

St Clare's Primary School



Standards and Quality Report

Session 2019/20

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 300 with a projected roll of 323 by August 2020. More information regarding the staffing levels can be found in our school handbook:

<https://blogs.glowscotland.org.uk/er/stclares/files/2019/11/St-Clares-Handbook-2020-21-2.pdf>

Improvement Plan Priorities 19/20

Focus: Leadership

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 curricular areas.

Focus: Learning Provision

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.

Focus: Successes and Achievements

PRIORITY: Promote the wellbeing of all children.

PRIORITY: Provide focused opportunities for learners to develop and apply their creativity and employability skills.

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 Target : Continue to foster a collaborative climate, where everyone can demonstrate that learning is not just for today but forever Target : Develop a coherent approach to planning across cross curricular areas
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>BUILDING PROFESSIONAL CAPACITY</u> <i>Lesson study approach</i> The Principal Teacher researched the key concepts of Lesson Study and introduced them to staff during In-Service Day 1. This generated professional dialogue around an appropriate format that could be adopted, suiting our context. Consequently, Practitioner Learning Trios were established consisting of teachers from within levels and a coherent timetable of visits implemented during term two. The agreed whole school focus was Number Talks, giving teachers an opportunity to observe the impact Number Talks was having in improving every child's sense of number. <u>Impact:</u> <ul style="list-style-type: none"> Learning Trios allowed staff to see the progression of Number Talks across different stages, share best practice and see the consistency of approach. Observations highlighted how much the children had learned from P1-P3 and the complexity of their answers. Due to the nature of Number Talks, children were able to give as many different answers as they could and vary the complexity of their answers. This allowed all children to experience success. Consistency across stages – progression of pupil skills as they move through the school. 	

- Increased teacher confidence and motivation - knowing that the strategies implemented are having a positive impact on learners' sense of number.
- Learner trios allowed practitioners to share and discuss mental strategies and pupil engagement.
- Learning Trios were a great way to share teaching strategies across the level. Using strategies from the Number Talks book was a useful starting point for us as a school. Through Learning Trio observations, teachers could see how these initial strategies have been developed / broken down / delivered by teachers themselves. There is no doubt that Number Talks has had a positive impact across the school.
- Increased pupil engagement and number sense observed in every class. All learners can experience success with Number Talks and I enjoyed learning new strategies in my trio too! I think it would be beneficial next time for trios to work across levels - this will help reinforce where the children have come from / are going to.
- Learning Trios afforded us the opportunity to share good practice and learn from one another in a supportive and encouraging way. This has resulted in greater teacher confidence and opened channels for dialogue both formal and informal. Furthermore the trios allowed us to see progression across stages leading to greater consistency and ensuring breadth and challenge for our learners. Many of the strategies showcased can and have been adapted for use at different stages. Number Talks has undoubtedly increased pupil engagement, raised attainment and allowed all learners to feel included and experience success.
- Learning trios has been an excellent moderation tool allowing teachers to see breadth, depth and progression across stages.
- Seeing the progress and pupil engagement across the stages, knowing the impact it has on them as learners and seeing this as a 'bigger picture' (which we don't often get to see) gets me excited and invested in planning and delivering high quality number talks.

Next steps:

- Initially adapt our learning trio model to provide peer support as we embrace blended learning
- Continue Learning Trios
- Focus on different curricular areas
- Form Trios of teachers from across levels in order for teachers to see where learners have been and where they are going

BUILDING PROFESSIONAL CAPACITY

STEM - Digital Leadership and Learning

We recognised the increased level of skills required from staff to deliver digital technology across and through the curriculum. Consequently, this year through our teacher allocation, a teacher with a high level of digital skills adopted the role of Digital Leader. This role has provided valuable support to staff in the form of providing CLPL and team teaching to enhance the profile of Digital Technologies across the school. Our comprehensive Digital Learning and Teaching Strategy was updated and implemented across the whole school, resulting in consistent and progressive learning experiences for all children.

Learners have benefited from regular support from the Digital Teacher. The Digital Teacher and Digital Leaders Team worked together to convert one of our classrooms into a Digi –Hub, where children could access various devices and enhance their knowledge and skills. We are mindful, however, that as our school roll increases, all classes will be used so have invested in one full class set of iPads, which can be utilised to create a “Pop Up” learning area when necessary. Our Parent Council also financially supported the school in purchasing 12 Chromebooks, which are being used to offer targeted support to specific groups of learners across the school. Through a true team effort, St Clare’s achieved our Digital Schools Award in December 2019.

