

# ***St Clare's Primary School***



## ***Standards and Quality Report Session 2022/23***



## 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 **416** with a projected roll of **438** by August 2023. More information regarding the staffing levels can be found in our school handbook:

<https://blogs.glowscotland.org.uk/er/stclares/files/St-Clares-Handbook-2022-23.pdf>

## Improvement Plan Priorities 22/23

### Focus: Leadership

- Revisit 'Vision Values and Aims' relevant to the current school context
- Reintroduce learners leading learning through Committees
- Embed whole school approach to formative assessment and effective feedback
- Identify annual whole school approach to Area of Highly Effective Practice and apply enquiry based approach to improvement

### Focus: Learning Provision

- Implement new Writing policy
- Use ACEL/SNSA/Standardised Test data to identify curricular are of improvement – Reading
- Engage in cluster working connected to Building a Better Reading
- Declutter Health and Wellbeing curriculum and take forward one key aspect for improvement

### Focus: Successes and Achievements

- Further develop links between Laudato Si' and Global Goals/Earth Day/RRS/Eco, etc.
- Track Health and Wellbeing through new assessment format
- Further develop the Primary 6 Peer Mediation programme, creating more explicit links to faith
- Achieve Family Centred (Gold) status

## Method of Gathering Evidence

Evidence sources include:

- Reflecting on the General Teaching Council's (GTCs) Professional Standards through the Professional Review Development (PRD) and Professional Update (PU)
- Observation of learners' experiences through Senior Leadership Team (SLT) visits during term one and term three
- Teacher reflections and self-evaluation of observed lessons to ensure a robust dialogue
- Learning Trio visits and professional dialogue using IOS pro-forma
- 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
- SMART targets set within Child's Wellbeing Plans and information from inter-agency partners
- Feedback from parents through Google Classroom and end of year summative reports
- Self-evaluation and audit by staff of the School Improvement Plan and identifying priorities for next session
- On-going learners' evaluations of their learning experiences through class learning conversations linked to jotters and Learning Wall
- 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
- Self-evaluation surveys shared with parents following key in school events and jotters home

How good is our leadership and approach to improvement? (1.2, 1.3)	
Evaluation: Very Good	
<b>NIF Priority</b> <ul style="list-style-type: none"> <li>Improvement in attainment, particularly in literacy and numeracy</li> <li>Closing the attainment gap between the most and least disadvantaged children</li> </ul>	<b>School Priorities</b> <p><b>Focus: Leadership</b>  Priority: Embed whole school Improving our School (IOS) model, to lead change for improvement  Priority: Apply previous learning &amp; implement whole school approach to IOS area of highly effective practice – Metacognition  Priority: Embed a whole school evidence-based approach to improving an identified area of practice</p>
<b>NIF Driver(s)</b> <ul style="list-style-type: none"> <li>School leadership</li> <li>Teacher professionalism</li> <li>Assessment of children's progress</li> <li>School Improvement</li> <li>Performance information</li> <li>Parental Engagement</li> </ul>	<b>Local Improvement Plan – Expected Outcome / Impact</b> <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><b><i>Progress, Impact and Outcomes</i></b></p> <p><b><u>LEADERSHIP AND MANAGEMENT</u></b></p> <p><b><i>QI 1.2 Leadership of Learning</i></b>  <b><i>QI 1.3 Leadership of Change</i></b></p> <p>This session the school has continued to build on the successful implementation of the pilot of the West Partnership's, Improving our Schools Programme, (IOS) in 2021 -2022. The framework of IOS is now embedded within the whole school improvement cycle. There is evidence of professional engagement, collegiate working and strong leadership of learning by staff at all levels. This has created an ethos of collaboration and a collective responsibility for improvement across the school.</p> <p>During the August in-service day, all staff had an opportunity to consider and critically reflect on their previous learning. They reviewed their progress against the revised General Teaching Council Scotland Professional standards, using the GTCS audit wheel. This resulted in clearer targets being set by staff during the PRD process, linked to aspects of school improvement and personal learning.</p>	

