

St Clare's Primary School



Standards and Quality Report Session 2021/22



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 **392** with a projected roll of **408** by August 2022. 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 21/22

Focus: Leadership and Management

Priority: Engage in the West Partnership whole school Improving our Classrooms model and continue to improve the collaborative climate of St Clare's

Priority: Improve our approach to self-evaluation and reflection at a class and school level

Focus: Learning Provision

Priority: Reflect and create St Clare's refreshed Curriculum Narrative, in light of Recovery

Priority: Improve approaches to teaching and learning within targeted aspects of Numeracy and Mathematics

Focus: Successes and Achievements

Priority: As a Laudato Si' School, promote equality for all

Priority: Take a forensic whole school approach, in using data to raise attainment and achievement over time

Method of Gathering Evidence

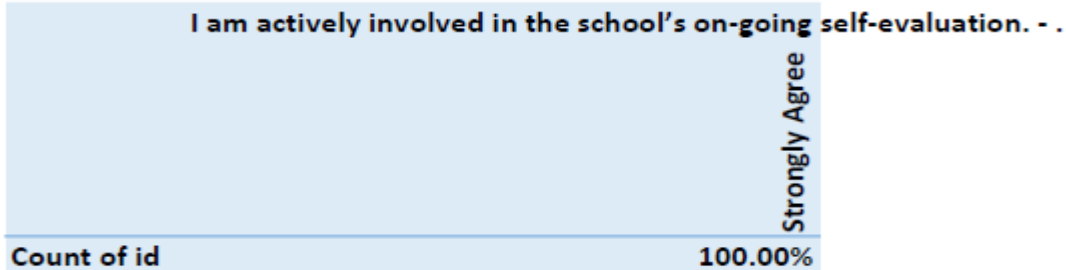
Evidence sources include:

- Observation of learners' experiences through Senior Leadership Team (SLT)
- Learning visits
- IOC learning Journals, reflections and self-evaluations
- 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 NGRT 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 and Fact,Story,Action approach 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

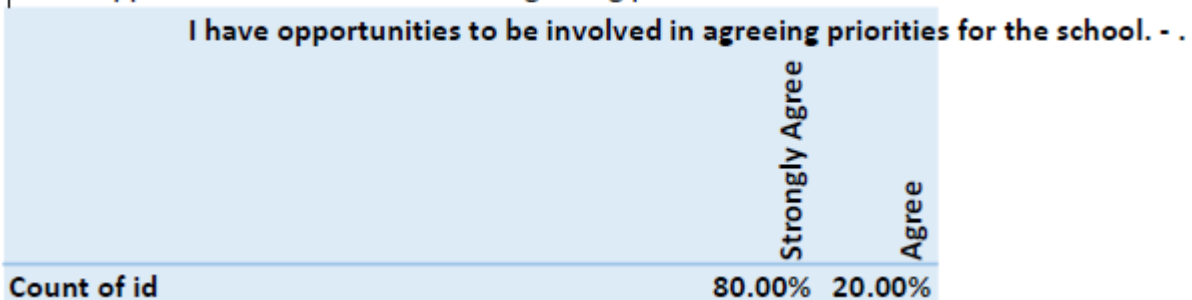
How good is our leadership and approach to improvement? (1.2, 1.3)	
Evaluation: Very Good	
NIF Priority <ul style="list-style-type: none"> Improvement in attainment, particularly in literacy and numeracy 	School Priorities <p>Focus: Leadership Priority: Engage in the West Partnership whole school Improving our Classrooms model and continue to improve the collaborative climate of St Clare's Priority: Improve our approach to self-evaluation and reflection at a class and school level</p>
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 <p>A culture of self-evaluation and continuous improvement in all schools and services.</p> <p>An ethos of high expectations and achievement in every school and service.</p> <p>Improved reading, writing and mathematics attainment throughout the years of the broad general education.</p> <p>An improvement in the percentage of young children reaching all of the expected developmental outcomes.</p>
<p><i>Progress, Impact and Outcomes</i> <u>LEADERSHIP AND MANAGEMENT</u></p> <p><u>Collaborative Approaches to Self- Evaluation and Leadership of Learning</u></p> <p>Following the positive engagement from three practitioners in the individual Improving Our Classroom (IOC) programme in 2020-2021, as well as the schools focus of moving beyond the Recovery Curriculum, the Head Teacher felt 2021-2022 was an opportune time to engage in the whole school pilot project of Improving Our Classrooms - West Partnership Whole School Model. It should be highlighted that during this period the Head Teacher had Acting Responsibility for the entire Campus and the pandemic continued to have a significant impact on teacher and learner absence at peak periods through the year. Nevertheless, on reflection the entire team of St Clare's and Calderwood Lodge Primary School and Nursery Class, continued to work collaboratively to ensure that all learners continued to thrive. It would be remiss to not highlight the significant effort and professionalism of all staff throughout this challenging time.</p> <p>The Senior Leadership Team met with the Authority Mentors. The Head Teacher (HT) and Depute Head Teacher (DHT) attended an initial meeting to gain a greater understanding of the programme. The aim of the programme is for each individual school to adopt a whole school approach to improvement, through a focus on highly effective teaching and learning, and data informed targeted intervention. At a whole school level, the model provides a clear focus on engaging teachers in high quality self-evaluation at classroom level, with a view to leading to improved learning and teaching across the school.</p>	

