

St Clare's Primary School



Standards and Quality Report

Session 2020/21

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, Canon Eddie. 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 352 with a projected roll of 377 by August 2021. 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 20/21

Focus: Leadership and Management

PRIORITY: 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

PRIORITY: Work collaboratively to ensure a smooth “Road to Recovery”

Focus: Learning Provision

PRIORITY: Utilise and engage in Assessment and Moderation to support Recovery

PRIORITY: Improve approaches to teaching Numeracy & Mathematics

Focus: Successes and Achievements

PRIORITY: Promote the wellbeing of all children within our community

PRIORITY: Continue to raise attainment & achievement over time

Method of Gathering Evidence

Evidence sources include:

- Observation of learners’ experiences through 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), MALT and GL assessments
- Feedback from parents through Google Classroom and end of year summative reports
- Self-evaluation and audit by staff of the School Improvement Plan
- On-going learners’ evaluations of their learning experiences through class learning conversations linked to their Learning Wall and their Digital Profiles
- 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
- Authority survey carried out with staff, children and parents
- Remote learning feedback form to all families.

How good is our leadership and approach to improvement? (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 : 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 Target: Work collaboratively to ensure a smooth “Road to Recovery”
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>LEADERSHIP AND MANAGEMENT</u> <u>BUILDING PROFESSIONAL CAPACITY</u> Improving pedagogy Teachers highlighted the benefits of introducing learning trios in term three of session 19-20. It enabled them to share best practice and begin to enhance the ‘critical friend’ role colleagues can have, in supporting one another towards whole school improvement. Consequently, this session, the team of St Clare’s introduced and formed collaborative cohorts, where collegiate time was ring fenced for staff to collaborate with their colleagues at specific stages, lead meetings and adopt inquiry based approaches to school improvement. Due to the many challenges of this year, the head teacher, along with her staff, collectively decided to assign the time from the collaborative cohort sessions to focus on recovery for all, staff and learners alike. Teachers felt supported to ensure that as a school, St Clare’s could confidently and effectively manage, adapt, prepare and deliver high quality learning experiences for all learners, when in recovery and, once again, remotely through the second unexpected period of lockdown. Therefore, whilst the collaborative cohorts may have not fulfilled the original vision; all practitioners excelled in their level of collaboration and support for each other, for their learners, for their families and ultimately for the school community as a whole.	

This approach and resilient attitude from all staff reaffirmed the strong, collaborative ethos St Clare's has nurtured since the school opened in 2017. Every member of staff within St Clare's is a valued member of the team, whose views are listened to and considered, in order to progress the achievement and improvement journey of the school. The Vision, Values and Aims are clearly embedded across the school and this puts the school in a good place to further develop the collaborative and now 'critical friend' aspect moving forward.

One aim of the Collaborative Cohorts was to encourage all teachers to introduce a more formal approach to professional inquiry, following a whole school model. However, priorities changed due to the school's responsive approach to the pandemic. Nevertheless, teachers within the school pursued their own personal inquiry as part of their Career Long Professional Learning where three teachers participated in Masters level learning through engaging in the West Partnership Model: 'Improving our Classrooms'.

Professional Inquiries being undertaken this year:

- *Active Reading Strategies to improve boys self-efficacy, motivation and engagement towards Literacy*
- *'Literacy Talks'. Dialogic teaching approach similar to Number Talks that when implemented daily will raise attainment in Literacy*
- *Implementing 'RUCSAC' (Read, Understand, Choose, Solve, Answer, and Check) strategy, to develop learner confidence in tackling mathematical word problems; with links to metacognition*

Three reflective practitioners have completed the Improving our Classrooms (IOC) programme for the current academic session. IOC focuses explicitly on improvement through self-evaluation. This allowed the teachers to identify priorities and raise attainment within their own classroom. Through rigorous analysis of data within the school, the teachers feel they are now confidently able to interpret data to inform thinking and select a focus for an inquiry. The weekly webinars, which focused on different themes within learning and teaching, allowed the practitioners to plan, monitor and evaluate their practice, resulting in improved quality of teaching and increased confidence in their own classroom pedagogy. Through collaboration across the authority, professional dialogue and academic reading, the teachers can now consider the impact of planned interventions on target learners and evidence this in their case study of improvement. As a result, they can now articulate their experiences and share their learning with colleagues, which, in turn, could result in further raised attainment across stages within the school. The teachers will receive professional recognition of supporting pupil learning from the General Teaching Council of Scotland; this is a tremendous achievement for the individual teachers and the school as a whole.