Extracts below from CPD Manager reinforce this:

*"This year I have enjoyed researching approaches to writing and reflecting on how I teach writing. I love the Talk4Writing approach and found the CLPL on this very inspiring and motivational. This approach really encourages enjoyment for books, development of vocabulary and provides opportunities for reciprocal reading. I am looking forward to continuing to develop my use of this approach next year."*  
(P1 teacher)

*"Targets have been taken from the School Improvement Plan and from the data generated from the SNSA results 21/22. The main focus is to raise attainment within writing."*  
(P4 teacher)

*"This year, focus will be on continuing the work of Improving Our Classrooms, with a Literacy focus, specifically writing. I am particularly interested in writing and raising attainment in this area and have looked at a number of techniques over the summer to facilitate this in the classroom. (modelling (you can't be what you can't see and what a good one looks like) and slow writing) To continue with Metacognitive strategies using Numeracy and Maths as a focus I will look at worked examples (you can't be what you can't see and what a good one looks like)."*  
(P7 teacher)

The whole school collaborative approach, promoted through the IOS framework, has improved almost every teacher's ability to value, understand and articulate how their professional learning has enhanced their teaching. This has led to high-quality learning experiences for the learners.

### **Strategic planning for continuous improvement**

**PRIORITY:** Implement whole school approach to Metacognition

Guided by the IOS framework and philosophy, senior leaders have created conditions where staff feel confident to initiate well-informed change and are committed to collective responsibility in the process of change. Following a research and inquiry-based approach to identifying and developing an area of highly effective practice in Year 1 of IOS, almost all staff have this session, in 22-23, collectively embedded the whole school approach to *Metacognition and Retrieval*. Data which was shared with teachers.

Pre implementation (21-22), Metacognition was measured at 83% and post implementation, it increased to 92%, as can be seen in the comparative data below.

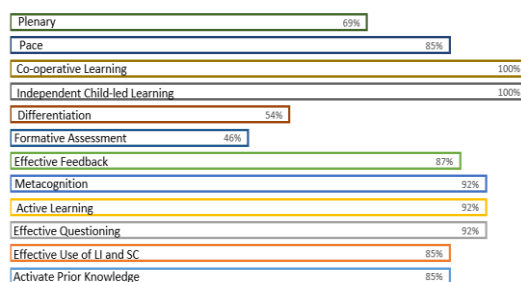
### **Senior Leadership Team (SLT) Learning Visits**

#### **Term One 2021-2022**



#### **Term One 2022-2023**

Area of Highly Effective Practice



Through engagement in the self-evaluation process, qualitative data from teachers' states:

- Teacher confidence and understanding of metacognition and retrieval has increased
- Learners have better awareness of their learning journey and learning style
- Metacognition strategies are embedded in literacy and numeracy practice with a view to applying the approach to other curricular areas
- Learners are familiar with the metacognition cycle and vocabulary at their stage and regularly use this to focus on targets and evaluate their progress
- Metacognition has supported learners to develop their resilience, although, there is scope to strengthen this further
- Increased attainment in Numeracy as evidenced through the ACEL data at P4 and P7 and in Standardised Tests at P5 and P7. There is some inconsistency in this improving trend at the P3 stage and more evidence is required to explore this trend further

Through a post implementation questionnaire, **93%** of staff members reported they have embedded Metacognition and self-regulation strategies into their classroom practice. **80%** reported they fully utilise retrieval, concrete, pictorial and abstract approaches to support all learners when approaching new and previous maths learning.