The collaborative climate continues to feature as a key strength within St Clare's. Consequently, the Head Teacher felt that by embarking on the IOC programme this session, the school was well placed to utilise this area of strength as a driver for improvement. Feedback from Authority questionnaires provided strong evidence to support this decision, as can be viewed in the results from these questionnaires:

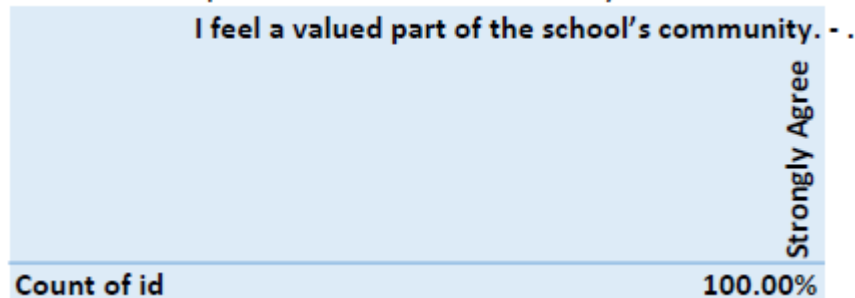
I am actively involved in the school's on-going self-evaluation. - .



I have opportunities to be involved in agreeing priorities for the school. - .



I feel a valued part of the school's community. - .



Assured that the climate was correct, the Head Teacher shared the IOC overview with staff and as a school, staff collectively agreed to allocate 30 hours from the Working Time Agreement, time from in-service days and a minimum of 20 hours from teachers' CLPL. This level of commitment and engagement was essential to ensure the successful implementation of the programme.

The IOC Model provided a range of support through on-going collaborative meetings with other school leaders involved in the pilot. Further advice and guidance was shared by the Strategic Leads, as well as a wealth of high quality learning materials in the form of:

- Whole School SLT Journal & Timeline QA
- Class Teacher Journal
- Pre and post webinar discussions
- Recorded webinars
- Discussion webinars
- Discussion Forums
- Learning Trios

Following the introductory session, staff were guided through a range of IOC modules examining Highly Effective Practice, using a series of Webinars. Staff successfully worked in trios to self evaluate and reflect on:

- Learning Intentions and Success Criteria
- Effective Questioning, Active Learning and Reviewing and Connecting the Learning
- Feedback, Dialogue and Learning Conversations
- Metacognition

Engagement in the IOC whole school pilot programme has influenced change across the whole school. It is difficult to report succinctly on the entirety of the experience. Yet, when reviewing the range of evidence collated throughout the project, it is clear engagement in the whole school programme has shifted hearts and minds in St Clare's.

"I feel this had a positive impact on my teaching. It has changed the way our tracking process takes place."

"John Hattie was very informative and I reflected on the types of feedback and praise given to pupils. I now try to be more constructive and link to Success Criteria."

"I enjoyed looking at tracking and interpreting data. I found the 'Fact, Story, Action' approach to tracking highly effective."

"It was good to work with our trio to discuss journal questions and aspects arising from the webinars."

It has placed improvement firmly in the hands of each class teacher. During the self-evaluation process, teachers shared that they have developed a true passion for Improving our Classrooms due to the research enquiry based approach. Teachers reported that the webinars and Teacher Learning Journals were hugely valuable in supporting them to revisit the many basics of high quality learning and teaching, framed around the Design Principles. All teachers have embraced the data and used this to plan targeted interventions, which have proven to raise attainment for their learners, as evidenced through class based assessments, SNSA and ACCEL judgements. All teachers report that The IOC has opened a rich dialogue between all practitioners, which has centred around classroom pedagogy and by fulfilling the role of "Critical Friend" has supported teachers to change and improve their practice to impact learners' experiences in a positive way. During learning conversations, learners shared their approach to learning, which highlights the metacognition cycle in action.

"We now approach tasks with a positive mentality."

"We say to ourselves..."

What do you already know?

Look at the example provided.

What do you need to do this task e.g. equipment, people, etc.?

What strategies could I use?

What is the success criteria?

Do I understand what I am doing?

I ask myself if I am going at the right pace.

I check the success criteria.

Am I doing my best work?

Check back and adjust.

Am I struggling? If so, ask for help.

Have I achieved everything on the success criteria?

If I got a question wrong, do I understand where I went wrong? If not, I can put it on the retrieval request board."

Simultaneously, whilst the IOC has fully engaged practitioners in self- reflection and analysis, the Senior Leadership Team have had to fully embrace change, learning and adopting different approaches to quality assurance processes as highlighted below.

Forward Planning

The SLT used the IOC model to develop improved guidance and procedures for Forward Planning and Tracking dialogue conversations. Meetings between teachers and SLT supported deeper discussions of learning and teaching and facilitated more focused targeting and planning for interventions.