Digital Leaders

Learners from P6 and P7 who demonstrated a particular aptitude and desire to promote digital learning in St Clare’s formed our Digital Leaders Team. These learners used their expertise and worked collaboratively with their peers in St Clare’s and Calderwood Lodge to raise the profile and support their peers across both schools to enhance their digital skills. The Digital Leaders created Tech Tip weekly videos, which were posted on Twitter and created “How to...” guides for staff and learners. They made a highly effective contribution to our virtual visit in helping St Clare’s achieve our Digital Schools Award and confidently presented and interacted with the Chief Executive during her visit to St Clare’s.

Our Digital Leaders worked alongside the Cluster Schools and were trained as “Make it Happen” Ambassadors. Once trained they were able to deliver, through a whole school assembly, the annual “Make it Happen” competition where children are invited to create their own app using the steps, “Think it, Design it, and Build it.” A campus Coding Club has also been established.

Impact:

- Digital Leader learners intrinsically motivated to promote digital learning across the school.
- Digital Teacher and learners leading learning and raising the profile with all in the use of Digital Technologies.
- On-going peer support for all teachers and learners.
- Increased teacher and learner confidence and engagement.
- Creation of links with Make It Happen Charity, shared learning with Calderwood Lodge and the ERC Digi- Hub.
- Links to real life learning in the creation and production of working apps.

CLPL and Profiles

- Digital Leader provided workshops for learners and teachers to demonstrate a range of assistive technologies in the use of Green Screen, VR Headsets and Google Classrooms.
- Digital Leader supported teachers and learners to add to and capture the learning journey through Digital Profiles.
- P1 and P3 pilot use of a different platform to track and record learning.

Impact:

- Most learners trained in using 'Talk to Type' and 'Text to Speak' technology to assist in their learning and learning alongside their peers.
- All teachers and learners can confidently access and use Google Classrooms and Google Drive.
- True sense of collaboration achieved as learners and teachers can work together on various tasks and projects.
- Clear and coherent approach to profiling across the school allowing learners ownership and responsibility for this.

STEM - Science Leadership

St Clare's Science Ambassador attended SSERC Residential courses throughout the year, where she continued to increase her expertise of the Science curriculum. In addition, she attended monthly professional learning sessions delivered by QIO regarding assessment in the Sciences and bridging the attainment gap. She successfully applied for a grant from the Edina Trust and used this funding to extend and improve resources. Our Ambassador volunteered to become an Authority Mentor working collaboratively with colleagues to devise, resource, implement and deliver a programme of CLPL.

St Clare's values the importance of STEM and this year created regular opportunities for the Science Ambassador to team-teach across the whole school. Furthermore, STEM Ambassadors visited Cluster schools and applied a similar team-teaching approach; where teachers liaised with an Ambassador, highlighting concepts they felt would support them in improving their teaching. The Ambassador then participated in a supportive learning visit within their establishment.

Impact:

- Ambassadors upskilled and provided with ideas and resources to be utilised in school
- Greater range of resources, promoting increased learner engagement and enjoyment
- CLPL sessions well attended resulting in a cascade model for sharing new knowledge, teaching approaches and different resources across the Authority
- Improved quality of professional dialogue in school and across the Cluster
- Supportive networks established and staff aware of the key role STEM Ambassadors play in providing guidance
- Greater consistency and equity of experience across the Clusters schools
- Enhanced transition experience from primary to secondary

Due to the breadth of investment and development work undertaken in STEM, the school felt fully confident in applying to Education Scotland for their newly launched STEM Award. We are awaiting the results.

STEM - Maths Leadership

Two teachers continue to develop their leadership role as Maths Champions in St Clare's. Both teachers have attended a range of CLPL provided by the Authority and play a crucial role in promoting rich dialogue, using research to inform their practice.