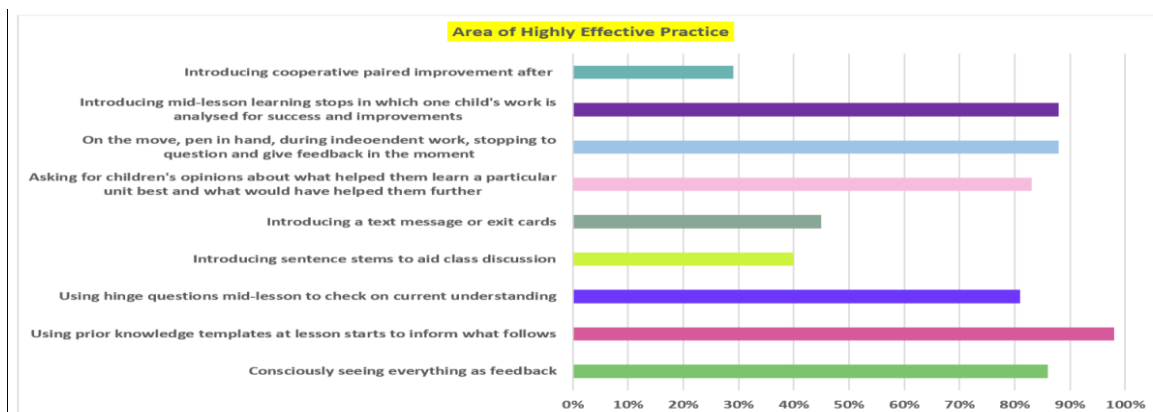
Overall, this data presents a positive picture of Metacognition now being embedded in classroom practice across the school.

Due to increased teacher confidence and improved practice, two teachers were invited to present a workshop at the annual West Partnership (WP) Maths Conference in September. The workshop was entitled Maths and Metacognition: Making Learning Stick. Feedback from evaluations was very positive. It was clear, teachers across all WP authorities valued the practical strategies both teachers shared and how they could then apply this within their class. In addition, the Head Teacher invited both teachers to deliver the presentation at the annual Head Teacher conference and to the Cluster in August. Overall, these experiences provided an opportunity for staff to represent, share and celebrate the improvement work of their colleagues, evidencing the positive impact professional learning has had on the progress and attainment of the learners within St Clare's. In conclusion, this collaborative leadership of learning and change has enhanced the strong collegiate learning culture within the school.

*PRIORITY: Embed an evidence-based approach to improvement*

Building on the IOS programme for this year (Year 2), the SLT, in collaboration with all staff, identified *Feedback and Formative Assessment* as the focus of highly effective practice across the school for this session. Through staff meetings and as part of the in-service day programme all staff completed an audit of their understanding of aspects within these areas.

The Principal Teacher delivered a session, sharing research and best practice taken from different sources – Formative Assessment by Shirley Clarke and the Education Endowment Foundation.



As evident from the above data, almost all teachers used the professional learning from this session within their classroom. Staff felt confident and empowered to apply their research and select strategies based on the needs of their learners. The school curricular focus for improvement in 22-23 is Writing, and this was where the greatest change in practice was observed. The impact of this change was observed during the Learning Trio visits in term three. During the follow up lesson dialogue, staff praised the way their colleagues had applied a range of new approaches within their lesson. The most significant change observed in almost all lessons was:

*'On the move, pen in hand, during independent work, stopping to question and give feedback in the moment.'*

Teachers shared the value of the Trio Visits highlighting:

*"As we continue to do this each year, staff are finding the visits less of a pressure and are gaining a more authentic snapshot of learning across the school. They value opportunities to give and receive feedback from their colleagues."*

*"Opportunities to observe other learning in different stages in order to see progression from early to second level is so valuable."*

*"Staff engagement in the professional dialogue has helped us develop a shared understanding of standards, pedagogy and effective practice to raise attainment."*

*"Staff feel empowered listening to high level messages, knowing what we are doing well and collectively recognising areas for improvement."*

*"Implementation of good practice shared at trio visits into our own classroom practice. This allows a consistent approach between stages."*

*"Loved seeing the progression of children across the stages. This contributes to the moderation cycle and supports us to make secure teacher judgements."*

A further session was delivered by the PT, where teachers shared the impact of the approaches they had trialled with their learners. This has helped shape a whole school policy on approaches to effective feedback and formative assessment within St Clare's. This guidance will support all staff and embed consistency of approach across the whole school, next session.