Forward Planning procedures were developed to include a number of prompt questions to support discussion between class teachers and SLT. Discussions were focused around challenge questions from HGIOs 4, including;

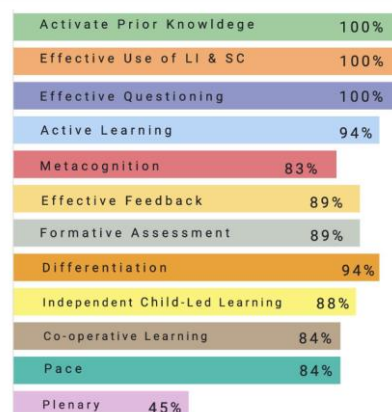
- How do you enable learners to become **independent learners** and **develop the four-capacities**?
- How do you ensure that all learners experience activities which are **varied, differentiated, active**, and provide appropriate **support** and **challenge**?
- How do you utilise/incorporate a wide variety of innovative and creative resources and teaching approaches, including digital technologies?
- How do you **involve learners** in planning and evaluating learning?
- What strategies do you use to enable all learners to engage in self and peer assessment **to improve their learning**?

Tracking

The SLT provided training and supported class teachers to adopt a Fact, Story, Action overview for their class, which they then referred to each term. This required a change in mindset for all teachers. Teachers improved their skills in data analysis and developed confidence in their ability to systematically scrutinise a wider range of data and focus their thinking around the planning and interventions they would employ in order to raise attainment. Through engagement in newly adapted tracking conversations, led by class teachers, a comprehensive whole school analysis was created and shared with all staff during staff meetings. Overall, there was clear evidence of improvement in the school's approach to self-evaluation and reflection, at a class and school level, which was reflected in forward planning and tracking conversations.

Classroom Observations

During Classroom Observations in Term One, the SLT used the IOC classroom observation checklist. Teachers were also asked to complete a self-evaluation pre and post lesson. This data was gathered and analysed by the SLT and features of Highly Effective Practice were identified and shared with all staff. The school collectively identified areas of strength across the school and Metacognition as an area for whole school improvement. With support from the West Partnership mentor, staff participated in a professional learning event to deepen understanding of Metacognition.



Learning Trios

From the outset teachers were organised in trios. For the majority of teachers, the Trio included their stage partner and another teacher working at the same CfE level. Due to the distancing restrictions in place through the first part of the year, teachers met and worked through the webinars. This time enabled Trios to reflect, collaborate, share ideas and complete a variety of tasks from the Teacher Journals.

During Term Two, the Learning Trios programme was implemented. A comprehensive timetable was created, which consisted of trio visits focused on the school's identified area of improvement within Numeracy & Mathematics. Trios observed each lesson and recorded their observations. Following each observation, half an hour of quality time was ring-fenced for feedback. A member of the SLT participated in the dialogue and adopted the role of "Critical Friend" to model and encourage greater challenge during feedback. Teachers shared that this really helped them to scrutinise their own practice and plan for change, as well as being able to "steal" ideas and share good practice, leading to better collaboration across a stage. As part of the process the Strategic Lead visited St Clare's to engage in a Trio lesson observation. During her visit, the Head Teacher used this as a personal learning opportunity to observe the Lead during the feedback session. This provided a great insight into the skills required to ensure the professional dialogue is valuable in improving practice and developing a climate of challenge for all.

As well as celebrating strengths from the staff led trio visits, five high level messages were identified from across the school.

- Ethos and relationships
- Assessment
- Questioning
- High quality dialogue
- Metacognition

Overall, by adapting current quality assurance processes and adopting the consistent sharing of whole school data and high level messages, the school has achieved a greater level of transparency, emulating in increased collaboration, teacher agency and a genuine collective responsibility of all, to improve attainment and achievement across the whole school. During dialogue shared by teachers at their final tracking meetings and through the PRD process, the SLT highlights that engagement in the whole school IOC programme has...

- Enhanced the collaborative culture within St Clares, where all teachers are open minded to change and fully committed to continuous improvement, understanding that challenging conversations are part of the process
- Provided the systems, framework and tools to support and challenge teachers in increasing their confidence in scrutinising a range of data knowing that without "Action" the data remains only part of the "Story"
- Created a whole school approach, fully focused on the importance of investing time and development in teaching and learning, and not simply being curriculum led
- Highlighted the importance of teacher agency in using research and inquiry, required to collectively raise attainment and achievement for all, over time

Next steps:

- Embed the IOC whole school model
- Embed our whole school approach to metacognition
- PT to develop cluster working and learning around Learning, Teaching & Assessment
- Through evidence based approaches, (learning observations) identify an annual whole school focus of highly effective practice
- Adopt a research and inquiry based approach, to improve identified area of highly effective practice
- Refine approaches to planning and tracking dialogue, embedding the Fact, Story, Action approach
- Organise Learning Trios across levels, enhancing the role of the “ critical friend” in our whole school approach to improvement
- Continue to upskill teachers and SLT in our approach to interrogating data to plan for change

How good is the quality of care and education we offer? (2.2, 2.3)	
Evaluation: Very Good	
NIF Priority <ul style="list-style-type: none"> • Improvement in attainment, particularly in literacy and numeracy 	School Priorities <p>Focus: Learning Provision Priority: Reflect and create St Clare’s refreshed Curriculum Narrative, in light of Recovery Priority: Improve approaches to teaching and learning within targeted aspects of Numeracy & Mathematics</p>
NIF Driver(s) <ul style="list-style-type: none"> • School leadership • Teacher professionalism • Assessment of children’s progress • School Improvement • Performance information 	Local Improvement Plan – Expected Outcome / Impact <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>

An increase in activities, which support prevention and early intervention, improve outcomes and reduce inequalities.

