



2020-2021

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:

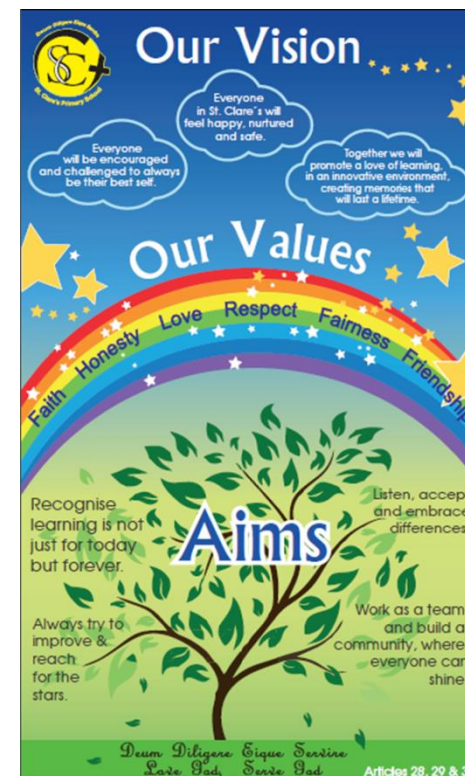
- Work as a team and build a community, where everyone can shine
- Listen, accept and embrace differences
- Recognise learning is not just for today but forever
- Always try to improve and **reach for the stars**

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 2020-2023		
Year 1 2020-21	Year 2 2021-22	Year 3 2022-23
Collaborative Cohorts Improving Pedagogy through Inquiry	Curriculum Narrative	Refresh Vision, Values and Aims
Assessment & Moderation	Assessment & Moderation	Assessment & Moderation
Mathematics and Numeracy Pedagogy & Improvement	Literacy and English Language Pedagogy & Improvement	Expressive Arts Pedagogy & Improvement
	Family Learning	Partnerships
Wellbeing Religious Education in Roman Catholic Schools <i>Developing in Faith – Developing as a community of faith and learning.</i>	Wellbeing Religious Education in Roman Catholic Schools <i>Developing in Faith - Promoting Gospel Values</i>	Wellbeing Religious Education in Roman Catholic Schools <i>Developing in Faith - Celebrating and worshipping</i>
<i>Our Road to Recovery - Outdoor Learning & Learning for Sustainability</i>	<i>Our on-going Journey - Outdoor Learning & Learning for Sustainability</i>	Rights Respecting Gold

2020-21 School Improvement Priorities

- ✓ 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
- ✓ Work collaboratively to ensure a smooth “Road to Recovery”
- ✓ Utilise and engage in Assessment and Moderation to support Recovery
- ✓ Improve approaches to teaching Numeracy & Mathematics
- ✓ Promote the wellbeing of all children within our community
- ✓ Continue to raise attainment & achievement over time

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						
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	
<p>An empowered staff who trust and can learn from each other, in order to enhance learning and teaching across our school.</p> <p>Skilled practitioners whose practice is informed by research and data</p> <p>LIO/ A culture of self-evaluation and continuous improvement in our school.</p> <p>LIO/ An ethos of high expectations and achievement in our school.</p> <p>Staff and learners genuinely engaged and involved in the change process.</p> <p>Pupil voice is genuine and drives improvement in collaboration with teachers & SLT.</p> <p>Learners enjoy engaging, innovative learning experiences.</p> <p>Learners are aware of their progress and next steps.</p>	Improving pedagogy <ul style="list-style-type: none">Introduce collaborative cohorts, where staff lead meetings and adopt enquiry based approaches to school improvement- <i>playful pedagogy/questioning/meta-cognition</i>.Adapt our learning trio model to support the current change, using a peer support approach to planning, teaching and learning and moderation.	Teachers	Establish in August in-service Monthly meetings Termly based projects	Curriculum Development: Collegiate time to meet monthly <i>Realising the Ambition: Being Me</i> ERC:Excellent Experiences for All <i>A framework for Learning, Teaching & Assessment</i>	Enquiry evidence to illustrate impact, shared within Collaborative Cohort Folders in Staff Shared Drive Google Shared Staff Area	
	Leadership of Learning <ul style="list-style-type: none">Embed the use of our digital planning tool to provide a consistent whole school approach to blended learning.Collectively create clear guidance for teachers, parents and learners about St Clare’s “new normal,” our blended approach to learning.Include opportunities for learners and teachers to plan together for the “new normal.”Teachers and learners, collaborate to create their class Learning Wall, posing three key questions – what we want to learn, why we want to learn this and how can we be successful?	SLT & Teachers	August In-service September 2020			
		DHT	Term One	Recovery Curriculum School Recovery Plan Home Learning approaches: planning framework <i>Education Endowment Foundation</i>	Learning Conversations	
		Teachers and learners	Termly cycle		Class Learning Walls	
		Junior & Senior Leadership Teams				
		Capturing, reflecting and celebrating learning <ul style="list-style-type: none">Audit current approach to digital profiles across the schoolCreate a structure that ensures learners evaluate progress across the curriculum, making links to how they have been successful and what they can develop.Implement whole school approach to profiling	Digital Leader & PT	October – December	ERC Digital Strategy ERC Digital Leader How Good Is OUR School?	Audit of current practice Professional Dialogue Streamlined approach Digital Learning Profiles
			Teacher	Term Two		