### **Professional engagement and collegiate working**

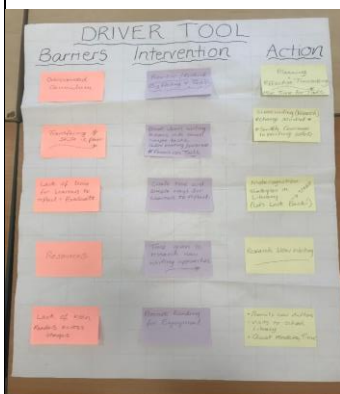
#### **Driver diagrams**

Building on the collaborative culture within the school, the SLT engaged in a professional learning session with the Authority Attainment Adviser. This focused on driver diagrams, as an approach to improvement. The workshop was a practical session, offering an opportunity for senior leaders to actively engage in the process. The significant part of the learning was sourcing a tool that encourages individuals to select an area to be improved, identify the barriers and then brilliantly encourages individuals to find their own solutions. This narrative attunes to the philosophy of IOS, placing teachers at the heart of the improvement process.

All senior leaders were fully engaged in the learning. Consequently, they then transferred this learning and shared the approach with all staff at a staff meeting. This improvement tool was used to encourage staff to engage in professional dialogue to develop a collective understanding of how the school could improve the pedagogy of writing.



Teachers, supported by Senior Leaders worked through the process to identify barriers within their class/stage and then apply an inquiry targeted intervention approach to overcome the barrier. There is a very strong focus on improving learning among staff across the school.



At the end of the staff meeting, every teacher had produced individual driver diagram which would guide their improvement journey of writing within their classroom. This inquiry approach culminated in a concise A1 size poster. This evidence of approach demonstrates teachers are confidently leading learning and change within the school.

All staff in St Clare's are committed to change, which results in improvement for learners. Following a CLPL event on Moderation and Assessment, delivered by the West Partnership, a teacher contacted the Lead to pursue effective advice for class and school assessment. Based on the dialogue and her learning, the teacher developed a spreadsheet to pilot with her class. Consequently, the SLT and other teachers engaged in the CLPL session. The Depute and class teacher worked together to adapt the model with a view for this to be implemented next session. Initial feedback from the pilot suggests the model will provide a stronger vision of breadth and depth in assessment across the curriculum.

It is evident that almost all staff are clear on the school's strengths and areas for development, based on a range of evidence. This encourages teachers to feel empowered to guide and contribute to future improvements within St Clare's.

### **Implementing improvement and change**

#### **Tracking**

The tracking approach of Fact, Story, Action, shared by the IOS programme, has been refined and is now embedded within the school quality assurance and improvement cycle. All evidence is collated within a Teams Tile. Through on-going evaluation of this approach, staff report a positive impact at different levels:

*"Following training as a whole staff on use of Authority demographic tool, staff have increased confidence in accessing this."*

*"By using data to get the whole picture of a child, we are better able to understand and meet their needs when targeting support and challenge."*

*"Staff confident in referring to class data. As teachers, we feel like we approach these tracking meetings differently- data driven, focussed discussion with clear targeted action."*

*"Fact, Story, Action enables a more reflective planning process for teachers, collaborating with learners to meet their needs."*

*"Class Teachers now feel leaders within their own classroom setting, where they collate and use data to establish targeted next steps and monitor impact."*



*“Stages are working more collaboratively to develop consistent approaches to teaching and learning. This is evident when Additional Support Needs teacher is working with groups across the school.”*

*“Following tracking meetings, support has been targeted more effectively. Focussed discussion with SLT, which has been more streamlined to children that require intervention. Better foresight, a preventative approach.”*

*“‘Story’ approach has been useful when getting to know learners and their circumstances. This helps to meet social and emotional needs as well as academic abilities, reducing barriers to learning.”*

This year, the Workstream Officer for the West Partnership invited the Head Teacher to take on the role of IOS Lead and work with another Lead to deliver the IOS programme for 22-23. This professional learning opportunity has extended her leadership capacity and provided an opportunity to share learning beyond St Clare's. In this role, the Head Teacher has created opportunities for teachers from St Clare's to model and share best practice, beyond the school. This has accumulated in modelling lessons and tracking conversations, which have been recorded and will be used as part of the IOS West Partnership professional learning programme. In addition, a class teacher also presented at an IOS workshop sharing and celebrating the school's positive improvement journey in writing this year. The Head Teacher continues to recognise and build on the skills and talents of individuals to build leadership capacity within and across the school.