Progress, Impact and Outcomes

LEARNING PROVISION

Data

The IOC Whole School Model is driven by data. Working in collaboration with the Education Department, a new authority demographic tool was developed to enhance data analysis. Staff received training from the SLT on how to use the tool to further identify trends at a class level and at school level for the SLT.

As part of the Improving Our Classrooms approach, assessments were completed early in the session for both Literacy and English, using the NGRT Reading assessment, and Numeracy and Mathematics, using the MALT assessment. Once completed, assessments were carefully analysed and the data was compared to Standardised Tests, SNSA and ACEL judgements to ensure an informed decision was reached.

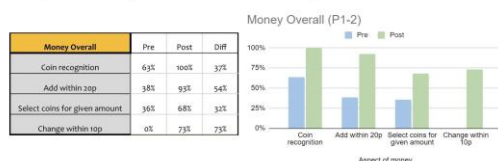
Based on the cumulative data, Numeracy and Mathematics was agreed as the school curricular focus. Additional time was then allocated to allow teachers to identify patterns of strength and areas for improvement. Based on the data and common trends, the whole school Numeracy and Mathematics focus was identified as 'Fractions, Decimals and Percentages' (P3-7) along with 'Measurement, Time and Money' (P1-2). During a staff in-service day, teachers interrogated data further to identify targeted intervention groups (TIG) within their class. TIG Baseline assessments were completed and targets for improvement were created. A Leader of Learning was identified from the staff to lead the TIG groups. Simultaneously, the data also allowed for teachers to plan responsively within the classroom, focusing on the targeted area with a specific group.

TIG - Targeted Intervention Groups

An integral part of the IOC whole school model is TIG. TIG is Targeted Intervention Groups of learners who are identified by class teachers using the data and their own professional judgement. The identified learners are those children who the teacher believes would benefit from additional support. The Targeted Intervention (TIG) Leader of Learning worked with small groups over a six week period, to plan opportunities for learning around a specific area identified by the class teacher. All classes showed an improvement in their attainment across the identified Benchmarks. The TIG teacher noticed pupils benefitted from revisiting the concrete and pictorial, before moving to applying abstract representations. Data has reinforced the value of spending more time at the concrete and then pictorial stages of learning.

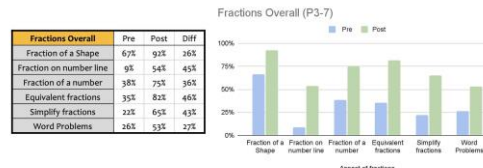
Story of Improvement – Pre and Post Intervention

• Impact on Targeted Intervention Groups



Story of Improvement – Pre and Post Intervention

• Impact on Targeted Intervention Groups



One key feature of the IOC model is transparency in sharing any data from interventions with the whole school team. Consequently, the above data was shared, giving all teachers and SLT time to reflect and discuss the progress and impact of each whole school intervention. Whilst the data is positive, the school is mindful that this was a short window of intervention. Nevertheless, the

impact of the intervention must be viewed in the entirety of the IOC Whole School Model and it is evident that this approach makes a powerful vehicle for change, to achieve improvement. Every facet of the model overlaps, creating robust systems which the school can use moving forward, particularly in their approach to Additional Support for Learning next session.

Curricular Focus - Numeracy & Mathematics

The TIG Leader of Learning was not only responsible for planning and delivering the six week intervention programme but also fulfilled the role of the Challenge Leader of Learning. In this capacity, the Challenge Leader became a supporter, mentor and expert, sharing research and best practice in the teaching of Numeracy and Mathematics. All teachers benefitted from being given time, through planned staff meetings and Assembly Focus Sessions, to collaborate, share and learn from each other. The TIG Leader and Principal Teacher collaborated and presented research from Education Scotland documents regarding the positive impact of planning effective questioning, the slow reveal graph, numberless questions, and other approaches to improve teaching in the targeted areas of Fractions, Decimals and Percentages' along with 'Measurement, Time and Money'.

Staff found the targeted assembly CLPL sessions extremely beneficial and valued the opportunity to share excellent practice, which then impacted positively on their own teaching. Teachers valued being given protected time to read and explore current research and documentation, which they stated helped them focus when planning, to specifically address the needs of individuals and groups. Whilst the CLPL sessions were only initiated in Term Two, the sessions built on the sense of collaboration amongst all staff. Moving forward, it was agreed that it would be valuable to begin to film and upload samples of best practice, which staff can refer to on an ongoing basis, accumulating on a shared site.

