



**St Clare's  
Primary**

# **School Improvement Plan 2023-2024**

# 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:

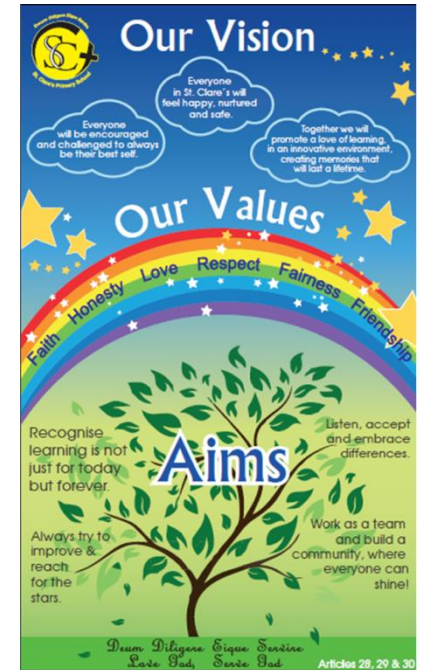
- Work as a team and build a community, where everyone can shine
- Listen, accept and embrace differences
- Recognise learning is not just for today but forever
- Always try to improve and **reach for the stars**

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
- ✓ 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 – Metacognition, effective feedback, and formative assessment.
- ✓ FACT, STORY, ACTION approach to tracking
- ✓ Metacognition embedded across school
- ✓ Updated Numeracy and Mathematics Policy (2022). Numeracy and Mathematics Parent Prompts created and shared through Google Classroom
- ✓ Updated Writing Policy and Forward Plan framework (2023)

# Three Year Improvement Priorities

School Improvement Priorities 2023-2026		
Year 1 2023-24	Year 2 2024-25	Year 3 2025-26
Revisit Vision, Values and Aims Improving Pedagogy through Inquiry	Refresh our Curriculum Rationale	Leading Change and Improving Pedagogy through Inquiry
Literacy & English Pedagogy and Improvement  Health & Wellbeing Curriculum  Assessment & Moderation	Health & Wellbeing Pedagogy and Improvement  IDL Curriculum  Assessment & Moderation	IDL Pedagogy & Improvement  Numeracy & Mathematics Curriculum  Assessment & Moderation
Wellbeing Religious Education in Roman Catholic Schools <i>Developing in Faith – Developing as a community of faith and learning</i>  ERC Family Centred Approaches - Gold	Wellbeing Religious Education in Roman Catholic Schools <i>Developing in Faith - Promoting Gospel Values</i>  Rights Respecting – Gold (Year 1)	Wellbeing Religious Education in Roman Catholic Schools <i>Developing in Faith - Celebrating and worshipping</i>  Rights Respecting – Gold (Year 2)

## 2023-24 School Improvement Priorities

- ✓ Refresh our shared vision, values and aims relevant to St Clare's and our community
- ✓ Embed whole school approach to previous IoS area of highly effective practice – Effective Feedback and Formative Assessment
- ✓ Implement a whole school evidence-based approach to improvement and change to identified areas – Effective Questioning and Plenary
- ✓ Embed whole school approach to Writing
- ✓ Analyse data to improve approaches to teaching and learning within targeted curricular area – Reading
- ✓ Revisit, review and enhance Health and Wellbeing learner pathways
- ✓ Further develop as a Laudato Si' School through explicit links to ecological education
- ✓ Assessment & Moderation through collaboration
- ✓ Achieve Family Centred (Gold) verification
- ✓ Work collaboratively to promote inclusion and diversity across our cluster