The framework of IOS model is now embedded in St Clare's. Staff are confident in discussing how they have improved their practice as a result of their professional learning activities. There is clear evidence of collaborative leadership at all levels, leading to a shared vision for change and improvement which is meaningful and relevant to the context of St Clare's.

**Next steps:**

- Revisit 'Vision Values and Aims' relevant to the current school context
- Reintroduce learners leading learning through Committees
- Embed whole school approach to formative assessment and effective feedback
- Identify annual whole school approach to Area of Highly Effective Practice and apply enquiry based approach to improvement

How good is the quality of care and education we offer? (2.2, 2.3)	
Evaluation: Very Good	
<b>NIF Priority</b> <ul style="list-style-type: none"> <li>Improvement in attainment, particularly in literacy and numeracy</li> </ul>	<b>School Priorities</b> <p><b>Focus: Learning Provision</b>  Priority: Analyse data to improve approaches to teaching and learning within targeted curricular area - Writing  Priority: Assessment &amp; Moderation through collaboration</p>
<b>NIF Driver(s)</b> <ul style="list-style-type: none"> <li>School leadership</li> <li>Teacher professionalism</li> <li>Assessment of children's progress</li> <li>School Improvement</li> <li>Performance information</li> </ul>	<b>Local Improvement Plan – Expected Outcome / Impact</b> <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> <p>An increase in activities, which support prevention and early intervention, improve outcomes and reduce inequalities.</p>
<b>Progress, Impact and Outcomes</b> <p><b><u>LEARNING PROVISION</u></b>  <b><u>Curricular Focus: Numeracy and Mathematics</u></b></p> <p>The learning environment within St Clare's is built on positive, nurturing and appropriately challenging relationships which leads to high-quality learning outcomes for children. In session 21-22, staff collectively created St Clare's Numeracy and Maths policy to improve pedagogy across the school. When collaboratively creating the policy, staff ensured consistency across all stages, whilst allowing teacher agency to identify best approaches to teach maths, to meet the needs of all learners. Alongside the policy, a set of school and parent friendly key concept flip charts were produced.</p>	

This session teachers have worked hard to fully implement the policy across the whole school. Achieving consistency in approach every year is challenging. Therefore, it is agreed as a whole school, to revisit the main themes on an annual basis to help achieve this, particularly with new staff members.

The school fully acknowledges a policy can only come alive in practice. The impact of this change on teaching and learning has been evidenced through self-evaluation activities. Emergent themes from staff feedback are:

- Number Talks is a consistent approach, which is improving mental agility and retrieval, particularly in boys, as can be evidenced through a range of assessments
- Through coherent long term digital planners, teachers are aware of prior learning and next steps for all learners
- Teachers recognise and value the use and application of concrete, pictorial and abstract approaches to support learners in retaining new and previous concepts
- Metacognitive approaches are embedded across each stage of the school, allowing learners to consolidate learning and develop self-awareness of their own abilities. As a result, learners are self-reflective and can identify when they require support/challenge. Pace naturally adapts and is responsive to learners. For example, Retrieval request boards have created a supportive environment as children will readily share areas that they would like to revise
- Effective strategies and best practice are shared within the policy. For example, Maths Starters, Mental Maths Monday, Work it Out Wednesday, Problem Solving. This has led to the improvement for all
- Change in pedagogy and policy encourages practitioners to scaffold, support and extend learning through high quality planned questioning
- Through observations of learners, teachers notice that almost all have significantly improved their understanding of a range of mathematical concepts. Children can link learning. e.g., children who were learning about fractions were able to link symmetry, doubles etc. as they have had time to consolidate, retrieve and make connections
- Opportunities through play allows learners to embed skills and transfer learning, making links to numeracy and real-life learning

