



2021-2022

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:

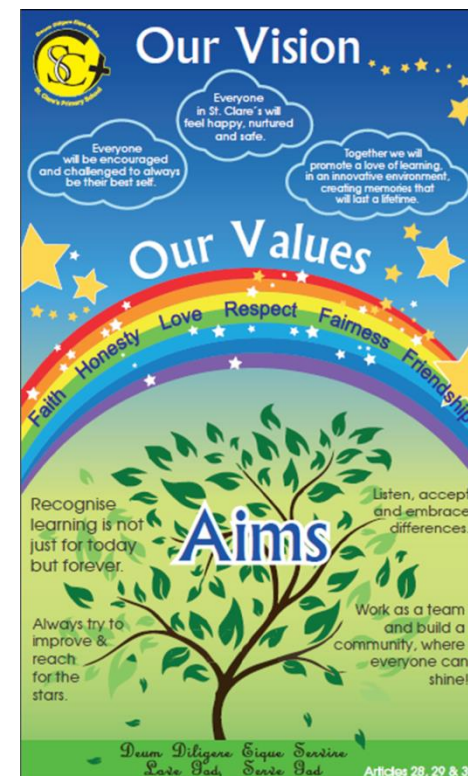
- Work as a team and build a community, where everyone can shine
- Listen, accept and embrace differences
- Recognise learning is not just for today but forever
- Always try to improve and **reach for the stars**

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
- ✓ Achieved Rights Respecting Silver Status and follow our Joint Campus Playground Charter
- ✓ We have made our pledge to be a Laudato Si School and gained our first Eco Flag in June 2021
- ✓ 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
- ✓ We have achieved our Digital Schools and STEM Nation Award
- ✓ Promote and celebrate STEM during our annual focus week
- ✓ Promote and highlight the importance of a healthy mind through our annual Mental Health Week
- ✓ 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 Mathematics and Numeracy Pedagogy & Improvement	Assessment & Moderation Mathematics and Numeracy Pedagogy & Improvement	Assessment & Moderation Literacy and English Pedagogy & Improvement Partnerships
Wellbeing Religious Education in Roman Catholic Schools <i>Developing in Faith – Developing as a community of faith and learning.</i> Our Road to Recovery - Outdoor Learning & Learning for Sustainability	Wellbeing Religious Education in Roman Catholic Schools <i>Developing in Faith - Promoting Gospel Values</i> Our on-going Laudato Si Journey - Learning for Sustainability	Wellbeing Religious Education in Roman Catholic Schools <i>Developing in Faith - Celebrating and worshipping</i> Rights Respecting Gold

2021-22 School Improvement Priorities

- ✓ Engage in the West Partnership, whole school Improving our Classrooms model and continue to improve the collaborative climate of St Clare's
- ✓ Improve our approach to self-evaluation and reflection at a class and school level

- ✓ Reflect and create St Clare's refreshed Curriculum Narrative, in light of Recovery
- ✓ Improve approaches to teaching and learning within targeted aspects of Numeracy and Mathematics

- ✓ As a Ladauto Si School, promote equality for all
- ✓ Take a forensic whole school approach, in using data to raise attainment and achievement over time

Leadership and Management					
How good is our leadership and approach to improvement?					
Quality Indicator		Themes			
1.1 Self-Evaluation for Self-Improvement		<ul style="list-style-type: none">• Collaborative approaches to self-evaluation• Analysis and evaluation of intelligence and data			
1.2 Leadership of Learning		<ul style="list-style-type: none">• Professional engagement and collegiate working• Impact of career- long professional learning			
PRIORITY: Engage in the West Partnership, whole school Improving our Classrooms model and continue to improve the collaborative climate of St Clare’s					
PRIORITY: Improve our approach to self-evaluation and reflection at a class and school level					
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
An empowered staff who trust and can learn from each other, in order to enhance learning and teaching across our school.	Collaborative approaches to self-evaluation and leadership of learning <ul style="list-style-type: none">• Introduce and implement the IOC whole school model to all staff, in order to place every class teacher at the heart of our school improvement process.• Work collegiately and engage with a range of professional learning materials to improve identified features of classroom practice.• Use reflective questions and feedback from learning observations to consider impact on teaching and learning.• Improve our approach to self-evaluation and reflection at a class and school level, by adopting the Fact, Story, and Action Approach.• Form learning trios to support and be a ‘critical friend’ to colleagues, in order to define and support the new approach to whole school self-evaluation and improvement.• Gather, analyse and scrutinise a range of whole school and class data, to inform the improvement process.• Class teachers adopt an inquiry based approach to targeting support and raising attainment for learners.	SLT Lead collaborating with all teachers	Launch August in-service days 1 & 2	30 hours agreed collegiate time and 20 hours from Staff CLPL	Whole school model: Improving Our Classrooms digital programme audit tools
Skilled practitioners whose practice is informed by research and data.		ERC Leads – BD & KMcG	October in-service day	St Clare’s IOC within Shared Staff Site	IOC Action Plan and Calendar
Reflective staff, capable of very effectively teaching and improving outcomes for learners.			All staff and departmental meetings from August to December	Whole school model: Improving Our Classrooms digital programme, including Pre & post webinar discussion tasks & recorded webinars	Professional dialogue and journal reflection during termly planning and tracking meetings
LIO/ A culture of self-evaluation and continuous improvement in our school.			IOC Teams Files and monthly drop in meetings for mentoring.	Termly Learning observations	
LIO/ An ethos of high expectations and achievement in our school with a relentless focus on equity.			Whole school SLT Digital QA Journal	Termly Learning Conversations	
LIO/A culture of professional inquiry in all establishments			Class Teacher Journal	Class Learning Walls	
Classroom teachers appreciate that data informed self-evaluation is a vital tool in improving children’s achievement and attainment and ensuring they meet their potential.		How Good Is OUR School?	Data from professional inquiry process		