BUILDING PROFESSIONAL CAPACITY

Leadership of Learning

The whole school digital planning tool is now successfully embedded and effectively contributes to a consistent, whole school approach to planning and recording high quality, progressive learning experiences. This tool supported all teachers adapt quickly when delivering remote learning and a recovery curriculum, when it was required. Teachers and the Senior Leadership Team collaborated, agreed and formulated concise guidance for teachers, parents and learners about St Clare's 'new normal'.

Throughout the year, all teachers worked collegiately to continue to develop the whole school digital, shared staff site, accumulating in a wealth of high quality learning materials, including activities, links and websites.

Adopting a Recovery Curriculum, which focused on the four core areas, has allowed almost all learners to continue making progress with new learning and has enabled children to achieve and progress at appropriate rates for their age and stage, covering all expected outcomes.

Staff used their enhanced digital literacy skills gained during the first lockdown and now recognise the value and opportunities Google Classroom has to offer, e.g. when setting homework and providing other learning opportunities. Teachers have more knowledge of how to utilise digital technology, which is now being embedded across the curriculum. This whole learning experience has enabled all learners and parents to continue to be familiar with Google Classroom. Therefore, the community of St Clare's was very well prepared when the second lockdown arrived.

When children returned in August 2020, teachers were highly mindful of the impact of the pandemic and the significant change and anxiety their learners and families had experienced. Health and Safety was a priority and all staff worked rigorously to share and openly discuss these aspects, working with the children to define and begin to embrace the 'new normal' within St Clare's. All learners quickly adapted to the new handwashing routines, forming and staying in their class bubbles, reducing the movement around the Campus and staying within their playground zones. It cannot be underestimated the amount of change every member of the school community has experienced and yet despite all of these restrictions, the children and staff found their 'new normal' and continued to thrive.

Pupil Voice remains a genuine feature of good practice within St Clare's, which has resulted in St Clare's being a Silver Aware, Rights Respecting School. Due to the strong, open relationships that exist between staff and children, everyone is encouraged to share their ideas and thoughts with their class teacher, the Senior Leadership Team and through the Junior Leadership Team. The introduction of the class Learning Walls provides a mechanism and opportunity for all children to reflect and influence their own learning and, collectively as a class, the learning pathways they wish to take. Learners report that their class Learning Wall gives them a real sense of ownership and they regularly ask for their work to be displayed. This approach, in addition to the digital platforms of Twitter and Google Classroom, celebrates success and progress for all.

BUILDING PROFESSIONAL CAPACITY

Capturing, reflecting and celebrating learning

The PT and Digital Leader worked in collaboration to carry out an audit of the current approach to digital profiling across the school. The results from the audit showed a preference to continue using Google Sites to record individuals' learning journeys for the upper school. Infants felt the specified Twitter page was an effective way of tracking the learning for the class and built a clear learning journey overview, specific to that stage, which could move with the classes as they progress to the next academic year.

The evaluative questions that were being used were viewed as repetitive and not always prompting quality reflections. Therefore, the number of evaluative questions was reduced to the three questions used in HGIOS: "How am I doing?" "How do I know?" "What next?"

Based on feedback, the Digital Leader worked in collaboration with the Principal Teacher to create a structure that ensured learners were able to evaluate progress across the curriculum, making links to how they had been successful and what they can develop. An individual skeleton profile was created for every child. Learners responded positively to this change as their reflections became more focused.

The Digital Leader then carried out training sessions for each class, demonstrating how to access and update a profile.