Collectively, teachers then reflected on their learning and inquiry and used this to formulate a whole school Numeracy and Mathematics Policy aiming to create a consistent whole school, rigorous approach, whilst providing teacher's autonomy of their planning. The aim is to continue to develop the collaborative climate of support and challenge, where teachers can support one another to improve pedagogy and see challenge as an opportunity to improve together.

In addition to the newly created Numeracy and Mathematics policy, succinct guidance, which had been previously created in the area of Numeracy and Mathematics, was used by all teachers this session, with a view to being fully embedded from August 2022. Teachers found this guidance particularly useful when planning retrieval grids to support their learners.

The school also recognises the important role parents play in their child's learning.

This session, staff also created guidance entitled "Parent Prompts and Pupil Practice Guide", which includes visual displays, worked examples, samples of questions and key vocabulary for parents to refer to and use to support their child at home. This was posted and promoted by teachers through Google Classroom and will be an important feature of Meet the Teacher sessions in August 2022.

Identified Area of Highly Effective Practice - Metacognition

Through adopting the IOC approach to Learning Observations, the school identified Metacognition as the focus of highly effective practice across the school. Once again, the key messages from all learning visits were shared with staff. Mentors from the West Partnership delivered a staff meeting in St Clare's and were able to share research, as well as the positive impact from classroom strategies and activities they had implemented.

Following this, teachers then came together to discuss effective ways to implement metacognition into their own practice. Staff created an overview to establish consistency and coherence across the stages and agreed how metacognition would be used at each stage. This guidance will support all

staff and embed consistency of approach across the whole school. Teachers also created a bank of learning materials linked to their research and inquiry, which are accessible for all.

Many of the IOC strategies have been implemented, such as; retrieval practice, effective questioning, brain dumps, shared mathematical language and 'Flashback Fridays'. Through prioritising self-efficacy of learners and providing strategies to encourage independence and a growth mindset, teachers report that almost all learners appear more willing to challenge themselves in their learning. Based on inquiry into metacognition, teachers are now planning questions linked to previous learning so retrieval for learners is now prioritised. Gaps in learning have been identified and misconceptions of mathematical language addressed.

Through Learning Conversations more children have shared that they are...

- Gaining confidence when talking about Numeracy and Maths and the concepts they have learned
- Demonstrating increased confidence with recall and can apply their learning to other areas or real life situations
- Understanding themselves as learners and showing greater confidence in identifying areas where they require further practice

OVERALL IMPACT

- Learners across all stages are developing their own understanding of retrieval practice
- Teachers feel a significant shift in pedagogy and have a new confidence for building in time for retrieval and metacognition. Whole class retrieval sessions and mixed ability pairings, raising attainment for lowest achieving
- Staff now have a clear understanding of metacognition and feel confident implementing this
- Staff have noticed a real improvement in self efficacy in learners, which has in turn raised attainment
- Learners understand the responsibility they have to improve their learning and have responded very well to this

Overall, all staff agree that engagement in the above process has improved their pedagogy and thinking around improving teaching and learning in St Clare's, whilst strengthening a whole team approach to improvement.

Assessment and Moderation

Engagement in the IOC programme has supported all teachers to develop greater confidence and understanding of a learners' achievement of and across a level. The adoption of the FACT, STORY, ACTION approach is robust. It has encouraged all staff to look forensically at their data and plan accordingly, aiming to ensure no child is left behind. Teachers are becoming more aware of their responsibility to meet all learners' needs and how changing their practice is essential to this process.

All teachers participated in Authority Moderation and this also contributed to sharing the standard. Through IOC, St Clare's has learned the true value of collaboration and the Authority's new approach to Moderation for session 2022, through the introduction of Learning Pods and Trios will further support St Clare's in this process.

Next Steps:

- Implement St Clare's Numeracy & Mathematics whole school policy
- Maths Champion to take role of Challenge Leader of Learning and develop Cluster working
- Access CLPL opportunities to explore effective teaching and learning approaches for boys as per trends from school data
- Use SNSA, ACEL, Std Test Data to identify curricular area of improvement - Writing
- Draw on research and inquiry to improve pedagogy in Writing, creating guidance for teachers, learners and parents

- Establish Authority Learning Pods/Trios to develop collaborative practice around moderation and sharing of the standard

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

Priority: As a Laudato Si' School promote equality for all

Priority: Take a forensic whole school approach, in using data to continue to raise attainment & achievement over time

NIF Driver(s)

- School leadership
- Teacher professionalism
- Parental Engagement
- Assessment of children's progress
- Performance Information

Local Improvement Plan – Expected Outcome / Impact

A positive culture in health and wellbeing in every school and service.

A culture based on "Getting It Right For Every Child".

Learners' experiences support them to develop their personalities, talents, mental, spiritual and physical abilities to their fullest potential.

An increase in activities which support prevention and early intervention, improve outcomes and reduce inequalities.

Practices and experiences which ensure that the needs of children, young people and adults' needs are identified and addressed.