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"> Rationale and design
2.3 Learning, teaching and assessment	<ul style="list-style-type: none"> Quality of teaching/Effective use of assessment/Planning, tracking & monitoring
PRIORITY: Reflect and create St Clare's refreshed Curriculum Narrative, in light of Recovery PRIORITY: Improve approaches to teaching and learning within targeted aspects of Literacy and English Language 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
Numeracy and Mathematics	LIO/ An ethos of high expectations and achievement in our school.	<ul style="list-style-type: none"> Collegiately engage in professional learning to create a refreshed Curriculum Narrative for St. Clare's. Adopt and implement the IOC whole school model to improvement. Analyse a range of whole school data to identify patterns and trends within each level. Based on our findings, use an inquiry based approach to target areas for improvement. Collaborate and collectively agree detailed action plan/s based around the Fact/Story/Action approach to improve identified aspects within Numeracy and Mathematics. Ensure all action plans and interventions are data driven. Create succinct guidance for learners, teachers and parents where required. 	SLT & teachers supported by the IOC West Partnership and Authority Leads SLT and teachers working collaboratively Supported by Literacy Leader	Term One	St Clare's IOC within Shared Staff Site Whole school model: Improving Our Classrooms digital programme, including Pre & post webinar discussion tasks & recorded webinars <i>ERC CfE Benchmarks</i> <i>ERC Numeracy & Mathematics Planners</i> <i>Education Scotland; Improvement Hub</i>	Whole school model: Improving Our Classrooms digital programme audit tools IOC Action Plan and Calendar Professional dialogue and journal reflection during termly planning and tracking meetings Class Learning Walls Jotter sampling Learning visits Learning conversations
	LIO/ A curriculum which enables all children to be successful, confident, responsible and effective in school.			Term One with project planned and implemented in Term Two		
	Empowered staff who are at the heart of influencing the curriculum to ensure improved outcomes for learners.			Review and evaluate impact Term Three		
	Confident learners who can make decisions and lead their learning					
Assessment and Moderation	Teachers are confident in accessing and analysing data in order to raise attainment for their learners. Teachers develop greater confidence and understanding of achievement of a level. LIO/A culture of professional inquiry in all establishments	<ul style="list-style-type: none"> Engage in the IOC series of webinars to reflect on the place and purpose of assessment to raise attainment and improve outcomes for learners. Actively engage in the assessment and moderation process at school and authority level. Through professional reading and reflection fully understand the assessment process. Gather and analyse data to plan a targeted intervention to raise attainment with a group of learners. 	Moderation Facilitators SLT and teachers	Term One and Two	St Clare's Shared Staff Site ERC Local Assessment Resource ERC Tracking Database ERC Standardised Assessment Data SNSA Website & Assessment & Analysis	Whole school assessment data Class assessment data Professional dialogue during termly tracking meetings Feedback from Moderation

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: As a Ladauto Si School promote equality for all PRIORITY: Take a forensic whole school approach, in using data to 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/ A culture of GIRFEC	RERC Developing in Faith – Promoting Gospel values <ul style="list-style-type: none"> Laudato Si - Learn, Pray, Act 	PT and Learner Steering Group	T	Developing in Faith: <i>Promoting Gospel Values</i> SCES - Scottish Catholic Education Service website	Learner Conversations
	LIO/ An increase in activities which support prevention and early intervention, improve outcomes and reduce inequalities.	Learning For Sustainability <ul style="list-style-type: none"> Launch Cop 26 and promote Climate Action Week Global Goals integrated across stages 	PT & STEM Ambassador, staff & children Gardening Gang		Gods Loving Plan	FORMS learner feedback School Data
	LIO/ A positive culture in health and wellbeing in every school	Wellbeing <ul style="list-style-type: none"> Introduce peer mediation to our Primary 6 learners and monitor impact Develop our school garden, linked to COP 26, as our own 'dear green place.' 			<i>Learning for Sustainability Wakelet</i>	Twitter Digital Profiles
	Learners report they feel safe and happy in school.		PT & P6 teacher & children All staff		<i>Laudato Si Programme School Gardening Award - RHS</i>	
	LIO/ Learners' experiences support them to develop their personalities, talents and spiritual abilities to their potential		Teachers & PT			
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	St Clare's IOC within Shared Staff Site	ERC Tracking Database Data
	Deeper understanding of achievement within a level	<ul style="list-style-type: none"> Through fully engaging in the IOC programme, during tracking meetings, adopt the fact/story/action approach to upskill all teachers in their approach to scrutinising evidence, planning assessment and actions to improve outcomes. 	SLT & All Staff	Termly	Whole school model: Improving Our Classrooms ERC:LAR CfE Benchmarks ERC: Moderation Template Samples of learning	IOC SLT and Class teacher QA Journal 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.	<ul style="list-style-type: none"> Reflect on attendance data linked to attainment. Target specific learners through appropriate interventions. 			SLT Data Day	