Following the launch of the Cluster Developing the Young Workforce Inspiration Pack, staff have become familiar with the material but further improvement work is required to ensure the pedagogy is consistently implemented across the whole school. This will be carried forward next session. All learners effectively participated in our annual Business Enterprise Activity, creating products to sell at the Christmas Fayre. A P7 prefect took on the role of Managing Director, creating a workforce from P5 to P7 children to sell the products. She created a comprehensive rota; allocating periods of working, breaks and presented a positive briefing for her staff on Code of Conduct in relation to customer service and finance. The impact of this was a highly organised workforce involving of a range of learners who confidently took responsibility for their role and experienced the reality of customer service. This model will be replicated in the years ahead due to its success.	

Literacy & English Language

All staff are confident in using and applying the benchmarks when planning, assessing and moderating learner progress; resulting in increasing accuracy and confidence when making teacher professional judgements. The whole school approach to teaching reading is embedded. Almost all learners are articulate when applying reciprocal reading strategies. Most learners read confidently and with expression, commanding a good use of vocabulary. Through planning and tracking meetings, teachers report learners appear more confident when analysing and evaluating texts orally but often this is not reflected in written comprehension tasks. Consequently, now having gathered more evidence from the SNSA this will feature as a significant improvement focus next session for the Literacy Improvement Team.

Coherent guidance linked to the pedagogy of phonics was shared with staff in P1 and P2, leading to a greater focus on the importance of alliteration and rhyme. Through engagement in continuous professional learning in playful pedagogy, teachers in the early stages are gaining skill and confidence in making adaptations to the phonics and writing programme. This has resulted in most learners confidently using their phonics to spell known and unknown words, writing sentences and some learners writing paragraphs.

The Leading Learner of Literacy attended CLPL on the launch of the new ERC planners linked to the Literacy Strategy and shared this with staff. As a member of the Cluster Standing Committee she worked collaboratively with her Cluster colleagues to gather a range of valuable learning materials for all staff to access through a shared digital learning platform. This will be launched next session.

The P5 teacher participated in the School Improvement Partnership Programme, which involved professional enquiry to research: Can a playful pedagogical approach raise engagement and attainment in writing for boys? The partnership was formed with Carolside Primary. It involved a small-scale study targeting a group of boys in P5. The results suggest that the playful pedagogy approach had the most impact for participants with dyslexia. The school will use this data and learning when reviewing the pedagogy of writing in St Clare's.

Significant investment was allocated from the Pupil Equity Fund to train a teacher in The Reading Recovery Programme. This involved regular, collaborative training opportunities for the teacher with his peers within the authority. The Reading Recovery Approach involved delivering daily thirty minute one to one teaching sessions to four Primary Two children who were identified during the initial observation assessments. The programme ran for approximately twenty weeks. All children made significant progress in their reading and writing across seven targeted areas. Parents and class teachers commented on the positive change in the children in terms of their ability, confidence and willingness to read and write.

Numeracy and Mathematics

Numeracy and Mathematics was identified as a significant priority for improvement this session. Based on previous evidence, staff recognised the need to create and implement a whole school approach to mental maths. The P4 and P7 teacher attended a Maths CLPL morning, organised through the West Partnership. During the session they looked outwards and heard excellent practice in the pedagogy of Number Talks. From this learning it drove improvement within St Clare's as follows:

- Teachers were provided Number Talks Teacher's Manual and read and researched the approach.
- Teachers trialled the approach with their classes
- During observed lessons, the Head Teacher reported a positive impact on learners' experiences.
- Almost all learners demonstrated an increase in confidence in their ability to use the specific language, articulate and explain their mathematical thinking.

- The approach allowed every learner to feel comfortable to take risks, recognise there are different ways to solve problems and develop resilience in finding solutions. Reducing maths anxiety significantly for specific learners.
- Increased confidence in mental maths in particular at P7 where 21 out of 31 learners achieved 100 and above in the standardised test scores.
- Learning conversations with children confirmed the above.