Progress, Impact and Outcomes

RERC Developing in Faith – Promoting Gospel Values

Developing in faith and our faith journey continues to be a fundamental part of St Clare's. In order to provide quality opportunities for learners, staff have developed a strong relationship with Canon Eddie, the school chaplain. Together with Canon Eddie, teachers plan and deliver high quality learning experiences, which prepare Primary 4 learners for the Sacraments of Reconciliation and First Holy Communion, and Primary 7 learners for the Sacrament of Confirmation. Learners have continued to participate in the Pope Francis Faith Award this year, with Primary 6's enrolling and Primary 7's continuing on their journey and receiving the award.

This session, the Diocese of Paisley created new RERC planners, which were distributed across the stages and implemented in each class. These have strong links to key Laudato Si' topics and are proving to be highly effective. In Term 3, God's Loving Plan was delivered across the school and information was shared in advance at a Parent Council Meeting. Support materials were also provided to parents/carers.

A new opportunity for Primary 5, 6 and 7 learners to develop their faith, as well as put their faith into action, was created through the Mini Vinnies group, which two class teachers established. Mini Vinnies is part of the Society of St Vincent de Paul and their mission is to seek to identify and combat all forms of poverty, by promoting social justice and actively working with those in need.

St Clare's has continued to work in close partnership with SCIAF this year, through a variety of different ways. For example, providing material from staff members and learners for SCIAF's Seasons of Creation event, which aired online in October. As well as this, one of the Primary 7 learners was given the opportunity to be a voice over actor in one of SCIAF's 'WEE BOX' campaign videos, which was part of their Lent 2022 appeal. Most recently, SCIAF wished to highlight the school's practice, by publishing an article about the school's 'Act of Hope Week' in the SCIAF Impact magazine.

As a result of learning about SCIAF's 'Water is Life' topic, children used their interest in the topic to organise a Lenten fundraiser to raise money for SCIAF and help with the water crisis. During 'Act in Hope Week' further pupil led fundraising activities were organised, including: members of the Laudato Si' committee designing and creating Bookmarks to sell, the Mini Vinnies leader and her Primary 5 class selling raffle tickets and a group of learners from Primary 6 organising 'Guess the Bunny's Name'.

St Clare's is in its second year of being a Laudato Si' School and this year moved on to Part 2; Developing Learning: The Encyclical. The first part of this process was organising a new Laudato Si' leaders group/committee with the new Primary 7 learners. The next step was embarking on the creation of a 'Learn' Action Plan, which is a work in progress. This will continue to be a focus of school improvement over the next three years, leading to the complete Laudato Si' School status.

As part of being a Laudato Si' school, all children were invited to take part in creating a Laudato Si' song and prayer. The winning song and prayer was selected and each class now has these displayed on their altar, and they are visible on the Laudato Si' display.

The school's parent pastoral group; 'St Clare's Cares' have continued to be involved in fundraising activities, and organised charity collections and donations throughout the year, for the local food bank, charities and to support families in Ukraine.

As a community of faith, across the year St Clare's has participated in Cluster Masses, Catholic Education Week, Education Sunday Mass, Interfaith Week and Christmas/Nativity performances. The school has continued to strengthen links within the community through activities such as Beat the Street and the St Ninian's COP26 Art Competition, as well as visiting the bee hives community project at Rouken Glen. The strong community links helped St Clare's to place on the Beat the Street leaderboard again this year.

COP26 was an opportunity for all stages to focus on, and embrace, learning about what being a Laudato Si' school truly means. Throughout Term 1, interdisciplinary learning experiences were delivered through 'Our Dear Green Place', which was used as a framework to go alongside pupil-led learning. Activities included:

- Climate Action Week Scotland
- Eco/Sustainable Dress Down Day
- Keep Scotland Beautiful live sessions
- Writing to world leaders about climate change

- SCIAF Climate Craftivism resource
- WWF 'Our Climate Our Future'
- IDEAS 'Exploring Climate Justice A human rights-based approach'

COP26 learning was also interlinked with Book Week Scotland; during which learners across all stages of the school were involved in the stimulus of solving an illegal litter dump within the school. This concluded with a workshop being created, which learners visited to see their work displayed, as well as enjoy looking at the work other learners had created. This process provided an informal opportunity for teachers to moderate and learners to evaluate their learning.

The Sustainable Development Global Goals have been introduced and strategically taught throughout the school. As a result, learners are now more familiar with the goals, what they mean and how they connect with their lives. Based on this learning, learners have been empowered to become 'change makers' and have had opportunities to plan and implement related initiatives, within the school and wider community. Examples of these initiatives are: Primary 7 organised 'Move it in May' in response to climate action and to promote positive health and wellbeing. Primary 7 also planted new trees within the school grounds. Primary 6/7 created a 'water saving' fact sheet, which was shared across Google Classroom, and organised a fundraiser for the 'WaterAid' charity. Primary 1 utilised the school garden for growing, as a stimulus for learning about Zero Hunger, Life on Land, and Responsible Consumption and Production. They then went on to organise a whole school collection for a local food bank, as well as delivering a presentation on composting at assembly. The school is now looking at ways to compost food waste across the school. Primary 3 focused on the theme of Responsible Production and Consumption. They decided to try and reduce the amount of plastic waste in school and, in particular, the number of crisp packets that are thrown away every day. As a result, the school now recycles all soft plastic waste. In order to reduce land waste further, both primary 3 classes planned and held a toy swap. In addition, the Primary 4's 'Litter Picking Squad' have continued again this year and litter picking takes place at break times every day.