As well as this, 'How to' videos were created and shared with P3-7. This resource is now available as a training tool for current and new staff members, as well as for learners to refer to if required.

Through sampling the profiles and from professional dialogue with staff, profiling remains an aspect of improvement, in terms of modelling to staff quality reflections and managing the time in which profiling can be realistically completed on a regular basis.

Primary 1 and 2 continue to document learning through private Twitter pages. Primary 1 regularly tweet and parents have commented on how much they enjoy viewing what their child has been learning. This has been especially important this year as a valuable approach to ensuring parents feel connected to St Clare's as, due to restrictions, parents have been unable to visit in person. It has been a valuable tool to keep parents connected and to continue to nurture relationships with our learners' families.

Next steps:

- Engage in the pilot and adopt a whole school approach to improvement through the West Partnership, Improving Our Classrooms model
- Improve our approach to self-evaluation and reflection at class and school level, by adopting the Fact, Story, Action approach
- Place class teachers at the heart of school improvement to further develop the St Clare's ethos of professional engagement and collegiate working

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

(2.2, 2.3)

Evaluation: Very Good

NIF Priority

- Improvement in attainment, particularly in literacy and numeracy

School Priorities

Focus: Learning Provision

	<p>Target: Utilise and engage in assessment & moderation to support Recovery</p> <p>Target: Improve approaches to teaching Numeracy & Mathematics</p>
<p>NIF Driver(s)</p> <ul style="list-style-type: none"> • School leadership • Teacher professionalism • Parental engagement • Assessment of children's progress • School improvement • Performance information 	<p>Local Improvement Plan – Expected Outcome / Impact</p> <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>
<p><i>Progress, Impact and Outcomes</i></p> <p><u>LEARNING PROVISION</u></p> <p><u>Assessment and Moderation</u></p> <p>The whole school Holistic Assessment Overview is now embedded and is supporting staff to have an overview of attainment and achievement of all learners in their class. It has also allowed the SLT to have a clear overview of progress across the whole school. The information is recorded under three sections: Attainment, Pastoral and Additional Support Needs. This overview has supported the recovery of children's learning as it has streamlined the methods of recording information into one place, ensuring targeted intervention for those who need it. Teachers are gaining confidence in recording, accessing and analysing a range of data to support high quality planning of teaching and learning.</p> <p>When learners returned in August, teachers accessed the Holistic Assessment Overview to effectively manage the transition process for their learners.</p> <p>As a school, it was essential to access a range of approaches to assessment, in order to gather valuable data, which teachers then used to plan next steps in learning for all children in their class. For example, GL Literacy and Numeracy assessments and MALT Numeracy assessments, as well as their own summative and formative assessments were used to identify gaps in learning. All assessments were effective in providing clear data on topics; supporting monitoring and early interventions to</p>	

identify common errors and misconceptions, thus allowing for more targeted teaching. With support from the SLT, this has enabled teachers to plan high quality teaching and learning experiences to address gaps for learners.

A whole school approach to delivering a Recovery Curriculum, which focused primarily on the four core areas of Literacy and English, Numeracy and Mathematics, Health and Wellbeing and Religious Education, supported teachers and learners to allocate the time required to reconnect with their learning and recover any areas of significant loss. Universal approaches in class and targeted interventions by the Recovery Teacher, in partnership with the Additional Support for Learning Team, have supported learners to continue to make progress.

Working collaboratively across stages and in Curriculum for Excellence levels, all teachers have shown increased confidence in their ability to:

- Use data to identify gap. plan next steps and monitor learner progress in order to raise attainment for learners
- Improve skills in analysing all data to plan learning experiences to meet the needs of learners
- Consistently and informally engage in the moderation process as an integral part of learning and teaching to support recovery
- Collaborate with stage partners, Pupil Support Assistants and Support staff during planning sessions to gather and reflect on the data, in order to effectively plan and provide support in a targeted manner
- Begin to fully engage with learners to discuss assessments, which has been useful in supporting learners to improve their performance

Consequently, the use of continuous ongoing assessments has allowed staff to monitor and be responsive to the individual needs of their learners, which, in turn, has supported the school to raise attainment for most learners and work towards closing the gap for all. In St Clare's, assessment is led at class and whole school level. It is continuous and takes various forms, such as formal assessments, observations, written tasks, questioning, problem solving and learners setting targets. Overall, it informs the progress of the learners and identifies next steps; leading to rich professional dialogue between practitioners and with the SLT.