Overall, this improvement priority has enabled almost all staff to ensure progression across all levels. Staff have a range of strategies to use to support children and an increased confidence in using them. In conjunction, through samples of learner conversations, learners reinforce this:

When asked: How are you challenged in maths? Learners responded:

*“High ceiling/Low threshold, the danger zone box, trying out new things, retrieval, working with a partner and discussing our different strategies, work on something you find tricky, Numeracy Key Concepts” (P7 focus group)*

*“Doing maths targets- retrieval grid, extra maths questions. challenge cards- 1 chilli, 2 chilli or 3chilli, We select the challenge and I like to challenge myself so I go for the hard one because if it’s too easy- you won’t learn new things. Our maths retrieval grids- help us to see what we need to work on and then challenge ourselves to complete.” (P5 focus group)*

*“The teacher would give us a harder piece, complete the retrieval grid, Chilli Challenges, stretch your learning, speak to your teacher, work with a partner on harder work, work at the right level of challenge.” (P6 focus group)*

Within St Clare's, parents and carers are supported to actively and meaningfully engage in their children's learning. Following the introduction of improvements within the area of Numeracy and Mathematics, teachers also ensured they raised awareness in person with parents through the annual Meet the Teacher. Teachers also posted copies of the Numeracy key concepts placemats for each stage. This resulted in a shared understanding by parents and carers of the key learning their child should be aware of. It also provided a range of concrete and practical examples that families could work through with their child leading to successful learning in school and at home.

**Curricular Focus: Science, Technology and Engineering**

The school has achieved a STEM Nation Award. The Science Ambassador works collegiately with colleagues across the school and cluster to develop this aspect of the curriculum.

St Clare's benefits from a science lab; a resource the school shares with Calderwood Lodge. The Science Ambassador leads learning across the school, teaching as a specialist, as well as supporting colleagues in the delivery of this curricular area.

The impact of children returning to learn in the Science Lab this year is:

- Children enjoy working in the lab and are more engaged
- Ability to do a greater variety of practical work which enhances learning and motivates the children
- Ability to teach lab skills and relate these to key Science skills/ benchmarks

St Clare's works collaboratively with cluster colleagues and young people in St Ninian's High School. This session, young STEM leaders from St Ninian's have delivered inputs such as:

- Microbiology masterclass P6 (swabbing for microorganisms)
- Chemical reactions – rusting experiment and demonstrating 'Elephant's Toothpaste'
- YSL information session for our newly formed Young STEM Leaders
- Slime Making workshop for our Young STEM Leaders

Working with staff at the high school, we have established:

- A timetable of inputs for session 23-24
- sharing of resources, such as use of the UV light for teaching about microorganisms/ handwashing

The Science Ambassador has observed the clear reciprocal impact of re-establishing this partnership between St Clare's and St Ninian's High School as it:

- Effectively contributes to the transition process for our P7 learners
- Enhances current learning and teaching – enabling St Clare's to include practical elements that previously would not have been possible
- Enthuses learners they enjoy practical work and can make clear links between what they are learning and what they are doing and apply a range of key skills
- Boosts staff confidence in teaching more complicated aspects of Science
- Helps us to undertake further practical work as we can share resources, without having to purchase expensive equipment
- Promotes and establishes a strong collaborative relationship with clear plans to progress this further into next session

St Clare's has also worked closely with parents and partners this session to share skills, knowledge and experience through the annual STEM Week, in ways such as:

- STEM Week saw many parents/ family members and local university staff come in to talk about a variety of STEM careers from Robotics and Satellites to medical applications and city planning
- STEM Week homework (Whole School) – involved parents in aspects of STEM
- Science Centre and Generation Science workshops took place within the school

STEM week was a great success. This was reflected and evidenced through the school Twitter feed, assembly presentation and feedback from learners. Children learned more about different STEM careers and were able to talk about what these involved, creating relevant links with Developing the Young Workforce. Learners enjoyed having their families in school to help with their learning and fully engaged in learning with their families at home. The digital data observed through Google Classroom highlighted almost all families across the school completing the STEM homework and sharing their learning on Google Classroom. Overall, the data trend evidenced significant interest, enjoyment and enthusiasm for all things STEM.