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"> Development of the curriculum
2.3 Learning, teaching and assessment	<ul style="list-style-type: none"> Quality of teaching/Effective use of assessment/Planning, tracking & monitoring
PRIORITY: Utilise and engage in assessment & moderation to support Recovery PRIORITY: Improve approaches to teaching Numeracy & Mathematics NIF Priority: Improvement in attainment, particularly in literacy and numeracy. NIF Drivers: School leadership/ Teacher professionalism / Assessment of children's progress/School improvement/Performance information	

	Outcome/ Impact	Activities	Responsibility	Timescale	Resources	Monitoring/ Evaluation
Assessment and Moderation	<p>LIO/ An ethos of high expectations and achievement in our school.</p> <p>Change across the whole school influenced by staff and learners. Confident learners who can make decisions and lead their learning</p>	<ul style="list-style-type: none"> Embed the use of our whole school Holistic Assessment Overview Consistently engage in the moderation process as an integral part of learning and teaching to support Recovery Improve skills in analysing all data to plan learning experiences to meet the needs of my learners Use a range of assessments to identify gaps in learning. Plan teaching and learning experiences to address gaps for learners. Engage in weekly dialogue with stage partners and SLT to oversee progress made, through blended learning Audit our approaches to formative and summative assessment Collaboratively research different strategies, implement and reflect Agree on a whole school, coherent approach in providing feedback and next steps to learners 	<p>Teachers supported by Digital Leader Moderation Facilitators</p> <p>Teachers & SLT</p>	<p>From August 2020 Term One</p> <p>Term One</p> <p>Term Two & Three</p>	<p>St Clare's Shared Staff Site ERC Local Assessment Resource</p> <p>ERC Tracking Database ERC Standardised Assessment Data SNSA Website & Assessment & Analysis Too</p> <p>Tapestry materials</p>	<p>Professional Dialogue Tracking Meetings ERC Tracking database Staff manipulation of Tracking Tool data Agreed plan and focus for moderation</p> <p>Audit</p> <p>Teacher Research & Inquiry St Clare's Assessment Framework</p>
Numeracy & Mathematics	<p>LIO/ Improved numeracy and mathematics attainment throughout the years of the broad general education.</p> <p>Teachers are confident in accessing and analysing data in order to raise attainment for their learners.</p>	<ul style="list-style-type: none"> Analyse a range of data to identify patterns and trends within each level Based on our findings, use research to target areas for improvement i.e. problem solving/fractions/ratios Collaborate and collectively agree definitive concepts to be taught, related to age, stage and our context across the school Create succinct guidance for learners, teachers and parents 	<p>SLT and teachers working collaboratively Supported by Maths Champions Support from QI</p>	<p>Begin in October and complete in May 2021.</p>	<p>ERC Numeracy & Mathematics Strategy CfE Benchmarks ERC Numeracy & Mathematics Planners Education Scotland; Improvement Hub Staff Meetings Realising the ambition: Being Me</p>	<p>On-going assessments Feedback from Moderation Professional Dialogue Tracking Meetings Conceptual Character & sketchnote: A Learner of St Clare's</p>

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"> Wellbeing
3.2 Raising attainment and achievement	<ul style="list-style-type: none"> Attainment over time
PRIORITY: Promote the wellbeing of all children. PRIORITY: Continue to raise attainment & achievement over time NIF Priorities: Improvement in children and young people's health and wellbeing 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	RERC Developing in Faith – Promoting Gospel values <ul style="list-style-type: none"> Embed our whole school approach to Christian Meditation across the whole school 	CM & all staff	August 2020 In-service Day	Developing in Faith: <i>Promoting Gospel Values</i> SCES - Scottish Catholic Education Service website Contemplative CD and narrative	Learner Conversations
	LIO/ An increase in activities which support prevention and early intervention, improve outcomes and reduce inequalities.	Wellbeing <ul style="list-style-type: none"> Embed our whole school HWB programme Distribute our HWB forms termly to track child's wellbeing and provide appropriate support Develop our school garden as a place of reconnection and recovery Use our school garden to begin our journey of learning outdoors Promote growth mindset to support all learners to successfully adapt to blended learning in school and at home (Activate, Explain, Practise, Reflect & Review) 	All staff Teachers & DHT	Term One	<i>Education Scotland: Outdoor Learning & Learning for Sustainability Wakelet</i>	FORMS learner feedback School Data
	Learners report they feel safe and happy in school.		STEM Ambassador, staff & children Gardening Gang		Home Learning approaches: planning framework <i>Education Endowment Foundation</i>	Twitter Digital Profiles
	LIO/ A culture of GIRFEC		SLT, Teachers & Learners	Term One		Professional Dialogue & Tracking Meetings
RAISING ACHIEVEMENT	Increasing consistency in teacher judgements within levels	<ul style="list-style-type: none"> Develop our collaborative climate where practitioners have the opportunity to moderate at stages and levels. 	Moderation Facilitators & All Staff	Termly	ERC:LAR CfE Benchmarks ERC: Moderation Template Samples of learning	ERC Tracking Database Data
	Deeper understanding of achievement within a level	<ul style="list-style-type: none"> During tracking meetings, use Benchmarks and a range of evidence to engage in meaningful professional dialogue around teacher judgements. 	SLT & All Staff	Termly	SLT Data Day	Tracking Meetings Professional Dialogue CfE Benchmarks
	Staff more aware of what learners need to know and what they need to do to progress through the level.					