Key aspects of assessment (formative and summative) were included as an area of school improvement. However, following the impact of the first period of lockdown, teachers quickly recognised the need and value of assessment and moderation to support a successful recovery. Much of this work happened informally, which in itself demonstrated the collaborative and collegiate climate nurtured by everyone in the school. Nevertheless, staff collectively still see this as an area requiring further focus next session. This is due to the fact that all learners encountered a further period of remote learning in Term 2.

Numeracy and Mathematics

With support from the Quality Improvement Officer, the SLT analysed a range of data to identify patterns and trends within each level. Based on the findings, it was evident that Numeracy at Primary 4 and 5 required further forensic analysis. The results highlighted problem solving, fractions, decimals and percentages were target areas for improvement.

The Depute Head worked with staff at these stages to collectively agree definitive concepts to be taught, in order to address loss of learning. She also worked with the Pupil Support Team, who this

year included the Recovery Teacher, PSAs and ASL teacher, and planned a targeted approach to begin, in close partnership with the class teachers, to further support the recovery process.

Collaborative Improvement

Based on evaluations of the impact of working groups from 2019-20. This session, teachers, through the mechanism of the working time agreement, agreed to allocate time from curriculum development and introduce departmental meetings so that teachers could work together and drive forward one core area of improvement; Numeracy and Mathematics.

Staff worked collaboratively using their professional knowledge, their experience of the school context and the Benchmarks for Numeracy and Mathematics, to agree key concepts that should be taught at each stage. It is fully understood by all teachers that this provides a curriculum pathway for almost all of the learners within St Clare's but must not be used to impart a ceiling on learner achievement, at any time. It enables teachers and learners to see the prior learning and the learning still to be taught. This has provided succinct guidance for learners and teachers. Each stage created a conceptual character sketchnote, providing clear expectations and an overview of skills to be learned and taught.

Moving forward, this will also support our internal moderation and ability to evaluate the attainment of a level, creating increasing confidence in teacher's professional judgements. Staff felt empowered to work in a way that provided time to be fully engaged in the improvement process, resulting in a significant piece of work, which will support all teachers to provide high quality, planning and learning and teaching. This development work took a significant amount of collegiate hours but staff valued this approach and the time they had, to genuinely collaborate and focus properly on one area of whole school development. The work evolved to incorporate guidance for parents, which will be shared with families at the start of next session and signposted to throughout the year.

The Head Teacher was also mindful of the increased national expectations placed on her staff when the school entered the second period of remote learning. The Head Teacher worked collaboratively with staff adopting a flexible collegiate approach, ensuring the correct support and challenge for all staff. It must be acknowledged this was a challenging time but due to the strong, collaborative ethos that is evident within St Clare's, the whole staff team worked together to innovatively deliver progressive learning experiences for all children and excellent support for families through clear guidance and effective procedures and planning.

Qualitative data from families connected to remote learning

Efficient posting of work, including the weekly overview which allows for planning. Plenty of relevant activities and extra too. The short videos by the teacher are helpful. Teacher provides lots of encouraging feedback.

The class meets are fabulous. It gives the children routine and allows them to stay engaged with their friends and teacher. It also allows the children time to ask questions if they are stuck. The videos attached to the assignments are fabulous too. Mrs R is also amazing at responding to parents and children. I honestly can't praise her efforts highly enough!

The work & teacher input on Google Classroom is greatly appreciated. It is clear how hard the teachers are working to plan & resource activities and to keep the children engaged. Many thanks for this!

Accessing materials posted on GC is working well, handing in work, receiving feedback. New learning-I glad the children are receiving new learning. Google meets are great for children to make contact with classmate. LookVideos for teaching are great too as can be paused and revisited.

