

St Clare's has a strong collaborative climate, which is a key strength within our school. Through embedding the Improving Our Schools framework and philosophy, we have developed a collective responsibility for improvement across the school.

Leadership QI: 1.2 & 1.3

Building Professional Capacity

When we returned to school all of the practitioners reflected and reviewed their progress against the revised General Teaching Council Scotland professional standards. This enabled them to create specific targets linked to our school improvement journey and their professional learning.

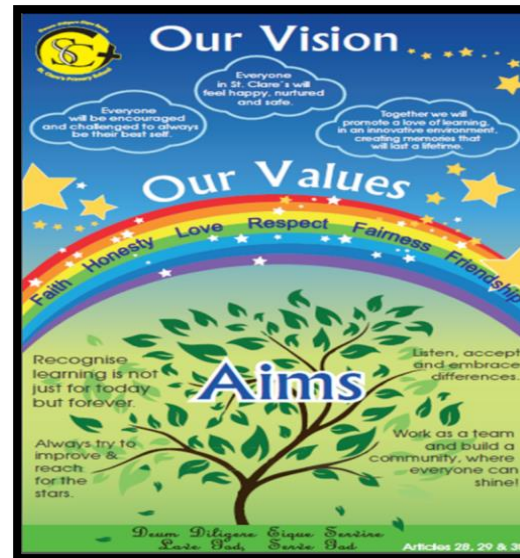
Due to our collaborative climate and engagement in the IOS process, teachers show increasing confidence in making changes to their practice in order to meet the needs of their learners.

Our data shows that we are trying hard to ensure we use metacognition with our learners. The children are also showing that they understand what this is and can explain how the cycle helps them improve their learning.

After our learning visits in term one we agreed to learn more about Feedback and Formative Assessment. The teachers read and researched and started to try out different approaches in their classes with their learners. Finally, we brought our learning and ideas together and created our Formative Assessment & Feedback Strategies Flips. We will use these in August to make sure everyone in St Clare's tries different ways to provide feedback in order to help our learners continue to improve.

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 writing. Teachers and our learners shared that they felt they had to improve Tools for Writing, which is the mechanical aspect of Writing.

Learning QI: 2.2 & 2.3



Teachers shared: "working collaboratively has allowed us to review Spelling and Grammar. By decluttering the curriculum, we have been able to focus on the literacy needs of the learners and give time for consolidation and retrieval."

We also tried different approaches to teaching writing which helped develop the skills in our learners. Together we created our Writing rationale and framework which we will all use next year. This will help us to be consistent across the whole school.

Religious Education: Laudato Si – Learn, Pray, Act We have tried hard to keep working on recycling within our school community.

Successes & Achievements

QI: 3.1 & 3.2

Wellbeing and Equality:

The Acting PEF PT worked with a group of learners. The children used the participatory budget approach. They worked together to share ideas to improve our Family Friendly Foyer.

We always work hard to ensure our faith is at the heart of everything we do. We use daily Christian Meditation as well as prayers to help us continue to be our best self in all that we do and say.

We are working with our friends in the Cluster to achieve Family Centred Gold accreditation from ERC.

Pupil Equity Fund: We agreed to target social and emotional wellbeing for specific learners. We used an early intervention approach in P1. We also agreed to use our funding to invest in additional Pupil Support Assistant hours to target support at key stages, linked to Spelling and Reading. Our Acting PEF PT delivered SEAL intervention to learners across the school. Overall, this had a positive impact in almost all learners.