Due to the success of the pilot, The Maths Improvement Team delivered a comprehensive workshop for all staff at the In-service day in February. Teacher books were purchased. A whole school plan was created and valuable step-by-step handouts, with suggested resources were distributed to teachers. Peer visits focused on Number Talks, enabling teachers to observe lessons in action. Number Talks are now taught consistently across the whole school. During the LPG Improvement Plan session, almost all learners reported that Number Talks helps them improve their mental maths.

The Authority also launched new Maths planners, which the Maths Champion presented to all staff. The planners offer greater flexibility, supporting creativity and linking to real life learning, whilst ensuring the core learning is rigorously taught. The Maths Champions benefited from an extensive CLPL programme, which they cascaded to staff in the capacity as mentor and lead learners. The Maths Champions and Improvement Team have shared good practice and other aspects of numeracy i.e. Number Talks, concrete materials, Numeracy Blueprint boards, with all teaching staff. Teaching resources have been supplemented with Ed Pax and concrete materials. A significant amount of professional learning has taken place with all staff in this area, which has resulted in enhanced pedagogy. Next session staff will have time to gain greater confidence in using the new planners and have time to embed their learning to ensure a coherent and consistent whole school approach.

Religious Education

The school motto, "Love God, Serve God" permeates our practice in St Clare's and is evident in the life and work of the school. Supported by the Parental Pastoral Committee, learners are made aware of the importance of using their gifts and talents to help others. Annual activities and collections encourage children to think of others and be proactive in making a difference. Partnerships with parental contacts in the Simon Community, Pro-life, ERC Food Bank and SCIAF contribute to this. This has extended to involve our friends in Calderwood Lodge, where both schools collected items to help homeless people in Glasgow through the winter. Throughout the year, P7 children from St Clare's and Calderwood Lodge enjoyed various opportunities to learn and share their faith journeys. This culminated in a highly emotive Holocaust Memorial Service in commemoration of 100 years of World War One. The Head Boy and Girl were invited to the synagogue to celebrate Hanukkah and were then invited to speak to the local inter-faith community about Advent. This demonstrated our commitment and ability to enjoy the unique ethos of our school and the united aspect, which being part of a joint faith campus provides.

Family Friendly

St Clare's is well supported by the Parent Forum and Parent Council. Parents are a valuable part of the life and work of the school. This year St Clare's has built on the Bronze Award received as part of the Family Centred Approaches. The Parental Involvement Co-ordinators; to raise awareness of the Authority's Parental Involvement and Engagement Policy and seek views in the creation of St Clare's Parental Engagement Policy, delivered a parental workshop ensuring it was unique to the school context. In excess of 25 parents attended and the "Friends of St Clare's" was formed.

Friends of St Clare's now comprises a range of different groups led by parents, learning with children throughout the year;

- Gardening Gang who planned a Big, Dig Day and received the RHS Level Two Award
- Creative & Crafty who worked with learners to produce creative canvas' to sell at the Christmas Fayre and Summer BBQ. Currently revamping the school foyer to create a dynamic space for learners and parents to utilise
- Family Fitness Fun who deliver aerobics to the whole school on Mondays in June
- Paired Readers following training from the Depute Head, support learners in the early years with reading for enjoyment
- Loving Languages – Mandarin and Spanish lunch clubs offered to specific stages
- St Clare's Cares, a Pastoral Committee who promote charity events across the year
- Parent Council who plan a range of various events for families to enjoy across the year

One parent led and launched "Networking Matters" for parents of St Clare's. This comprised of a guest speaker and an informal opportunity for interested parents to share their work expertise and talents with each other. Highly positive feedback was received from parents who attended. This approach has resulted in an enhanced relationship between parents, staff and children. Parents share that they value the true sense of community in St Clare's, which they believe is unique to our school.

Next Steps

Skills for learning, life and work

- Develop an awareness of the skills and qualities required within the world of work

Assessment & Moderation

- Refine/create a digital tracking tool that is appropriate to our context and our learners
- Learners are aware of the Benchmarks in core areas and use these when setting targets
- Introduce a robust programme of in-house moderation led by practitioners
- Increase staff confidence and expertise in the manipulation and interpretation of data

Literacy & English Language

- Create a robust approach to teaching comprehension, throughout the school
- Using evidence gathered from the School Improvement Partnership, create a robust approach to teaching writing and the tools for writing, throughout the school
- Produce succinct guidance for all staff to access

Health and Wellbeing

- Create a whole school approach to teaching Health and Wellbeing across the school
- Create a systematic approach to sharing wellbeing data using SHANARRI and My World Triangle.