Videos for learning and short and concise which means learner remains focussed. Good variety of lessons and new learning. Task set are manageable and not too many questions to test understanding. Handing in work and feedback. Weekly GMeets are keeping contact with whole class.

Next Steps

- Forensically analyse whole school data to identify an aspect of the curriculum which will be a focus of whole school improvement
- Whole school approach to improvement through a focus on highly effective teaching and learning at classroom level
- Whole school approach to improvement through a focus on data informed targeted intervention at classroom level
- Reflect and create St Clare's refreshed Curriculum Narrative

How good are we at ensuring the best possible outcomes for all our learners? (3.1,3.2)

Evaluation: Very Good

NIF Priority

- 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: Continue to raise attainment & achievement over time

NIF Driver(s) <ul style="list-style-type: none"> • School leadership • Teacher professionalism • Parental Engagement • Assessment of children's progress • Performance Information 	Local Improvement Plan – Expected Outcome / Impact <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 activities which support prevention and early intervention, improve outcomes and reduce inequalities.</p> <p>Practices and experiences which ensure that the needs of children, young people and adults’ needs are identified and addressed.</p>
<p><i>Progress, Impact and Outcomes</i></p> <p><u>Developing in Faith – Promoting Gospel values</u></p> <p>The whole school approach to Christian Meditation is now embedded. Teachers and children report that this has supported their return to school following the first lockdown. It is effective in creating space and time for children to reflect and resolve, in particular, any friendship issues which have occurred during playtimes, especially when children must remain in their allocated playground zones. There appear to be fewer arguments and teachers report it has contributed to an improved sense of wellbeing for teachers and children alike. It has a positive impact not only spiritually but academically, as learners are much more settled and ready to learn.</p> <p>This session St Clare’s registered as a Laudato Si school. The following activities illustrate the first steps on the journey and the impact of this work. Laudato Si will continue to be a focus of school improvement over the next four years, leading to the Laudato Si School Award.</p> <ul style="list-style-type: none"> • Primary 5 launched St Clare’s commitment to being a Laudato Si’ school at their class Mass, sharing their pledge with the parish and school community, through Twitter updates. • Each class made their own pledge of commitment and reflected on Pope Francis’ Laudato Si’ letter and his message of Learn, Pray, Act. • Primary 5 made links to the charity SCIAF through their Laudato Si’ mini topic of ‘Water is Life’. The learners interviewed Mark Booker from SCIAF; to discover more about their charity and work. As a result, they organised their own fundraising walk and raised enough money to provide six families with the gift of a water filter. • Litter pickers are well established within school, to reduce waste at playtime and lunchtimes and this has been linked to the recent first Eco Green Flag success. The full report can be accessed vis this link https://blogs.glowscotland.org.uk/er/public/stclares/uploads/sites/15834/2021/06/22103320/St-Clares-PS-Feedback-26.05.2021.pdf • The school has a newly created Litter Policy. • During Advent, children organised collections for the local foodbank. 	

- The Primary 7 Laudato Si' steering group regularly encouraged learners to take action each week to Learn, Pray, Act. They recently hosted a very successful whole school Laudato Si' poster competition, with winners from Primary 1, 5 and 6.
- Pupils in Primary 6 learned about natural and man-made disasters. The children researched how they happen and how they could be prevented. They also investigated crops around the world and ways in which we can help farmers. This was also linked to disposal of food and packaging. Learners linked this learning to their digital learning, using the SCRATCH programme.
- Four classes across the school have taken part in a Sky and Adobe Project called 'The Edit', which focussed on Climate Change and helped children learn about taking responsibility for making a change. The hashtag linked to this project is: #bethechangeshapeit. Each class made a news report sharing their learning and encouraging others to 'be the change' and help in a bid to #gozero (Sky have pledged to have a zero carbon footprint in the near future). The learners have entered the Sky/Adobe national competition and shared their reports through Twitter
- Primary 7 made Climate Commitments and participated in Rights Respecting School (St Clare's is a Silver Aware school) activities about Climate Change, called Outright-Climate Change. They wrote to the president of COP26 and created poems, which were sent to Parliament to coincide with the incorporation of children's rights into law.
- During the month of June, the children participated in activities that promote "Caring for our Common Home", by caring for our school garden and participating in planting and growing activities.
- Primary 4 have written their own version of Pope Francis' encyclical letter, asking everyone to look after our common home.
- The Principal Teacher shared the progress with the Parent Council in order to raise awareness and celebrate success.