### **Partnerships**

Several staff took part in the Learning Labs sessions, provided by Glasgow Science Centre. This involved a programme of CLPL, a bank of resources with accompanying lesson plans and a trip to the Science Centre for each class. Other teachers attended CLPL linked to engineering.

The impact of this partnership and learning is:

- Increased staff confidence in teaching areas of STEM
- Easy to use, high impact resources and videos that brought the learning to life, enhancing the learners experience in STEM
- Trips to the Science Centre were enjoyed by learners and teachers whilst continuing to develop interest in STEM
- Staff have increased confidence in teaching aspects of engineering in creative ways
- Resources have been provided to enhance our teaching of this (Make Do Kit and Kapla) and examples of how these have been used successfully were provided
- Learners more aware of engineering process and how to apply this successfully
- K'nex competition re-established in P6 with two of our children being cluster champions

Finally, this year St Clare's has been awarded Young STEM Leader Delivery Status. Through this programme, children in P6 and P7 will continue to lead STEM across the school. This initiative will create opportunities for learners to contribute effectively to the life of the school and the wider community, in a strategic way.

### **Curricular Focus – Literacy & English Writing**

The IOS model is driven by data. The Senior Leadership Team and staff reflected on whole school ACEL data and identified for 21-22 Writing was lowest at 88.6%. Whilst this indicated the school appeared in a very good position, there was scope to further strengthen this area.

In St Clare's the curriculum is regularly reviewed and refreshed by an informed awareness of current education thinking and evolves through ongoing debate, involving all staff. This is a strength within the school. The Senior Leadership Team has created a climate where debate is welcomed. They value and encourage a genuine collaborative, solution focused approach to change and improvement. Almost all teachers fully engage in this approach and have collectively worked throughout the year to review and improve the teaching of Writing within St Clare's.

The impact of this collegiate work has accumulated in updated planners, guidance, and an agreed whole school Writing rationale, which will be launched in August 2023.

### **Collaborative Improvement in Writing**

At the beginning of the process, it was agreed a baseline was required in order to determine the aspects within Writing that require improvement. The PEF PT researched various assessment formats and created a Writing Criterion Scale, which was used to assess a cold piece of writing for every child during Term One. The whole school data identified the curriculum organiser for improvement within Writing being Tools for Writing, across the stages (as per table below).

Writing Analysis Overview					
Identified Writing Area					
Stage	Tools for Writing	Organising and Using Information	Creating Texts	Writing to convey information, describe events, explain processes or combine ideas	Writing to describe and share experiences
P1a	Yes	Yes	No	No	No
P1b	Yes	Yes	No	No	No
P1c	Yes	Yes	No	No	No
P2a	Yes	No	No	No	No
P2b	Yes	No	No	No	No
P3a	Yes	No	No	No	No
P4a	Yes	No	No	No	No
P5a	Yes	No	No	No	No
P5b	Yes	No	No	No	No
P6a	Yes	No	No	No	No
P6b	Yes	No	No	No	No
P7a	Yes	No	No	No	No
P7b	Yes	No	No	No	No
Total	100%	23%	0%	0%	0%

Following on from Tools for Writing being identified, staff revisited the planning framework. The results highlighted teachers felt the current literacy curriculum appeared to be overcrowded, resulting in practitioners feeling pressured to prioritise pace rather than depth of learning. This accumulated in a collective review of the teaching content and approaches to grammar and spelling as key aspects within Tools for Writing. There was a need to declutter aspects of the literacy curriculum to provide a greater depth of learning for children.

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.”*

This has supported a change in approach to spelling and grammar, which will now be included as part of the writing rationale.