How good are we at ensuring the best possible outcomes for all our children/learners? (3.1, 3.2) Evaluation: Good	
NIF Priority <ul style="list-style-type: none"> Improvement in employability skills Improvement in children's and young people's health and wellbeing 	School Priorities Focus: Successes and Achievements Target: Promote the wellbeing of all children. Through digital technology, learners will develop their skills for learning, life and work and the impact this has on their place in the World of Work.
NIF Driver(s) <ul style="list-style-type: none"> School leadership Teacher professionalism Parental Engagement 	Local Improvement Plan – Expected Outcome / Impact A positive culture in health and wellbeing in every school and service. A culture based on “Getting It Right For Every Child”. Learners' experiences support them to develop their personalities, talents, mental, spiritual and physical abilities to their fullest potential. An increase in activities which support prevention and early intervention, improve outcomes and reduce inequalities. Practices and experiences which ensure that the needs of children, young people and adults' needs are identified and addressed.
Progress, Impact and Outcomes <u>Wellbeing</u> A group of P7 learners continued in their role as Rights Respecting Ambassadors, working collaboratively with the RRS Committee members and the teachers in the Rights Respecting Improvement Team. Building on the success and work implemented in achieving the Bronze Rite of Commitment, a Silver Action plan was created. As part of the journey to Silver Aware, the school has submitted the self-evaluation to RRS inspectors. Following a presentation from the RRS Ambassadors, almost all learners are familiar with the UN Conventions of the Rights of the Child. Learners planned and delivered lessons across classes about the place and purpose of the Class Charter ensuring all learners were active participants in creating their Class Charter and can articulate the significance it plays within their class and school community. Many children are familiar with a number of articles and can talk about the rights they enjoy. Learners have engaged in a number of topics to explore children's rights, such as Fair Trade and the impact of plastic in our Oceans. Pupil voice is significant across all stages. All pupils from p3-7 are involved in committees which enable them to positively influence decision making in the school. Children are involved in leading their own learning. This consists of teacher-initiated play in the infants or choosing their own topics and tasks in the middle and upper school. All children are asked to feedback on how best to move forward in leading their learning and change happens because of this dialogue. All learners participated in a highly successful Rights Week.	

Relationships across the school are extremely positive; founded on dignity and mutual respect for rights. The RRS Ambassadors presented to the Parent Council summarising the progress the RRS Committee had made. Parents were impressed by the knowledge and confidence the children demonstrated during the presentation. Pupils prepared an excellent collaborative presentation with our joint faith campus neighbours on restorative practice.

The Junior Road Safety Committee worked with an Environmental Officer from the Council to learn about the impact of air pollution within the car park of St Clare's and Calderwood Lodge. Air pollution monitors were secured within the car park and provided valuable data that illustrated when air pollution was at its highest. The Committee created an action plan to address the issue. They produced leaflets and distributed these to parents to raise awareness. Two children were successful in their designs being used to support the campaign to reduce air pollution and their banners are displayed in the car park. Consequently, the children are very aware of the negative impact car pollution and idling has and will continue to develop ideas to raise awareness within the school community.

The RRS Ambassadors worked collaboratively with their peers from Calderwood Lodge to formulate a Joint Campus Playground Charter. A whole campus assembly was held in February where the Charter was launched and all children were reminded of the importance of using Restorative Approaches to help resolve conflict. The Pupil Support Assistants were also provided with simple cards, which are used during playtimes. As a result, children are demonstrating a deeper understanding of their rights and the rights of others whilst building resilience in solving friendship issues.

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.

Our pupils' needs are met predominantly through careful planning by the class teacher and universal support or, in consultation with the DHT; a more targeted approach is adopted. Well-being plans are created with specific targets designed to support children to overcome barriers to learning. Examples of support given this year include our highly successful parental paired reading programme, rapid reading and phonic groups and initiatives such as Netstart to support early literacy, numeracy, fine and gross motor skills and social skills groups.