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"><li>Professional engagement and collegiate working</li><li>Impact of career- long professional learning</li></ul>			
1.3 Leadership of Change		<ul style="list-style-type: none"><li>Refresh shared Vision, Values and Aims</li><li>Implementing improvement and change</li></ul>			
<b>PRIORITY:</b> Refresh our shared vision, values and aims					
<b>PRIORITY:</b> Embed whole school area of highly effective practice – Effective Feedback and Formative Assessment					
<b>PRIORITY:</b> Implement whole school approach to Effective Questioning and Plenary					
NIF Priority: Closing the attainment gap between the most and least disadvantaged children and young people					
NIF Priority: Improvement in attainment, particularly in literacy and numeracy					
NIF Drivers: School and ELC leadership/ Teacher and practitioner professionalism/ School and ELC improvement/ Performance information					
Outcome/ Impact	Activities	Responsibility	Timescale	Resources	Monitoring/ Evaluation
Empowered, reflective staff who trust and can learn from each other, in order to enhance learning and teaching across our school.	<ul style="list-style-type: none"><li>Utilise IoS framework to guide quality assurance process</li><li>Embed our whole school approach to effective feedback and formative assessment</li><li>Adopt a research and inquiry based approach, to improve identified area of highly effective practice – effective questioning and plenary</li><li>Apply improvement science approach to identify and improve teaching and learning in reading</li><li>Formulate and implement a coherent and consistent approach to interrogation of data</li><li>Support teachers in interrogation of data to plan for change</li><li>Utilise Learning Trios across levels, enhancing the role of the “critical friend” in our whole school approach to improvement</li></ul>	SLT		St Clare's I.O.S. within Shared Staff Site	Professional dialogue, termly planning and tracking meetings
LIO/ Skilled and confident practitioners whose practice is informed by research and data.		PT (AP) collaborating with all teachers	August In-service days 1 & 2	Effective Feedback and Formative Assessment Master Files	Learning observations in Term One
LIO/ A culture of self-evaluation and continuous improvement in our school.		SLT & class teachers	Staff meetings from August to June		Teacher self-evaluation linked to area of highly effective practice
LIO/ An ethos of high expectations and achievement in our school with a relentless focus on equity.		SLT	Term One	ERC Curriculum, Learning, Teaching and Assessment Digital Resource	Improvement Science posters and data
LIO/A culture of professional inquiry in all establishments			Term Two	ERC Excellent Experiences for All Framework	Learning Trio Conversations in Term Two
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.	<ul style="list-style-type: none"><li>Engage with all stakeholders to review and refresh current Vision, Values and Aims</li><li>Engage with graphic designer to create a visual image of the School Vision, Values and Aims and display this prominently in all areas of St Clare's</li><li>Relaunch Vision, Values and Aims</li></ul>	HT, DHT & JLT	Term One	Authority Demographic Tool and Database	Termly Learning Conversations with children
	<ul style="list-style-type: none"><li>Re-establish committees where every child is a member</li><li>Committees devise and implement an action plan</li><li>Share progress through assembly programme</li></ul>		Term Two		
			Term Three	Education Endowment Foundation	Class Learning Walls
		PTs supporting class teachers and learners	Commence from Sep	Social Justice Strategy 2023-2026	Committee actions plans

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"> <li>Development of the curriculum/Learning pathways</li> </ul>
2.3 Learning, teaching and assessment	<ul style="list-style-type: none"> <li>Quality of teaching/Effective use of assessment/Planning, tracking &amp; monitoring</li> </ul>
<b>PRIORITY:</b> Embed whole school approach to Writing <b>PRIORITY:</b> Analyse data to improve approaches to Reading/ <b>PRIORITY:</b> Revisit, review and enhance refresh Health and Wellbeing learner pathways <b>PRIORITY:</b> Assessment & Moderation through collaboration <b>PRIORITY:</b> Further develop as a Laudato Si' School through explicit links to ecological education NIF Priorities: Improvement in children and young people's health and wellbeing/ Closing the attainment gap between the most and least disadvantaged children and young people/ Improvement in attainment, particularly in literacy NIF Drivers: School and ELC leadership/ Teacher and practitioner professionalism/ Parental/carer involvement and engagement/ Curriculum and assessment/ School and ELC improvement/ Performance information	

	Outcome/ Impact	Activities	Responsibility	Timescale	Resources	Monitoring/ Evaluation
Literacy and English	LIO/ An ethos of high expectations and achievement in our school.	<ul style="list-style-type: none"> <li>Implement St Clare's newly formed Writing rationale and forward planning framework</li> <li>Analyse SNSA &amp; ACCEL data to identify curricular area of improvement - Reading</li> <li>Carry out a pre and post assessment of learner ability at each stage, across the whole school</li> <li>Identify TIG groups and carry out targeted intervention</li> <li>Audit level of staff confidence and development need in curricular area</li> <li>Access a range of research from within and beyond ERC to influence and improve reading pedagogy</li> <li>Based on our findings, collaborate/discuss as a staff team, to agree actions for whole school improvement in reading</li> <li>Create whole school reading rationale</li> <li>Create Parent Prompts for Reading</li> <li>Relaunch school Library in partnership with Calderwood Lodge</li> </ul>	PT (LL) & class teachers SLT and class teachers	In-service Day 1	St Clare's Writing Policy	Professional dialogue termly planning and tracking meetings
	LIO/ A curriculum which enables all children to be successful, confident, responsible and effective in school.			Term One		
	Empowered staff who are confident and highly skilled in teaching reading.			Term One and Term Three Term Two	Authority Tracking Database	ERC Tracking Database for ACCEL data SNA data Analysis and actions linked to pre and post assessment
	Confident learners who can make decisions, articulate and lead their learning		SLT, staff and support team	Aug – Jun	ERC CfE Benchmarks ERC Literacy & English Planners	Learning observations and professional dialogue overview in Term Three
	Learners who are enthused and enjoy reading			In-service Day 2 Cluster event	ERC Literacy Locker & CLPL by Literacy Leaders SNHS Cluster Guidance: Building a Better Reader	Jotter sampling and Learner conversations using FORMS
	Learners who are aware of their progress in reading and who can explain the strategies they can use to be a successful reader.		PT (LL) Lead SLT and class teachers	Term Three	Education Scotland; Improvement Hub	Share high level messages throughout the year linked to improvement
	Learners who can access digital technology to overcome barriers to their reading and experience success.			Book Week Scotland	Education Endowment Foundation Shirley Clarke Effective Questioning Dylan Williams Staff meetings	Feedback forms