Impact

- New Maths planners fully embedded, providing greater flexibility for teachers and learners
- Staff fully supported in successfully embedding Number Talks across the whole school
- Teachers at different stages applying the principles promoted by "Craig Barton: How I wish I'd taught Maths" in order to improve learner performance through a focus on working memory
- Teachers now placing greater emphasis on applying concrete, visual and abstract theory to meet the needs of learners and improve understanding of mathematical concepts

Playful Pedagogy

Playful pedagogy is now embedded in P1 and continuing to be developed in P2 and P3. Staff worked collaboratively to support improvement through attending conferences, visiting other schools and researching approaches e.g. Alistair Brice Clegg, Gregg Botrill presented by significant play influencers. One practitioner gained her Forest Kindergarten Qualification.

Impact

- Helicopter Stories approach to teaching writing in order to promote learner engagement and motivation embedded in P1.
- Finger Zumba introduced to target and develop fine motor skills in all learners
- Forest Schools introduced to targeted children across the school resulting in increased resilience in learners

Family Friends of St Clare's

St Clare's benefits from a highly supportive parental community, which includes many grandparents. The Principal Teacher and Parental Involvement Co-ordinator created time throughout the year for the groups to meet and share progress.

Impact

- Organised a highly successful grandparent's afternoon tea which helped promote the inclusive and family feel of St Clare's
- Families made connections and increased the number of volunteers for the various clubs e.g. gardening, art, paired readers, Playground, Bikeability.
- Family Friendly Audit completed and continuing to work towards Silver

Literacy Leadership

Teacher Leader continued to be pivotal in Cluster working

Impact

- Cluster website created providing valuable research; lesson ideas for teachers to access in order improve teaching approaches to reading.

Moderation

Three teachers attended national moderation events linked to writing of First and Second Level. Two teachers benefited from training by the Authority and are trained Moderation Facilitators. They utilised this training to lead and support their colleagues through in-house, cluster and Authority moderation events.

Impact

- Staff reassured after looking at national evidence that their professional judgements are robust
- Regular and effective moderation activities have improved teacher confidence and generated a greater understanding of shared standards and expectations for all staff

Next Steps:

- Introduce collaborative cohorts, where staff lead stage meetings and adopt inquiry-based approaches to improvement.

BUILDING PROFESSIONAL CAPACITY

Planning

School leaders and teachers put forward key aspects and collaborated in the creation of a whole school digital planning tool. Specific teachers looked outwards and visited other schools (Our Lady of the Missions, Battlefield, St Joseph's, Calderwood Lodge) to share ideas and approaches. Collegiate time was allocated for professional dialogue, contributing to the creation of our agreed whole school planning tool.

Staff volunteered to trial the new online planners across levels. Continuous feedback was used to improve and modify the templates. The Digital Leader was pivotal in the creation of this tool. She provided CLPL to staff in the navigation of the planners in Google classroom and daily on-going support. The Planners are located in the shared drive and can be accessed by the teacher and SLT.

The planning tool encompasses all curricular areas although the four core areas standalone. Teachers worked collaboratively bundling Experiences and Outcomes and created a succinct Curriculum Narrative for each level. The Narrative illustrates how learners engage in the planning of Interdisciplinary Learning. It clearly defines and explains how the children lead their learning, the responsive nature of their learning and how this is captured to illustrate the journey of a learner digitally and through their interactive, class Learning Wall.

Impact

- Empowered staff who are genuinely influencing and contributing to school improvement, ensuring it is relevant to our context
- User friendly planning tool with all information / support / guidance in one place reducing workload and bureaucracy for all
- Collaborative approach embedded between stages/across levels and whole school
- Plans provide teachers with a coherent framework from which to deliver high quality learning experiences which support and challenge learners
- Planners travel with each class and group of learners, providing valuable data and robust transfer of information
- Planners also act as a tracking tool, teachers can more readily identify and address gaps in learning

- Breadth, depth and curriculum progression between stages and across whole school
- Curriculum Narratives have allowed for personalisation and choice and increased levels of engagement.
- The implementation of a play-based approach across early and first level allows learners to plan and take responsibility for their learning on a daily basis, apply skills they have learned in new contexts and challenge their abilities.
- Digital Profiles and other platforms has allowed learners to record their learning, take ownership and reflect on what they have learned, the skills that they used and how they may use the skills in a new context.
- Greater confidence and articulation of almost all learners when identifying their strengths and next steps

Next Steps:

- Embed whole school approach to capturing blended learning journey digitally and through Class Learning Wall, posing three key questions- what we want to learn, why we want to learn this and how can we be successful?