Wellbeing

The whole school Health and Wellbeing (HWB) programme, The Healthy Schools, has been successfully embedded, supporting teachers to plan effectively, and progressively teach all the Early, First and Second level outcomes by the end of Primary 7. There is a wealth of shared resources and lessons uploaded by teachers on the digital shared drive. These are high quality and easily accessible to all, which contributes towards tackling bureaucracy and reducing workload. This in turn, has a positive impact on staff wellbeing. The HWB programme links to SHANARRI and provides a monthly focus for whole school assemblies, enabling learners to develop their understanding of the wellbeing indicators and how they relate to life in school and at home.

Children completed a HWB form in August, which supported all staff to reassess their learners' Health and Wellbeing after the first lockdown and support those children who required it most. The "We Eat Elephants" programme has also been effective in allowing learners to reflect and share their thoughts and feelings enabling the children to have a better understanding of their own learning.

This has had a positive impact on their resilience. Teachers report through professional dialogue, most learners are noticeably more emotionally literate and comfortable when sharing their feelings and emotions.

Mental Health Week during the second lockdown was an opportunity to prioritise the Mental Health of not only the children but also their families. Mindful Moments material was created by a teacher and shared across all Google Classrooms. This provided a consistent, whole school support and approach to help every learner develop strategies to support their mental wellbeing, whilst engaging in learning remotely from home. 'The Resilience Alphabet' was also used across upper stages to build inner strength and wellbeing of learners.

The ASN teacher completed a Counselling Skills course through CrossReach Scotland and in partnership with COSCA. The knowledge gained has allowed for a stronger and better understanding of counselling skills, and how they can be applied in a variety of ways when supporting young people and their families'. The focus during the course was on creating positive relationships, managing change, and coping with stress, bereavement, trauma and loss. The impact of this will allow support to be offered to the children and families' of St. Clare's who require help with their mental wellbeing. Embedding this positive change, will help Health and Wellbeing continue to be an important and valued part of the school.

Outdoor Learning

Following focused led professional learning sessions led by the Depute Head on the first In-service day, teachers recognised the importance of outdoor learning not just for the educational benefits it provides but also to support teachers and children reconnect after lockdown.

Primary One have utilised and further developed the new outdoor learning area and introduced weekly Muddy Movers sessions. Through engaging in professional learning the Primary One teachers have developed their knowledge and understanding of the developmental aspects of outdoor play in the early years. Through observations, class teachers have reported positively to parents in the annual summative reports of the positive impact this intervention has had in contributing to their child's holistic development. This has supported all children in developing key areas - gross motor skills, communication, problem solving and resilience.

Staff have used outdoor learning and PE to ensure opportunities to learn, reconnect and recover. The ASN teacher has led targeted outdoor learning sessions to pursue the John Muir award with Primary 5, 6 and 7 children.

School Garden

The school garden is an area of on-going focus and development. The school is well supported by families who form the Gardening Gang. Understandably Covid restrictions had a direct impact on how work progressed. However, through close partnership working between the STEM Ambassador and The Gardening Gang remotely, ideas have continued to be shared and implemented. The Gardening Gang promoted the importance of 'getting outside' through the school twitter and posted various step by step guides to keep families gardening through these challenging times.

Since the new Depute Head has been in post, she has started to work closely with the group to secure funding from the Parent Council. A variety of resources have been purchased to develop the school garden into a learning space and this will feature as an on-going aspect of development moving forward linked to the work of Laudato Si.

Next Steps: Continue to implement targets within the Laudato Si programme.