Pupils who require a more targeted approach may work with support staff and our additional support teacher. All staff have received training in supporting pupils with dyslexia and autism spectrum disorder, as well as an opportunity to develop mindfulness and NLP techniques. We work closely with Carlibar Communication centre to provide a seamless transition for our pupils who experience a split placement. Teachers are involved in joint meetings and engage in learning visits.

Digital

Across the school, children's learning is enhanced by teachers' creative use of digital applications although there are plans to develop this further. In the new session, a Digital Cluster Showcase will be held involving technologies and staff representatives from every establishment. A new member of staff will adopt the role of Digital Leader offering support to staff, learners and parents. The school has started to work towards achieving the Digital Schools Award and this will continue next session. A Digital Policy and User Agreement has been created and is in place, which was shared with all children and their families. All classes use twitter regularly across the school. These updates provide meaningful feedback to parents regarding the school day.

Training children as Digital Leaders has allowed learners to begin to lead developments of some aspects of Digital Literacy. They have led workshops for parents, helped younger children in ICT lessons and supported classes and teachers in P3 to P7 in creating their Digital Learning Profiles.

At times parents raised concerns about their knowledge of keeping their children safe online. In response to this the Digital Leader in the Authority held a Cluster event and a partner company presented a similar presentation to the Parent Forum. Parents were keen to attend and the presentations were shared on the school website for ease of access for all parents. The school engaged with the Campus Cop who worked with children in P5 to P7 to build awareness regarding staying safe online, thus supporting the children's ability to make informed decisions.

Next steps

- Pilot lessons in term three using the Equality and Inclusion Learning Materials published by Scottish Catholic Education Service (SCES)
- Develop our collaborative climate through moderation in school and across the cluster
- Work with parents, business mentors (Networking Matters) to implement Employability Road Show and Fayre

Raising Attainment and Achievement

All schools in East Renfrewshire record the percentage of children achieving developmental milestones at the beginning of P1. The milestones benchmark various areas of development including skills in language and communication, social and emotional, attention fine and gross motor skills. Developmental Milestones for P1 showed 96% of pupils achieved their milestones. This information was used along with the Baseline results, to build up a profile of each P1 learner to ensure that the needs of each child were identified and supported.

	2017-2018	2018-2019
Overall P1 Baseline Score Literacy	102	101
Boys	102	97
Girls	102	104
Overall P1 Baseline Score Numeracy	96	100
Boys	96	97
Girls	95	98
Overall proportion of P1 achieving their Developmental Milestones	71%	96%

The table below summarises the overall P3, P5 and P7 performances in standardised tests. Standardised scores can range from 70 to 130. A score of 90 – 109 is age appropriate; a score of **100** is the average at each stage within East Renfrewshire.

Overall Std Test Score	2017-2018	2018-2019
<i>Maths P3</i>	94	96
<i>English P3</i>	100	100
<i>Maths P5</i>	95	93
<i>English P5</i>	96	97
<i>Maths P7</i>	NA	102
<i>English P7</i>	NA	107

Standardised assessments capture a snapshot of a child's learning journey. Teachers use this data and a range of other evidence to make holistic Curriculum for Excellence judgements.

CfE Attainment Levels	2017-2018	2018-2019
P1 Reading	97%	98%
P1 Writing	93%	98%
P1 Talking & Listening	95%	98%
P1 Maths	100%	100%
P4 Reading	93%	91%
P4 Writing	80%	85%
P4 Talking & Listening	89%	100%
P4 Maths	93%	79%
P7 Reading	NA	81%
P7 Writing	NA	81%
P7 Talking & Listening	NA	90%
P7 Maths	NA	81%

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 influenced positively on this professional knowledge and understanding about progression through the gradient of learning. Data gathered from the SNSA will provide additional information, which will be used to identify gaps and areas for improvement.

Attendance levels are extremely high and the rate of exclusion remains nil.