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 <p>Focus: Learning Provision</p> <p>Target: Increase learners' awareness of their skills for life and work</p> <p>Target: Streamline and embed approaches to assessment and moderation</p> <p>Target : Improve approaches to teaching Comprehension, Writing and Health & Wellbeing</p>
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 <p>Improved reading, writing and mathematics throughout the years of the broad general education.</p> <p>An improvement in the attainment of disadvantaged children and young people</p> <p>A positive culture in health and wellbeing in every school and service.</p> <p>A culture based on “Getting It Right For Every Child”.</p> <p>Learners' experiences support them to develop their personalities, talents, mental, spiritual and physical abilities to their fullest potential.</p> <p>An increase in the schools and centres putting nurturing approaches into practice.</p> <p>An increase in activities, which support prevention and early intervention, improve outcomes and reduce inequalities.</p>

Progress, Impact and Outcomes

LEARNING PROVISION

Skills for learning, life and work

As a cluster, Developing Young Workforce Inspiration Packs and posters were created and shared with all teachers. Consequently, learners were then introduced to a common language, in order to help children easily connect their learning to the key skills for learning, life and work. This language is used throughout primary school and secondary school, enabling children to embed this practice into their learning experiences and reflections, in a genuine and meaningful way.

As part of this focus, we wished to increase the level of digital literacy for all learners. The PT and Digital Leader worked together to create a profiling format, which also increased the efficacy and level of engagement of learning reflections. Both the PT and Digital Leader attended the Glasgow's Developing Technology Conference, where they had the opportunity to learn about a variety of digital options within this area. Upon reflection and discussion with all staff members, we decided to utilise Google Sites, SeeSaw and Twitter. The Digital Leader provided CLPL to all staff, on the use of Glow Sites and SeeSaw, to equip them with the knowledge required to support this method of digital profiling, within the classroom. As well as this, the Digital Leader worked with classes, team taught with class teachers and trained Digital Leaders in order to fully support the development of these platforms. It was agreed that Primary 1 would use a private Twitter page to use as a whole class digital profile, as it was most appropriate for their age and stage. The Primary 3 teachers agreed to trialling SeeSaw, which was a completely new digital platform for us as a school, and all of the other classes used Google Sites; continuing to up level their skills and abilities with this platform, throughout the year.

During Term 3, the PT and Digital Leader, alongside the HT, reflected upon all options of digital profiling and which platform was the best in meeting our initial objectives. It was agreed that all learners in Primary 2 to Primary 7 engage with SeeSaw and Primary One will continue to work with Twitter. SeeSaw has been selected as our learners have a very good understanding of Google Sites. SeeSaw also provides further opportunities for learners to extend their knowledge and provides an element of challenge. Twitter will continue for Primary 1 because it has proved to be an excellent way of recording learning journeys and reflections as a whole but also with parents.

Next steps:

- Audit current approaches to digital profiles across the school
- Implement whole school approach to profiling

Assessment & Moderation

The Senior Leadership Team (SLT) have streamlined paperwork linked to all aspects of quality assurance (professional dialogue/tracking/jotter monitoring and lesson observations) providing a greater emphasis on the importance of data and improvement. A robust system of tracking exists involving continual professional dialogue within and between stages. Evidence from tracking meetings informs termly changes and adaptations to the targeted support across the school, to ensure the needs of all learners are met. The SLT have introduced Data Days each term where time is ring-fenced to analyse data, identifying patterns and trends. This overview also informs support and improvement across the whole school. The SLT acknowledge further work is required to refine this approach. Our planning tool also allows teachers to adapt and inform next steps for learning, allowing for continuous evaluation, leading to improvements in children's learning and attainment. In order to continue to streamline and centralise a range of assessment data our digital Holistic Assessment Overview was created.

Children are aware of the benchmarks and can self-assess against them. In the upper school, Benchmarks are displayed / selected from the planning document and shared with the children. LI and SC are discussed with learners in detail so that they understand what they are learning and need to do in order to be successful in their learning. Formative assessment is continuous throughout the day.

Impact:

Professional dialogue is richer and teachers are aware of and use data to inform judgements. We are becoming increasingly data rich as we build a picture of patterns and trends linked to our context.

Children are aware of daily learning targets as the LI and SC are shared with them for each lesson.

Learners are more aware of the skills they are developing as a result of shared LI and SC - learning is more meaningful and relevant.

