



2022-2023

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:

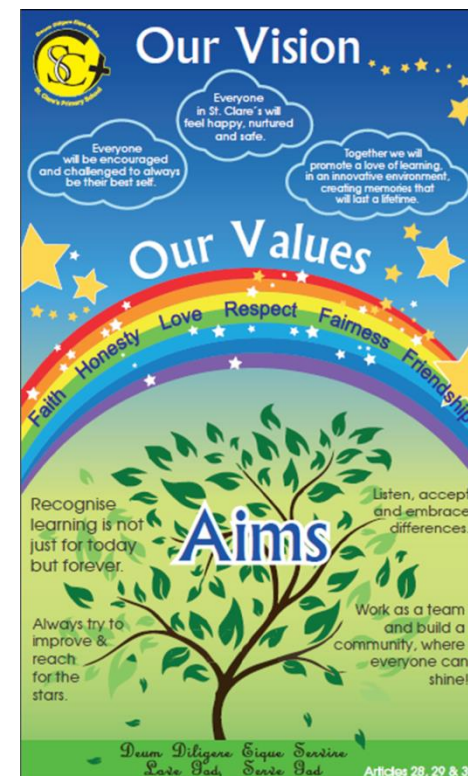
- Work as a team and build a community, where everyone can shine
- Listen, accept and embrace differences
- Recognise learning is not just for today but forever
- Always try to improve and **reach for the stars**

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
- ✓ Improving Our Classroom whole school model, pilot year implemented to improve teaching and learning

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	Leading Change and Improving Pedagogy through Inquiry
Assessment & Moderation Mathematics and Numeracy Pedagogy & Improvement	Assessment & Moderation Mathematics and Numeracy Pedagogy & Improvement	Assessment & Moderation Literacy and English Pedagogy & Improvement
Wellbeing Religious Education in Roman Catholic Schools <i>Developing in Faith – Developing as a community of faith and learning.</i> <i>Our Road to Recovery - Outdoor Learning & Learning for Sustainability</i>	Wellbeing Religious Education in Roman Catholic Schools <i>Developing in Faith - Promoting Gospel Values</i> <i>Our on-going Laudato Si Journey - Learning for Sustainability</i>	Wellbeing Religious Education in Roman Catholic Schools <i>Developing in Faith - Celebrating and worshipping</i> ERC Family Centred Approaches - Gold

2022-23 School Improvement Priorities

- ✓ Embed whole school Improving our School model, to lead change for improvement
 - ✓ Apply previous learning & implement whole school approach to IOC area of highly effective practice – Metacognition
 - ✓ Embed a whole school evidence based approach to improving an identified area of practice
- ✓ Analyse data to improve approaches to teaching and learning within targeted curricular area - Writing
 - ✓ Assessment & Moderation through collaboration
- ✓ As a Ladauto Si School promote wellbeing and equality for all
 - ✓ Embed our Fact, Story, Action 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			
1.2 Leadership of Learning		<ul style="list-style-type: none">Professional engagement and collegiate workingImpact of career- long professional learning			
1.3 Leadership of Change		<ul style="list-style-type: none">Strategic planning for continuous improvementImplementing improvement and change			
PRIORITY: Embed whole school Improving Our School Model PRIORITY: Implement whole school approach to Metacognition PRIORITY: Embed evidence based approach to improvement 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. Skilled practitioners whose practice is informed by research and data. Reflective staff, capable of very effectively teaching and improving outcomes for learners. LIO/ A culture of self-evaluation and continuous improvement in our school. LIO/ An ethos of high expectations and achievement in our school with a relentless focus on equity. LIO/A culture of professional inquiry in all establishments Classroom teachers evidence that data informed self-evaluation is a vital tool in improving children’s achievement and attainment and ensuring they meet their potential.	<i>Collaborative leadership of learning to embed St Clare’s IOC vision for change and improvement</i> <ul style="list-style-type: none">Embed the I.O.S. modelEmbed our whole school approach to metacognitionThrough evidence based approaches, (learning observations) identify an annual whole school focus of highly effective practiceAdopt a research and inquiry based approach, to improve identified area of highly effective practiceShare learning from personal research and inquiry at final staff meeting, to demonstrate improved approach to teaching and learningRefine approaches to planning and tracking dialogue, embedding the Fact, Story, Action approachOrganise Learning Trios across levels, enhancing the role of the “ critical friend” in our whole school approach to improvementContinue to upskill teachers and SLT in our approach to interrogating data to plan for changeCreate Year Two IOS Action Plan and share on-going evidence of impact and high level messages with staff	SLT collaborating with all teachers PT representing St Clare’s at Cluster Learning, Teaching & Assessment Reference Group SLT & class teachers Termly Updated throughout year and shared at staff meetings	August In-service days 1 & 2 Term One, following lesson observations All staff meetings from August to June Term Two	St Clare’s I.O.S. within Shared Staff Site Metacognition Master Files ERC Curriculum, Learning, Teaching and Assessment Digital Resource I.O.S. Year Two Collaborative Cohort Events ERC Excellent Experiences for All Framework Authority Demographic Tool and Database Formative Assessment by Shirley Clarke Shirley Clarke Video Platform	Whole school model: Improving Our Classrooms digital programme audit tools I.O.S. Action Plan and Calendar Professional dialogue, termly planning and tracking meetings Learning observations in Term One & Three Learning Trio Conversations in Term Two Termly Learning Conversations with children Class Learning Walls Data from professional inquiry process