Health and Wellbeing	<p>LIO/ Develop understanding of effective inclusive practice across the whole school</p> <p>LIO/ A positive culture in health wellbeing in our school</p> <p>LIO/ Resources which lead to improvements for learners</p>	<ul style="list-style-type: none"> <li>Implement CIRCLE Framework and how it can be used to support inclusion of learners</li> <li>Staff to complete review of Inclusive classroom practice using CICS to evaluate their classroom setting, identifying areas of strength and areas for development</li> <li>Teachers to plan, implement and evaluate areas for development to support learners using the CIRCLE Framework</li> <li>Teachers to evaluate impact of inclusive practice</li> </ul>	DHT, PT (S.C.) All Staff	<p>In-service day 1</p> <p>In-service day 1</p> <p>Aug-June</p>	<p>Education Scotland CIRCLE Resource</p>	<p>Learning observations and professional dialogue overview in Term Three</p> <p>Teacher evaluation form</p> <p>Termly Professional dialogue-forward planning and tracking meetings</p>
	An effective learning and teaching framework to develop and promote learners' mental and physical health.	<ul style="list-style-type: none"> <li>Staff to evaluate current Health and Wellbeing planners and resources</li> <li>Create refreshed HWB planners and ensure consistent approach across whole school</li> </ul>	Class Teachers	<p>Term 1</p> <p>Term 2</p>	<p>Healthy Schools Framework</p> <p>Bounce Back/Primary Wellbeing Resources</p> <p>ERC Healthier Minds Resources</p>	<p>Termly Professional dialogue-forward planning meetings</p> <p>Pupil dialogue</p>
	Whole school overview which monitors and tracks learners' wellbeing.	<ul style="list-style-type: none"> <li>Implement GMWP to support monitoring and tracking of the wellbeing of learners and to evaluate progress</li> <li>Implement GMWP data analysis tool to better inform planning and learning experiences for all learners'</li> </ul>	DHT, PT (S.C.) All Staff	Aug-June	<p>Education Scotland Motivation and Wellbeing Profile</p>	<p>Analysis and actions linked to pre and post GMWP assessment</p>
	Confident informed practitioners who can identify and improve learners' experiences	<ul style="list-style-type: none"> <li>Join and Liaise with Schools Health and Wellbeing Improvement Research Network (SHINE) to explore suitable resources and partnership opportunities</li> </ul>	DHT		SHINE Network	<p>Termly Professional dialogue, tracking meetings</p>