Literacy & English Language Comprehension

Staff evaluated current practices in comprehension and concluded a whole school, consistent approach was required. Collaboratively they worked together to access and purchase suitable resources. Whilst we now have material, which provides a range of genres that learners can use, more time reflecting on how close reading is being taught requires further consideration.

Impact:

Learners engaged in using a variety of unseen texts, poetry, current news etc.

Personalisation and choice provided as texts chosen and tailored to specific needs / interests within the class.

Increased confidence in using and applying Reciprocal Reading strategies offering challenge to learners.

Literacy & English Language

Writing

Staff evaluated current practices in writing and concluded a whole school, consistent approach was required. Collaboratively they worked together to create a Writing Statement. Whilst we now have a Writing Statement, which provides guidance on the frequency of teaching writing, more time reflecting on how writing is, being taught requires further consideration.

Health and Wellbeing

The Healthy Schools planning tool has been piloted in every class. The toolkit provided a progressive whole school, health and wellbeing teaching and learning programme, incorporating all relevant Experiences and Outcomes across each level. The programme is built around the SHANARRI indicators, which complemented our RRS work. The Senior Leadership Team linked the assembly programme to each theme enriching the process.

In order to track and support children's' Health and Wellbeing in school a tracking tool based on the questions from 'My World Triangle' was created. After feedback from parents, it was decided a new tool would be more suitable for the school context. The DHT consulted with St. Ninian's High school and viewed the tool they use for tracking pupils Health and Wellbeing in school. Parents were invited to a consultation where the teacher from St Ninian's shared the work his school had undertaken. He engaged our parents in a discussion forum to support the DHT create a better model/tool for our context. The parents agreed elements of the model, which were better suited to our needs. The DHT and Digital teacher created a Microsoft form to capture children's responses. This is issued twice a year, and includes key questions linked to the SHANNARI indicators. The data is collated, tracked and the class teacher acts upon areas of concern to offer support where required. The responses form part of a systematic approach to sharing wellbeing data and relating it to the overall achievement and attainment picture for supporting the Whole Child. The information is discussed during tracking meetings between SLT and class teachers.

Results show the percentage of primary one to three children who always or sometimes feel ...

Safe 94.9%
Healthy 92.6%
Active 94.1%
Nurtured 93.4%
Achieved 91.9%
Responsible 94.1%
Respected 94.9%
Included 94.9%

Primary four to primary seven ranked themselves out of ten for the same questions. We found that the percentage of children who ranked themselves between 8 and 10 feel...

Safe 91.6%
Healthy 90.1%
Active 93.1%
Nurtured 91.6%
Achieved 84%
Responsible 84.7%
Respected 89.3%
Included 87%

Due to the pandemic, we were unable to reassess children's feelings for a second time this year to gauge if interventions had improved children's Health and Wellbeing in school. We will continue with this method next year.

A nurturing space was created within a classroom to provide a safe and homely environment where children could relax de-stress and make social connections in a small group supported by an adult. Identified children who struggle within the playground, during wet plays or to make friends attended three lunchtimes a week. This was highly successful and children were very happy to attend. Class teachers note how much calmer and more relaxed the children were after the lunchtime club.

Targeted children were provided with specialist support through an outdoor forest school approach to developing social skills and building confidence. This again was highly successful and was broadened out to those with an identified need from the class teacher regardless if they had an identified additional support need. Certain targeted groups moved into the nurture room as their needs changed and an indoor context became more beneficial for their needs.

Next Steps:

- Distribute our HWB forms termly to track each child's wellbeing and help children improve how they feel about themselves in school.
- Develop our school garden as a place of reconnection and recovery
- Use our school garden to begin our journey of learning outdoors

How good are we at ensuring the best possible outcomes for all our learners? (3.1,3.2,3.3) Evaluation: Very 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. Target: Provide focused opportunities for learners to develop and apply their creativity and employability skills. .
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 Wellbeing - RERC A Teacher Leader attended a CLPL session in the Archdiocese of Glasgow where she developed a greater understanding of Christian Meditation. She then visited a school within the West Partnership to observe an assembly, speak to the PT and visit a range of classes where she sought the children’s views on the benefits and impact of daily meditation on their spiritual and emotional wellbeing. The teacher then used all of this research to deliver a staff meeting to all teachers. She provided resources and offered peer support to help her colleagues introduce daily mediation to their class. The initiative was piloted in term two but was cut short due to the pandemic. However, the children were encouraged to make this part of their home learning experience and information was shared with parents advising how they could achieve this. We will embed our whole school approach from August. <u>Impact:</u> <ul style="list-style-type: none"> Improvement in learners’ state of mind following lunch breaks. They were calmer and said they felt more focussed and relaxed Learners had time to for some personal reflection time and learners have since adopted this at home during lockdown. Children calmer, their concentration improved and there appeared to be less fallouts in the class. Pupil concentration improved and their enthusiasm for learning 	