Learning Provision	
How good is the quality of care and education we offer?	
Quality Indicator	Themes
2.3 Learning, teaching and assessment	<ul style="list-style-type: none"> Learning and engagement Quality of teaching/Effective use of assessment/Planning, tracking & monitoring
PRIORITY: Analyse data to improve approaches to teaching and learning within Literacy and English PRIORITY: Assessment & Moderation through collaboration 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 STEM	LIO/ An ethos of high expectations and achievement in our school.	<ul style="list-style-type: none"> Implement St Clare's newly formed Numeracy & Mathematics whole school policy Utilise retrieval, concrete, pictorial & abstract approaches to support all learners in retaining learning of new and previously taught concepts Refer to and regularly share St Clare's Mathematical Key Concept Flips at each stage, to ensure consistency and ownership for learners Work closely with parents/carers highlighting the benefits of regularly accessing Parent Prompts to support home learning Create CLPL opportunities for all staff to explore effective learning & teaching approaches to address gender gap for boys across the school Revive use of Science Lab led by STEM Ambassador Introduce Food to Fork Project in P6 	SLT & class teachers	Embed in Term One In-service Day 1	St Clare's Numeracy & Mathematics Policy	Professional dialogue termly planning and tracking meetings
	LIO/ A curriculum which enables all children to be successful, confident, responsible and effective in school.				Teacher and Learner key concept charts for every stage	Learning observations in Term Three
	Empowered staff who are at the heart of influencing the curriculum to ensure improved outcomes for learners.		Class Teachers	Meet the Teacher Events and on-going through Google Classroom	Parent and Pupil Prompt Booklets for every stage	Class Learning Walls
	Confident learners who can make decisions and lead their learning		Maths Champion STEM Ambassador ERC Science Lead	Staff Meetings 1&2 Term One	ERC CfE Benchmarks ERC Numeracy & Mathematics Planners Education Scotland; Improvement Hub ERC Stem Strategy Food to Fork Funding	Jotter sampling Learning conversations using FORMS ERC Database – ACEL DATA
Literacy & English	LIO/ An ethos of high expectations and achievement in our school.	<ul style="list-style-type: none"> Analyse SNSA & ACEL data to identify curricular area of improvement - WRITING Carry out a pre and post assessment of learner ability at each stage, across the whole school Audit level of staff confidence and development need in curricular area Based on our findings, collaborate/discuss as a staff team, using research and inquiry based approaches to agree actions for whole school improvement in identified curricular area Look outwards to share best practice and "steal ideas" which could improve outcomes for learners. Create succinct guidance for learners, teachers and parents where required 	SLT & class teachers	In-service Day 1	Authority Database	Whole school & class assessment data
	LIO/ A curriculum which enables all children to be successful, confident, responsible and effective in school.		Challenge Leader of Learning for Literacy	Term One Staff Meetings	ERC CfE Benchmarks ERC Literacy & English Planners Education Scotland; Improvement Hub	Professional dialogue termly planning and tracking meetings
	Empowered staff who are at the heart of influencing the curriculum to ensure improved outcomes for learners.		TIG Groups		Formative Assessment by Shirley Clarke Shirley Clarke Video Platform ERC CLPL Literacy Leaders	Pre & post writing assessments Staff Needs analysis for Writing
	Confident learners who can make decisions and lead their learning					Jotter sampling Learning visit Term One Trio Visit Term Two Learning conversations