Raising Attainment and Achievement

We have developed a collaborative climate where practitioners engage in formal and informal moderation to effectively agree standards across stages and levels. Teachers take ownership of moderation, engaging in on-going discussion, before and after school, to inform planning and teaching which ensures progression is taking place across levels. In addition, during tracking meetings, teachers and SLT use Benchmarks to engage in meaningful professional dialogue around teacher judgements ensuring continued improvements for children. Consequently, teachers share

that they have an increased knowledge and confidence when using the Benchmarks. Further work on understanding achievement of a level has been identified as an area of improvement.

During the second lockdown, all staff quickly adapted to planning and delivering learning remotely. The whole school Remote Learning Policy was created by staff, for staff, and ensured clear expectations for all, resulting in continuous high quality, coherent and progressive learning experiences for our children. A similar policy was also shared with parents. The Shared Staff Google Site was an excellent resource to enable staff to share planning, resources and support each other remotely. The St Clare's digital planning tool was invaluable at this time. Departmental planning and close working with NCC staff, including sharing of resources via Google meets also ensured consistency and high quality learning and a sharing of the standard. Robust tracking was maintained during this period to ensure progression and pace for all learners.

Impact

- Staff are more aware of what learners need to know and what they need to do to progress through the level.

Next Steps:

- Through engagement in the whole school IOC programme improve the whole school approach to data analysis in order to raise attainment
- Increase staff skills and confidence in using the five lenses approach to use data to identify gaps, plan targeted intervention and address those with learners
- Adopt the Fact, Story, Action approach to tracking 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 83% 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	2020-2021
Overall P1 Baseline Score Literacy	102	101	101	96
Boys	102	97	99	95
Girls	102	104	101	96
Overall P1 Baseline Score Numeracy	96	100	104	94
Boys	96	97	106	95
Girls	95	98	104	92
Overall proportion of P1 achieving their Developmental Milestones	71%	96%	90%	83%

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	2020-2021
Maths P3	94	96	95	106
English P3	100	100	96	106
Maths P5	95	93	97	99
English P5	96	97	102	101

Maths P7	NA	102	96	107
English P7	NA	107	99	tbc

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	2019-2020	2020-2021
P1 Reading	97%	98%	NA	98%
P1 Writing	93%	98%	NA	96%
P1 Talking & Listening	95%	98%	NA	98%
P1 Maths	100%	100%	NA	98%
P4 Reading	93%	91%	NA	84%
P4 Writing	80%	85%	NA	82%
P4 Talking & Listening	89%	100%	NA	89%
P4 Maths	93%	79%	NA	77%
P7 Reading	NA	81%	NA	97%
P7 Writing	NA	81%	NA	93%
P7 Talking & Listening	NA	90%	NA	97%
P7 Maths	NA	81%	NA	87%

Teachers are increasingly confident in making judgements on learners' progress in both literacy and numeracy using the moderated Benchmarks. Adoption of the Recovery Curriculum has supported teachers to address the loss of learning. Moderation exercises within school 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.

Based on the data from 2020-2021 and the historical data, it appears that P4 as a stage continue to require support to further address loss of learning. St Clare's involvement in the IOC whole school model, should further support staff and the Senior Leadership Team to improve their ability to use data to target support and continue to raise attainment.

Attendance levels are high, however, have been impacted by children requiring to self-isolate. The rate of exclusion remains nil.

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

Allocation: £21,146 –Interventions and resources purchased included:

This year our PEF focus is on our recovery from the country's response to the COVID 19 crisis. Our strategic decision to increase PSA time to support teachers with the significant impact that the loss of school time has had on the learners. In addition, the staff have worked to identify and bridge the gaps in learning and inequality that this crisis may have created.

Raise attainment in literacy and numeracy for P2 pupils.

The primary two class teachers completed initial MIST assessment within their class to narrow the selection of learners. This was coupled with rigorous analysis of GL, ST and SNSA data to select children from across P2 identified for intervention. A PSA was then trained in the MIST approach 10 week recovery programme to support the recovery of gaps in learning, guided by the ASN teacher. The ASN teacher followed by, the PSA, worked 3 times a week with children using the MIST recovery programme to target phonic/ numeracy support as directed by Class teacher. At the end of the recovery programme results show that 92% of children showed improvement in letter sound recognition, written vocabulary, phoneme words and sentence dictation. Some areas were identified for further intervention for identified children.