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

Allocation: £11,794

READING RECOVERY: Training and resources

Through participation in the reading recovery programme a Class Teacher benefitted from multiple professional learning opportunities with colleagues across the Authority. The sessions included:

Initial Assessment Training

Initial Professional Development Sessions

Teacher Leader & Peer Visits

The teacher achieved an accredited qualification as a Reading Recover Teacher. He also benefitted from hints and tips about how to use certain techniques in the class and in the use of a running record: strategies he shared with all staff through Curriculum Development sessions.

All children made significant progress in their reading and writing across the seven areas assessed and parents and class teachers have commented on the positive change in the children in terms of their ability, confidence and willingness to read and write.

Parental feedback was good and parents felt they were able to support their child more at home.

The following information shows the range of attainment increase in each assessment over the 20 weeks.

- Letter Identification: 17 – 20 percent increase
- Concepts About Print: 21 – 50 percent increase
- Word Reading: 65 – 78 percent increase
- Writing Vocabulary: 50 – 880 percent increase
- Hearing & Recording Sounds in Words: 22 – 41 percent increase
- British Ability Scale Word Reading Age: 6 – 18 month increase
- Instructional Reading Level (PM): 8 – 17 levels

Raising Attainment in Maths at P6 & P7

1 day teaching input across P6 and P7, once a week from August to June

P6 and P7 had the opportunity to work with a maths teacher from our Cluster High School, St Ninian's. The P6 teacher used data from Standardised Tests to target specific outcomes. This was beneficial for learners as was observed through their daily classwork and conversations. The children appeared more confident tackling new concepts and linking all their mathematical knowledge to solve a wide range of problems. It has also had a positive impact on their attitude to maths and working with a high school teacher has eased any anxieties around transitions.

- P6 GL assessments show an overall Group 1 scored 80% accuracy in correct answers for targeted topics taught by Secondary teacher. Teacher's assessments show an increase in attainment across the class from Jan to June.

Qualitative data illustrated that almost all learners in P7 have increased their confidence and resilience in mathematics.

Class teacher assessments and observations and high school data were used to target specific outcomes.

The focus was fractions, decimals and percentages and through specific input, children experienced greater success when working through more challenging concepts and real life problems.

Classwork and attention to detail improved.

Learners are able to successfully link their learning across many different concepts and use this to tackle more challenging problems. Learners improved confidence about further study of this subject at High School

- P7 SNAS results show over 80% of the class achieved a band 10 or 11, the national norm being between 8 and 9. Specifically well answered were topics covered by secondary teacher.

Both class teachers have also greatly benefited from this sharing of expertise and pedagogy. Both feel continuing to work in this collaborative way with St Ninian's will have a huge impact for children and staff.

What is our capacity for continuous improvement?

The school is well placed to build on existing good practice. We have a clear Vision, Values and Aims which will ensure that we continue to “build a community where everyone can shine.”

A whole school approach to self-evaluation for self-improvement which will involve staff, learners and families working collaboratively to achieve an empowered school system for all.

A highly reflective and ambitious climate supports the school in delivering the highest quality of education for all learners.

Further funding from the authority to support the lowest performing 20% will be in place from August to March ensuring the children requiring the most support continue to benefit from this.

Having two Newly Qualified Teachers this session will allow us to develop our approach to targeted support across the school.

All staff, children and parents have been fully involved in evaluating progress and impact of the School Improvement Plan for session 2018-19 and are committed to the continuous improvement of the school.

The Parent Council and wider Parent Forum continue to be very encouraging of the school and are keen to support the school on its continuing journey of improvement.

Leadership at all levels is expected, encouraged and supported within a collegiate environment.

Staff will develop their capacity and confidence as Leading Learners in order to continue to improve pedagogy and raise attainment and achievement for all.

National Improvement Framework Quality Indicators

Quality indicator	School self-evaluation	Inspection evaluation
1.3 Leadership of change	Very good	
2.3 Learning, teaching and assessment	Good	
3.1 Ensuring wellbeing, equity and inclusion	Very good	
3.2 Securing children's progress / Raising attainment and achievement	Good	

School Improvement Priorities 2019-2020

Focus: Leadership

Targets:

- 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

Focus: Learning Provision

Targets:

- Increase learners' awareness 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

Focus: Successes and Achievements

Targets:

- Promote the wellbeing of all children
- Provide focused opportunities for learners to develop and apply their creativity and employability skills