Creativity and Employability Skills

Cluster Developing Young Workforce Inspiration Packs and posters were shared with all teachers. This provided the backdrop for the children of St. Clare's to display their creativity and their skills for lifelong learning during our 'Developing the Young Workforce Week 2019'. The aim of this week was to allow children to gain an insight into the wider world of work as well as evaluating their own skills and qualities and developing their teamwork and creativity skills. It was a huge success with children of all ages and stages encouraged and challenged to always be their best self! The school staff were inspiring role models, who worked together to share their love of learning and provide an innovative environment where we created memories that will last a lifetime.

The focus of the week was to create a business plan in order to fulfil a brief. The brief involved designing a product, service or App to help people mentally or physically. Primary 2, 3 and 4 worked together and Primary 5, 6 and 7 worked together in groups. The children worked as a team to plan and prepare a vision board containing their Mission, Vision and Values, and delivered a perfect pitch to their peers. Each class chose one group to present their idea to the Dragon's Den, where respected business people judged their ideas. The winning group visited JP Morgan and experienced a morning in the real world of work.

Finally, families were invited to an Employability Fayre where every group had an opportunity to celebrate their learning and display their talents. This allowed parents to be involved in the process by peer evaluating all children's work through a 3 star system. It provided a snapshot of the creativity, innovation and child led learning that had taken place throughout the week.

Developing the Young Workforce Week was an excellent opportunity for children to apply key skills in a real life context. We also gathered lots of evidence to support our continuous improvement agenda and analyse if we should make changes next year. We consulted children, parents and staff to gather our views.

Impact

- Teachers were challenged around their perceptions of learning and had an opportunity to observe learners working with others and developing excellent employability skills.
- Some children felt outwith their "comfort zone" and were encouraged to develop friendships with those they hadn't previously worked with
- Developed self – confidence and resilience in almost all learners
- Learners were able to see what skills and qualities they already had and which ones they had developed or acquired by the end of the week.
- Empowered learners and gave them a real life example of leading their own learning and developing their teamwork and creativity skills.
- It provided the challenge of trying something completely new and time to reflect on the impact of this.
- An opportunity to learn about skills required for different jobs and roles with companies.
- Promoted the aim of our school "that learning isn't just for today but forever."

The data from our Microsoft form showed that 100% of children asked enjoyed the week.

The children were clear about how much they enjoyed the week. Some of the comments on what they *enjoyed* the most included:

"When parents came to give stars."

"I got to go to the Dragon's Den"

"I liked making up different ideas then putting it into a vision boards. Then presenting it to the class. Then choosing who went to present to the dragons den. Then watching them presenting to the dragons den."

"Working as a team."

"Making the Vision board."

"I liked making the vision boards and making the power points."

"I loved working with different people in different year groups"

"It was fun to work with people that you did not know that well and become friends and to think of ideas and work in a team."

Some of the things the children found *challenging* included:

"Coming up with the costs for the app"

"Nothing"

"The parent afternoon"

"I didn't find anything difficult."

"Putting all of our ideas into action"

"I found the vision boards kind of hard because it was hard to make it stand out"

"I found using all my skills a bit difficult."

"Coming up with an idea."

"Working with new people."

The parents' views were also very positive. 97% felt that the week had been a valuable learning experience for their child. Parents awarded an average of 4.89 stars out of 5 to the statement, it is important to give children the opportunity to apply their skills in real life contexts. We asked the parents what do you think your child has enjoyed most about this week? Some of the comments included:

"Telling me about it."

"Working with other primaries."

"Working with children from different classes."

"Doing the project."

"Making the poster."

"No homework."
"The planning."
"Coming up with their Enterprise idea."
"Everything, from execution to presentation."
"Getting involved with the other year groups."