Increased attainment in literacy for targeted pupils in P3 to 7

Intervention for improvements in literacy has been supported by the purchase of Literacy Planet and the on-line Rapid Readers resource. The ASN teacher carried out SWRT assessments and rapid reading assessments with children identified by the CT and for those who were already working on Rapid reading to ensure they were working on appropriate levels after lockdown. He worked with them weekly to support their reading and comprehension skills and to set homework, liaising closely with the class teacher. Targeted and whole class work has been carried out using Literacy Planet to address gaps in reading and comprehension.

Increased attainment in Spelling for targeted pupils in P3 to 7

After initial SWST Assessments were carried out by the class teacher, along with class work, learners were identified as having difficulty with spelling. Those who had significant difficulties were highlighted to the ASN teacher data after a dyslexia checklist was carried out and the ASN teacher used the newly purchased dyslexia screener to identify if further assessment was required. Children identified as struggling with spelling were all supported using the multisensory IDL programme for reading and spelling. Each child participated in 3 or 4 weekly sessions with a PSA supervising where required.

Increased attainment in numeracy for targeted pupils in P3 to 7

Malt assessments were purchased for primary 2 to 7 to support class teachers to identify areas for focus and to assess loss of learning during lockdown. This coupled with the IDL interactive numeracy programme have supported those with significant gaps in their basic numeracy skills. Targeted Numeracy intervention was conducted for P4 and P5 pupils who have attended 4 sessions per week. Pupils were initially assessed using the Initial GL Progress in Maths assessment to identify gaps in learning and ensure work was set at an appropriate level (October 2020). MALT assessment (March 2021). Final GL Progress in Maths assessment to measure progress following intervention (April 2021).

Primary 4 Intervention; Initial assessment identified gaps in the following areas: Shape, Time, Data handling, Fractions, Money and Place value. Following intervention MALT and GL assessments identified a marked increase in all focus areas. The MALT assessments highlighted that 90% of children, were exceeding the expected knowledge and understanding of Numeracy for their chronological age. There was an average increase in raw score of 15% following the final GL assessment and there was a 100% success rate in questions based on Data handling, Shape, Place value and Fractions. **Primary 5 Intervention;** Initial assessment identified gaps in the following areas: Fractions, Shape and Number. MALT and GL assessments have identified an increase in attainment in all focus areas. Following MALT assessments 93% are exceeding the expected knowledge and understanding of Numeracy for their chronological age. There was an average increase in raw score of 16% following the final GL assessment. There was a 100% success rate in questions based on Shape. Recovery teacher has continued to work in collaboration with class teachers to further support learners with their core class work in line with class forward plan.

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What is our capacity for continuous improvement?
<p>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.”</p> <p>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.</p> <p>A highly reflective and ambitious climate supports the school in delivering the highest quality of education for all learners.</p>

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 one Newly Qualified Teacher, 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 recovery process for session 2020-21 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 and collaborative environment.

Staff will develop their capacity and confidence as Lead 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	Very good	
3.1 Ensuring wellbeing, equity and inclusion	Very good	
3.2 Securing children's progress / Raising attainment and achievement	Good	

School Improvement Priorities 2021-2022
<p>Focus: Leadership</p> <p>Priority:</p> <ul style="list-style-type: none"> 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 <p>Focus: Learning Provision</p> <p>Priority:</p> <ul style="list-style-type: none"> Reflect and create St Clare's refreshed Curriculum Narrative in light of Recovery Improve approaches to teaching and learning within targeted aspects of Literacy and English Language <p>Focus: Successes and Achievements</p> <p>Priority:</p> <ul style="list-style-type: none"> As a Ladauto Si School, promote the wellbeing of all children and their global role and responsibilities Take a forensic whole school approach in using data to raise attainment and achievement over time