To commend this vast amount of work, St Clare's was nominated as a 'Global Citizenship Champion' by SCIAF, as part of IDEAS (International Development Education Association of Scotland) Global Citizenship Fortnight'.

School Garden

The school garden has continued to develop as a meaningful outdoor learning space. Throughout the year, it is well used as a stimulus for learning for sustainability. Primary 1 planted bee and butterfly friendly flowers when learning about the importance of bees for pollination and continued food production. The Gardening Club has begun to develop the balcony areas and recently responded to the crisis in the Ukraine by selling sunflowers and donating the proceeds to this cause. The school has continued to involve the wider community through the school garden and the 'Family Friends of St Clares' have continued to be involved by running a lunchtime gardening club in the school. Links have been made with the local Care Home through the RHS Grow Social project and donated flower baskets.

To further enhance the school garden, the Parent Council agreed to fund a new shed, which will serve as an outdoor learning space, as well as to house new outdoor learning resources. The aim is to have this installed prior to commencing the next session.

Wellbeing

The CREST Peer Mediation scheme was piloted this year, with Primary 6 learners. The programme aims to arm learners with the abilities required to handle situations involving conflict.

Learners went through the training sessions, led by class teacher and the Principal Teacher, and an 'on duty' rota was established. The scheme has been a success and resulted in Primary 6 learners being able to facilitate communication between younger learners and ultimately resolve any conflict and maintain positive relationships.

Throughout the year, the school worked towards the authority's Family Centred Silver award, which is designed to promote parental engagement and partnership working. The Silver Action Plan covered quality indicators:

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- **Indicator One:** There are sufficient skilled and qualified members of staff who regularly engage in career long professional learning.
- **Indicator Five:** There are clear lines of communication and accountability for all staff.
- **Indicator Six:** The school promotes a positive culture and climate.
- **Indicator Eight:** The physical environment of the school meets the individual needs of children and their families.
- **Indicator Nine:** Space is used effectively both indoors and out.
- **Indicator Eleven:** Parental involvement is promoted, recognised and celebrated.
- **Indicator Fourteen:** Leadership within the establishment supports and drives forward family friendly initiatives with staff.
- **Indicator Seventeen:** Respect is demonstrated for all children irrespective of their development needs and abilities
- **Indicator Eighteen:** Staff include children and families as active participants in the life and work of the school.
- **Indicator Twenty:** Relationships optimise children's experiences and enhance their development.

Once all evidence had been presented and a focus group meeting with staff members and parents was held, the school was awarded Silver family Friendly Cluster Accreditation and award certificate.

Standards and Quality Self Evaluation Report. Session 2021-22

As part of ongoing self evaluation and the school improvement planning cycle, parental feedback was requested. 105 responses were received and the feedback was very positive, overall.

4. My child enjoys learning at St Clare's.

[More Details](#)

[Insights](#)

105

Responses



4.83 Average Rating

5. My child is making good progress at St Clare's.

[More Details](#)

[Insights](#)

105

Responses



4.70 Average Rating

6. I receive helpful feedback about how my child is learning and developing,

[More Details](#)

[Insights](#)

105

Responses



4.43 Average Rating

7. The school knows my child as an individual.

[More Details](#)

[Insights](#)

105

Responses



4.80 Average Rating

8. The school supports my child's emotional wellbeing.

[More Details](#)

[Insights](#)

105

Responses



4.78 Average Rating

9. I would recommend the school to other parents.

[More Details](#)

[Insights](#)

105

Responses



4.88 Average Rating

Next Steps:

- Continue to implement targets within the Laudato Si' programme
- Developing in Faith: Celebrating and worshipping
- Work towards Gold Family Friendly accreditation
- Embed Peer Mediation with Primary 6

Raising Attainment 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 89% 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.

	2019-2020	2020-2021	2021-2022
Overall P1 Baseline Score Literacy	100	96	98
Boys	99	95	99
Girls	101	96	102
Overall P1 Baseline Score Numeracy	104	94	99
Boys	106	95	96
Girls	104	92	96
Overall proportion of P1 achieving their Developmental Milestones	90%	83%	89%

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	2019-2020	2020-2021	2021-2022
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Standards and Quality Self Evaluation Report. Session 2021-22

<i>Maths P3</i>	95	107	101
<i>English P3</i>	96	107	98
<i>Maths P5</i>	97	106	98
<i>English P5</i>	102	99	97
<i>Maths P7</i>	98	107	107
<i>English P7</i>	99	98	103