Assessment and Moderation	<p>Teachers are confident in accessing and analysing data in order to raise attainment for their learners.</p> <p>Teachers develop greater confidence and understanding of achievement of a level.</p> <p>Collaboration across establishments to develop a shared understanding through moderation.</p> <p>LIO/Enhanced culture of professional inquiry in all establishments</p>	<ul style="list-style-type: none"> Engage in the ERC Moderation process – Moving Moderation Forward Teachers form Learning Trios and Pods to create their Collaborative Learning Network Pods build relationships with colleagues agree, plan and deliver lessons and gather agreed evidence Actively engage in the assessment and moderation process at school and authority level 	<p>Moderation Facilitators</p> <p>All teachers</p>	<p>Term One</p> <p>Term Two following ERC Moderation Activity Timeline</p> <p>February In-Service day</p>	<p>St Clare's Shared Staff Site</p> <p>ERC Local Assessment Resource</p> <p>ERC Moderation Lead</p>	<p>Whole school assessment data</p> <p>Class assessment data</p> <p>Feedback from staff pods and evidence gathered</p>
---------------------------	---	---	--	---	---	--

Successes and Achievements	
How good are we at improving outcomes for all our learners?	
Quality Indicator	Themes
3.1 Ensuring wellbeing, equality and inclusion	<ul style="list-style-type: none"> Wellbeing and equality
3.2 Raising attainment and achievement	<ul style="list-style-type: none"> Attainment over time
PRIORITY: As a Ladauto Si School promote equality and wellbeing for all PRIORITY: Embed our Fact, Story, Action 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 – Celebrating and worshipping <ul style="list-style-type: none"> Laudato Si - Learn, Pray, Act Wellbeing & Equality <ul style="list-style-type: none"> Embed peer mediation at Primary 6 and monitor impact Improve our school garden through the Farm to Fork Project Develop a Family Friendly Foyer to support the achievement of Family Friendly Accreditation – Gold Level Collaborate as a Cluster to achieve Family Friendly Gold 	PT and Learner Steering Group PT & STEM Ambassador & P6 teachers Parent & Child Gardening Gang PEF PT & DHT & Cluster Leads	Termly	Developing in Faith: Celebrating & worshipping SCES - Scottish Catholic Education Service website	Learner Conversations FORMS learner feedback
	LIO/ An increase in activities which support prevention and early intervention, improve outcomes and reduce inequalities.			Term One	Laudato Si Programme	Twitter Digital Profiles
	LIO/ A positive culture in health and wellbeing in every school			Term Two	St Clare's Cares Parent Group School Garden Farm to Fork Grant	
	Learners report they feel safe and happy in school.			Term Three	ERC Family Friendly Gold Action Plan	ERC Family Friendly Gold Action Plan
	LIO/ Learners' experiences support them to develop their personalities, talents and spiritual abilities to their potential					
RAISING ATTAINMENT	Increasing consistency in teacher judgements within levels	<ul style="list-style-type: none"> Embed our robust Fact, Story, Action whole school approach to tracking Teachers consistently access, analyse data and plan interventions for improvement Target specific learners through appropriate interventions linked to PEF PLAN Appendix One 	Moderation Facilitators & All Staff SLT & All Staff PEF PT & DHT	Termly	ERC:LAR CfE Benchmarks SLT Planning & Tracking Fact, Story, Action Proforma Staff Shared Site ERC Demographic Tool & Database PEF Action Plan QI & Attainment Adviser	Professional dialogue termly planning and tracking meetings FORMS Learner Feedback
	Staff more aware of what learners need to know and what they need to do to progress through the level.			Termly		