

St Clare's has a strong collaborative climate, which is a key strength within our school. We agreed to use this strength to help us continue to improve and decided to embark on the West Partnership pilot, whole school model of Improving Our Classrooms.

Through looking at data from our teacher judgements, standardised tests, SNSA results and MALTS, we agreed our whole school curricular focus for improvement would be Numeracy & Maths. We worked on improving Fractions, Decimals & Percentages along with Measurement, Time and Money.

Religious Education: Promoting Gospel Values We formed our very first Minnie Vinnies group. We celebrated COP26 and were nominated as a Global Citizenship Champion by SCIAF.

Leadership QI: 1.2 & 1.3

Building Professional Capacity

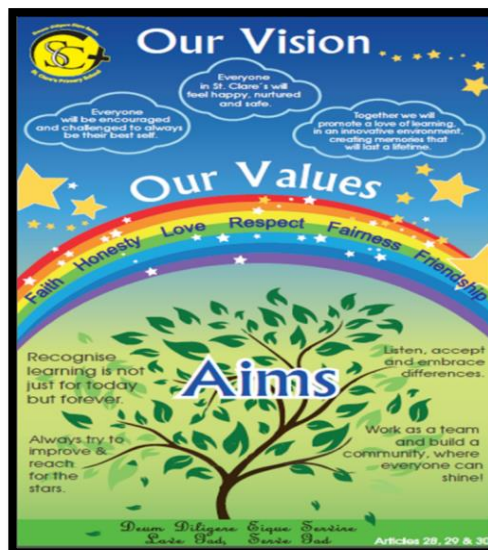
The IOC programme provided a vast range of learning opportunities for every teacher and Senior Leader to engage in.

We revisited the Design Principles and other areas which could help improve teaching and learning in St Clare's.

After learning visits we agreed to learn more about Metacognition. The teachers read and researched about Metacognition. They started to try out different approaches in their classes with their learners. They looked at retrieval and the metacognition cycle. Children in P7 created posters to show the cycle and made videos about the process, which teachers could then show to their class. Finally, we brought our learning and ideas together and created our Metacognition Masterfiles. We will use these in August to make sure everyone in St Clare's uses Metacognition to help them learn and improve.

We developed our skills in using a range of data, and provided insight in contributing to the creation of the ERC Demographic Tool. We used our learning and adapted our whole school systems in Forward Planning, Tracking, Classroom Observations and Learning Trios. These changes helped teachers take a forensic approach to attainment when planning interventions for their learners.

Learning QI: 2.2 & 2.3



We appointed a Challenge Leader of Learning who worked with the Principal Teacher and teachers to look at how we taught these concepts. The teachers researched and learned new approaches to help improve learning. We agreed the importance of using the Concrete, Pictorial and Abstract approach to make sure that our learners gained depth in their understanding. We also introduced retrieval practice, in different ways depending on the age and stage of our learners. Retrieval has helped our learners make time and take time to remember their learning, helping to raise attainment. Our data tells us that we need to look more closely and how they learn to help them improve.

Successes & Achievements

QI: 3.1 & 3.2

Wellbeing: We returned to hosting our in face Welly Walks in February, where every class had an opportunity to invite their families and spend time reconnecting with each other. Families shared they thoroughly enjoyed this experience.

Our P6 children were trained in the CREST Peer Mediation scheme. They were then equipped to guide and support the younger children in trying to resolve any conflicts they encountered and restore relationships with their peers if required.

We achieved Silver Family Friendly accreditation from ERC.

Pupil Equity Fund: We agreed to target social and emotional wellbeing for specific learners. We created our Butterfly Room and used this as a multi-functional space for Nurture, Social Skills groups and Seasons for Growth. We also agreed to use our funding to invest in additional Pupil Support Assistant hours to target support at key stages, linked to Literacy and Spelling.