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	2019-2020	2020-2021	2021-2022
P1 Reading	NA	94%	95%
P1 Writing	NA	93%	98%
P1 Talking & Listening	NA	94%	98%
P1 Maths	NA	94%	96%
P4 Reading	NA	81%	97%
P4 Writing	NA	80%	95%
P4 Talking & Listening	NA	86%	97%
P4 Maths	NA	73%	95%
P7 Reading	NA	91%	91%
P7 Writing	NA	88%	89%
P7 Talking & Listening	NA	91%	98%
P7 Maths	NA	82%	91%

Teachers are increasingly confident in making judgements on learners' progress in both literacy and numeracy using the moderated Benchmarks. Embarking on IOC, the whole school model pilot programme has supported and challenged teachers to take a forensic approach to the range of data they have. Overall, engagement with the pilot has had a positive influence on every teacher's professional knowledge and understanding about progression through the gradient of learning. SNSA data and ACEL data reinforce this. All data gathered will provide additional information, which will be used to identify gaps and areas for improvement.

Based on the data from 2021-2022 and the historical data, it appears that P5 as a stage continues to require support to improve. Data also shows a gender imbalance. Girls are outperforming boys across the school. St Clare's continued implementation of the IOC whole school model, will further support staff and the Senior Leadership Team to improve their ability to use data to target support and continue to raise attainment within this area.

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? £25,034

Health and Wellbeing

The school targeted social and emotional wellbeing as a key area of development.

Part of PEF funding was used to establish and resource the new 'Butterfly Room' within the school and purchase training and assessment resources. The room has proved important in supporting emotional literacy development for targeted children.

Following the set-up of the room it was utilised every afternoon by a class teacher and PSA to deliver nurture sessions, social skills groups and bereavement support sessions within the school.

One class teacher and one Pupil Support Assistant completed Nurture training and Seasons for Growth training to further support children's social and emotional wellbeing. A nurture group and bereavement support group were introduced and after two terms 75% of children showed improvement in all areas of targeted skill development. The addition of a nurture room to the school has been a valuable intervention to add to the schools wide range of support mechanisms.

Across the school a number of children were identified to participate in a range of social skills groups; children were encouraged to identify an area of interest from Lego therapy, Culinary skills, or digital clubs. Three teachers then provided weekly opportunities to the groups to develop skills based on individualised interventions. Evaluative feedback showed skills improvements in the following areas, listening skills improved for 70% of participants, turn-taking improved by 85%, team working skills by 95%. Parents and teachers commented on improved confidence and 58% of children identified positives of participating in the groups as acquisition of new skills. 76% of children who took part in a group felt overall more confident and 58% felt they had formed new friendships.

Raise attainment in literacy and numeracy for P2 pupils

The Mist intervention has continued to make an impact for targeted children and raise attainment in both literacy and numeracy. Class teachers worked closely with PSA to analyse school assessment data and observational judgements to carefully select children to take part in the 10 week intervention. Due to staff absence and disruption to delivery of the daily programme the intervention was extended for some children to 12 and 14 weeks. On completion of the intervention results were positive and showed improvement across all identified areas.

Analysis of Intervention

Pre and post assessments of the MIST recovery programme showed that:

- Listening skills improved for 100% of children
- Written vocabulary improved for 72% of children
- Three-phoneme words improved for 90% of children
- Sentence dictation improved for 100% of children
- Number Reversals improved for only 20% of children -a more detailed analysis is required to identify why this component was less successful.

Evaluation of the MIST programme this year validates this as a positive intervention programme.

Increased attainment in Spelling for targeted pupils in P3-7

This intervention has been very successful in supporting existing spelling programmes, supporting those with dyslexia and those who struggle with spelling. This year around 23% of the total children across P3 -7 used the programme. Class teachers, Parents and pupils continue to see progress with the programme with the progress shown in class and at home. A wider look at the class/school spelling programme is identified as a school need for next year.

Standards and Quality Self Evaluation Report. Session 2021-22

As part of PEF funding, the school introduced, Nessy programme for children requiring more intensive intervention and results show that those targeted children actually showed the most improvement across every stage except Primary 6, in which IDL outperformed the Nessy intervention. Before any interventions next session a deeper analysis to consider if Nessy should replace IDL as more effective intervention.

When evaluating the intervention across targeted PEF group analysis showed:

Session 2021-22	P3	P4	P5	P6	P7
IDL	↑50%	↑67%	↑37%	↑75%	↑66%
NESSY	↑60%	↑75%	↑72%	↑66%	↑83%

What is our capacity for continuous improvement?

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.”

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.

A highly reflective and ambitious climate supports the school in delivering the highest quality of education for all learners.

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 for session 2021-22 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.

Standards and Quality Self Evaluation Report. Session 2021-22

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 2022-2023**Focus: Leadership**

Priority:

- 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

Focus: Learning Provision

Priority:

- Analyse data to improve approaches to teaching and learning within targeted curricular area - Writing
- Assessment & Moderation through collaboration

Focus: Successes and Achievements

Priority:

- As a Laudato Si' School, promote wellbeing and equality of all
- Embed our Fact, Story, Action whole school approach, in using data to raise attainment and achievement over time