RERC	<p>LIO/ An increase in activities which support prevention and early intervention, improve outcomes and reduce inequalities</p> <p>LIO/ Learners' experiences support them to develop their personalities, talents, mental, spiritual and physical abilities to their potential</p> <p>LIO/ An increase in opportunities for young people to develop knowledge, understanding and the skills for life and active participation in a global multicultural society and Scotland's place in it</p> <p>LIO/ A culture based on Getting It Right For Every Child</p> <p>Learners will have a greater understanding of ecological education and what this means for society today and in the future</p>	<p><b>RERC</b> Developing in Faith – Developing as a community of faith and learning</p> <ul style="list-style-type: none"> <li>Laudato Si' - <b>Learn, Pray, Act</b> (Year 3)</li> <li>Introduce Laudato Si' prayer and song through weekly whole school assemblies</li> <li>Incorporate ecological education into RERC curriculum through a focus on: <ul style="list-style-type: none"> <li>- P3/4 Encyclical Quote 2</li> <li>- P5 Encyclical Quote 1</li> <li>- P6: Encyclical Quote 7</li> <li>- P7 Encyclical Quote 3</li> </ul> </li> <li>Stages focus on learning placemat lined to Encyclical quote to undertake relevant learning experiences and activities</li> <li>Focus on 'Pilgrims of Faith' theme for Catholic Education Week 2023</li> <li>Create Laudato Si' video</li> </ul> <p>Cluster working to share best practice</p>	<p>PT (AP) - Curricular Lead and link to Cluster</p> <p>PT (AP) and class teachers</p> <p>Digital &amp; Laudato Si' Committee</p> <p>Cluster working group</p>	<p>Aug –Jun</p> <p>Nov</p> <p>Apr</p> <p>Aug - Jun</p>	<p>Developing in Faith: Developing as a community of faith and learning</p> <p>SCES - Scottish Catholic Education Service website</p> <p>Laudato Si' Programme</p>	<p>Learners to share learning during school through whole school assemblies</p> <p>Learning Journals</p> <p>Catholic Education Week</p> <p>Laudato Si' video</p>
	<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"> <li>Engage in the ERC Moderation process – Moving Moderation Forward</li> <li>Teachers form Learning Trios and Pods to create their Collaborative Learning Network</li> <li>Pods agree, plan and deliver lessons and gather agreed evidence</li> <li>Actively engage in the assessment and moderation process at school and authority level</li> <li>Pilot whole school assessment tool</li> </ul>	<p>Moderation Facilitator (AP) and staff</p> <p>PT MF</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>Aug - Jun</p>	<p>St Clare's Shared Staff Site</p> <p>ERC Local Assessment Resource</p> <p>ERC Moderation Lead</p> <p>West Partnership Assessment &amp; Moderation Workstream Lead</p>	<p>Whole school assessment data</p> <p>Class assessment data</p> <p>Feedback from staff pods and evidence gathered</p> <p>Fact, Story, Action tracking conversation and form</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"> <li>Inclusion and equality</li> </ul>
3.2 Raising attainment and achievement	<ul style="list-style-type: none"> <li>Attainment over time/Equity for all learners</li> </ul>
<b>PRIORITY:</b> Work collaboratively to promote inclusion and diversity across our cluster <b>PRIORITY:</b> Achieve Family Centred (Gold) verification NIF Priorities: Placing the human rights and needs of every child and young person at the centre of education/ Improvement in children and young people's health and wellbeing/ Closing the attainment gap between the most and least disadvantaged children and young people/ Improvement in skills and sustained, positive school-leaver destinations for all young people NIF Drivers: Parental/carer involvement and engagement	

	Outcome/ Impact	Activities	Responsibility	Timescale	Resources	Monitoring/ Evaluation
WELLBEING	<p>LIO/ An increase in opportunities for learners to develop knowledge, understanding &amp; the skills for life &amp; active participation in a global multicultural society</p> <p>Learners report they recognise and respect the faith of others.</p> <p>Learners and staff show a greater understanding of the faith of our Jewish friends in Calderwood Lodge and happy in school.</p> <p>LIO/ Learners' experiences support them to develop their personalities, talents, mental and spiritual abilities to their potential</p>	<ul style="list-style-type: none"> <li>Work collaboratively with Calderwood Lodge to develop a shared Campus Garden</li> <li>Invite representatives from the Interfaith Community to work with staff and learners</li> <li>P7 learners from both schools plan and lead opportunities for sharing faith in the shared campus garden, based around themes from scriptures</li> <li>Create an opportunity to celebrate the shared learning with families</li> <li>Further develop the Family Friendly Foyer to strengthen parental engagement</li> <li>Collaborate as a Cluster to achieve Family Centred (Gold)</li> </ul>	<p>HT &amp; DHT from both schools JLT, prefects, P7 teachers and learners STEM Ambassador &amp; Parent &amp; Child Gardening Gang</p> <p>PEF PT &amp; DHT &amp; Cluster Leads</p>	<p>August to June</p> <p>Term One</p> <p>Term One &amp; Term Two</p>	<p>Developing in Faith: Theme: Developing as a community of faith and learning SCES - Scottish Catholic Education Service website</p> <p>Parish Priest, Sister Isobel, Interfaith Community Group, Rabbi Rubin</p> <p>Social Justice Strategy ERC Family Centred Gold Action Plan</p>	<p>P7 Learner Action Plan Learner Committee minutes Assembly updates</p> <p>FORMS learner feedback</p> <p>ERC Family Centred Gold Action Plan</p>
RAISING ATTAINMENT	<p>Increasing consistency in teacher judgements within levels</p> <p>Staff more aware of what learners need to know and what they need to do to progress through the level.</p>	<ul style="list-style-type: none"> <li>Teachers consistently access, analyse data and plan interventions for improvement</li> <li>Target specific learners through appropriate interventions linked to PEF PLAN Appendix One</li> </ul>	<p>Moderation Facilitators &amp; All Staff</p> <p>SLT &amp; All Staff PEF PT &amp; DHT</p>	<p>Termly</p> <p>Termly</p>	<p>ERC: LAR CfE Benchmarks SLT Planning &amp; Tracking Fact, Story, Action Proforma Staff Shared Site ERC Demographic Tool &amp; Database PEF Action Plan QI &amp; Attainment Adviser</p>	<p>Professional dialogue termly planning and tracking meetings</p> <p>FORMS Learner Feedback</p>