

# ***St Clare's Primary School***



## *Standards and Quality Report Parent Friendly Session 208/19*



How good is our Leadership and approach to improvement?

**Focus: Leadership**

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

### SELF-EVALUATION

All staff and learners are active participants in self-evaluation for school improvement. Staff work collaboratively in their Improvement Team to take forward developments linked to Rights Respecting Schools, Digital Technologies, Family Friendly approaches, Numeracy & Mathematics and English Language & Literacy.

The Head Teacher and Junior Leadership Team utilised *How Good Is OUR School 4? Part One and Two* as a tool to measure improvement. The JLT focused on Theme 1: Relationships. They planned and implemented a JLT Learner Participation assembly and created a SWAY form to gather views from across the school. 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 behaviour.**

67.6% Strongly Agree and 32.4% Agree

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.

The model of Learner Participation Groups (LPG) will be embedded next year and used by the JLT in 19-20 as the main approach to promote genuine pupil voice within St Clare's.



## How good is our Leadership and approach to improvement?

### Focus: Leadership

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

Parent/carers 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. Feedback was sought from staff, children and parents and incorporated into the policy. 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, families are involved in reviewing and creating 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.



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

**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.

**Curriculum**

**Skills for learning, life and work**

Skills for learning, life and work link closely to the Aims and Vision of St Clare's. 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. 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.

**Quality of Teaching**

**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.
- Our whole school approach to teaching reading is now embedded. Almost all learners are articulate when applying reciprocal reading strategies. Most learners read confidently and with expression, commanding a good use of vocabulary.
- 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.
- 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.
- The P5 teacher participated in the School Improvement Partnership Programme, which involved professional inquiry to research: Can a playful pedagogical approach raise engagement and attainment in writing for boys?
- Significant investment from the Pupil Equity Fund was allocated to train a teacher in The Reading Recovery Programme. The programme ran for approximately twenty weeks. All children made significant progress in their reading and writing across seven targeted areas.

**Numeracy and Mathematics**

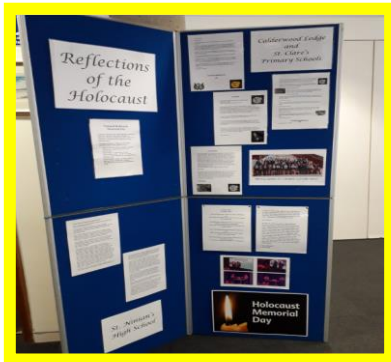
- Staff attended CLPL delivered by the West Partnership about the philosophy of Number Talks
- Teachers trialled the approach with their classes
- The Maths Improvement Team delivered a comprehensive workshop for all staff at the In-service day in February
- A whole school plan was created and valuable step by step handouts, with suggested resources were distributed to teachers
- Peer visits focused on Number Talks, enabling teachers to observe lessons in action.
- During the LPG Improvement Plan session almost all learners reported that Number Talks helps them improve their mental maths
- Maths Champions presented the new Authority planners to all staff
- A significant amount of professional learning has taken place with all staff in this area which has resulted in enhanced pedagogy



## 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.

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 attended the synagogue to celebrate Hanukkah and were 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. The Parental Involvement Co-ordinators delivered a workshop 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, ensuring it was unique to the school context. In excess of 25 parents attended and the “Friends of St Clare’s” group was formed. Friends of St Clare’s now comprises of a range of different groups led by parents, learning with children throughout the year;

- Gardening Gang
- Creative & Crafty
- Family Fitness Fun
- Paired Readers
- Networking Matters
- Loving Languages – Mandarin and Spanish lunch clubs offered to specific stages
- St Clare’s Cares, Pastoral Committee
- Parent Council



## 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.

**Target:** 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.

### Wellbeing

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. 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.
- The RRS Ambassadors worked collaboratively with their peers from Calderwood Lodge to formulate a Joint Campus Playground Charter

The impact of all of this work resulted in St Clare's achieving Unicef Silver Rites Respecting School status. To read the detailed report follow the link below.

<https://blogs.glowscotland.org.uk/er/stclares/files/2019/11/INSPECTION-REPORT.pdf>

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. 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 to further explore their own and other children's rights.

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. 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.



## **Digital**

Across the school, children's learning is enhanced by teachers' creative use of digital applications. The school has started to work towards achieving the Digital Schools Award and this will continue next session.

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. Systems which will be developed further next session.

## **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.

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.

### **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. Qualitative data illustrated that almost all learners increased their confidence and resilience in mathematics. 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.

Both class teachers 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.

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

<https://blogs.glowscotland.org.uk/er/stclares/standards-and-qualities-2018-19/standards-quality-2018-2019/>