The parents also shared what their child found challenging. Some of the things included:
"Sometimes working with others & learning how to work alongside others with different views ideas etc."
"No. Too much fun."
"Presenting."
"No."
"Reading."
"Financials."

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 90% 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	2019-2020
Overall P1 Baseline Score Literacy	102	101	101
Boys	102	97	99
Girls	102	104	101
Overall P1 Baseline Score Numeracy	96	100	104
Boys	96	97	106
Girls	95	98	104
Overall proportion of P1 achieving their Developmental Milestones	71%	96%	90%

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	2019-2020
<i>Maths P3</i>	94	96	95
<i>English P3</i>	100	100	96
<i>Maths P5</i>	95	93	97
<i>English P5</i>	96	97	102
<i>Maths P7</i>	NA	102	96
<i>English P7</i>	NA	107	99

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: £21,794 –Interventions and resources purchased included:

PSA and CT, trained in Together Better Readers, CT training in running record. MIST Intervention and assessment in P2. 5-minute box sessions delivered by Identified PSA. Weekly reading, initial sounds, common word and CVC sessions for all identified pupils. Purchase of new resource called IDL. Weekly intervention from St. Ninian's high school teacher.

The MIST assessment and follow up recovery programme was very useful and effective in P2 and was particularly useful in targeting particular areas of weakness. The class teachers and PSA found it easy to administer and timetable with on-going literacy tasks. The children all responded well to the recovery approach and showed a greater retention of skills and ability to apply them across the curriculum. CTs felt it also boosted their confidence at the beginning of the session. The consistency of the regular timetable, despite staffing issues, definitely made a big difference. The results of the recovery programme were clear in their daily class work as well. The recovery materials were used well after the initial 10 weeks, in small PSA support groups, which benefited other children who were not in the initial recovery programme. Tasks are simple but effective.

The spelling intervention using chrome books called IDL has been particularly successful. Class teachers, parents and children have been very positive about how it supports improvements and boosts confidence. All IDL spellers have increased engagement with spelling, showing a new found keenness to complete their spelling tasks. The impact can be seen in the levels the pupils have completed, but also, given more time it would have been seen across the wider curriculum

and in diagnostic assessments. Comments from the class teachers included that, it was very user friendly for the children, which meant they could be independent in their learning. It allowed the children to work at different paces according to their progress and level as it was a SMART programme. The benefits were evident in their ability to blend and use their phonics with increased confidence. In addition, from a teaching point of view, as the IDL group could work independently, it freed time to offer support to other children in the class.

P6 and P7 have had the opportunity to work a maths teacher from St Ninian's. P6 used data from Standardised Tests to target specific outcomes. This has been beneficial for the pupils and the results can be seen in their class work. The pupils seem 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 many anxieties about the next steps.

In P7, working with secondary teacher has greatly improved their maths confidence and resilience. Class teacher assessments and observations and high school data were used to target challenging outcomes. A huge focus was fractions, decimals and percentages and the pupils had great success working through challenging concepts and real life problems. Pupils had begun to feel more relaxed about their transition to St Ninian's, as this subject was a particular worry moving forwards. Classwork and attention to detail has shown great improvement and they now know what is expected in terms of showing working and the pace of high school. They are able to successfully link their learning across many different concepts and use this to tackle problems that are more challenging. 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 pupils and staff.

Next year our PEF focus will be on our recovery from the countries response to the COVID 19 crisis. Our main purchase will be additional PSA hours to support teachers with the significant impact that the the loss of school time will have on our learners. Children's emotional responses to the crisis will be explored and how we react and respond to them. In addition, the staff will work to identify and bridge the gaps in learning and inequality that this crisis may have created.

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 involved in evaluating progress and impact of the School Improvement/Recovery Plan for session 2020-201 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 2020-2021

Focus: Leadership

Priority:

- In keeping with the aims of our school, we will continue to develop a collaborative climate, where everyone can demonstrate that learning is not just for today but forever
- Improving pedagogy through inquiry
- Develop Leadership of Learning – St Clare's "new normal," our whole school approach to blended learning

Focus: Learning Provision

Priority:

- Utilise and engage in assessment and moderation to support Recovery
- Improve approaches to teaching Numeracy & Mathematics

Focus: Successes and Achievements

Priority:

- Promote the wellbeing of all children as they reconnect and recover
- Continue to raise attainment and achievement over time