In addition, the curricular organiser Tools for Writing was consistently highlighted as an area for improvement across the school. This led to a whole school focus on Tools for Writing. Collectively, senior leaders and teachers collaborated, adopting an inquiry-based approach, to identify changes in their pedagogy which could improve this specific area within the process of writing.

Using the driver diagram improvement tool, teachers identified the Barrier, Intervention and Action. They then found solutions to plan and teach the targeted intervention they knew would work for their learners. The interventions were based on personal research and/or professional learning opportunities offered by the Literacy Leaders within ERC.

Naturally, specific pedagogy related to age and stage emerged. Teachers then applied their new learning, using the new teaching approaches, evaluating the progress and impact, and recorded this as per the sample below.

(Use cold piece writing assessments, class data [e.g.](#) SNSA and tracking to inform)

#### **Look for Patterns/ Trends, areas of strength and improvement.**

The children are confident in using their phonics and spelling strategies when spelling familiar and unfamiliar words.

Tools for writing is an area identified for improvement, particularly punctuation, openers and connectives.

#### **Conclusion on Main Focus of Intervention for Group/Group(s):**

<b>Intervention Area/Description (Describe specific benchmarks)</b>	<b>Your Planned Intervention</b>	<b>Evaluation / Impact</b>
<u><b>Writing.</b></u>  <u><b>Benchmarks</b></u>  Links sentences using common conjunctions, for example, and, because, but or so.  Writes independently punctuating most sentences accurately. for	Focused VCOP sessions to challenge more able learners to produce work to the best of their ability.  Talk for Writing.  News  Model writing progress.	It is evident from the children's cold pieces that they have all made significant improvements. Following the talk for writing programme and planned VCOP sessions the children are writing with confidence, including a variety of openers. The children

#### **Impact of adapted pedagogy in P1 to P3**

Teachers attended CLPL and adopted the Pilot of Talk4 Writing approach. During Tracking meetings, teachers shared:

*"By rehearsing stories before writing, learners have been able to embed storytelling language and better understand the structure of stories. This has been evident in their writing pieces. Learners' vocabulary and confidence in writing also increased. The targeted interventions through sentence stems, modelled sentences, cut and stick sentences, up levelling sentences has offered the correct balance of support and challenge for learners at different parts of their learning journey."*

When asked 'What have you learned in Writing this term?', learners shared:

*"To write WOW words. Double ll words and other sounds, up level our sentences. We use capital letters at the start of the sentence. We use capital letters when we write proper nouns. We retrieve to help us learn. Tricky words we can't sound out. Fingers spaces are important, as well as full stops." (Primary 2 focus group)*



### Impact of adapted pedagogy in P4 to P7

Several teachers attended CLPL and through peer learning and support, all teachers adopted the Slow Writing approach. This, in conjunction with themes highlighted through the collaborative work around formative assessment, has enabled almost all learners to make stronger connections. Through the analysis of pre and post writing assessments across P4-7, there is clear evidence that almost all learners have made improvements when applying a Tools for Writing focus to extended pieces. The Slow Writing methodology has allowed for teachers to scaffold the writing process; shifting emphasis to the quality of learners' sentences and pace of work to ensure they carefully consider the key aspects within Tools for Writing. Using this step-by-step approach, learners are upskilled in the application of tools for writing.

In Primary 7, the annual Discovery Day was used as an opportunity to share new approaches to writing as developed through IOS. Both parents and children stated the writing session was purposeful, with an increased awareness of both pedagogy and practice at upper stages. This will support pupils and parents as they transition to Secondary school.

When asked 'What have you learned in Writing this term?', learners shared:

*"We have been learning similes, speech marks, proper nouns, slow writing and tools for writing. Tools for writing is when we use all of our things in our writing to improve it. Slow writing is when we follow with our teacher as we write. We do it altogether at a nice slow pace so that it helps us to add more description. Some learners said that they enjoy this but they feel like they can write more on their own. What styles of writing have you been learning? We have done 'The best part of me' writing, recounts, Halloween stories and letters." (Primary 4 focus group)*

Comparative data from the assessments each term showed an improvement in attainment for almost all learners. ACEL and SNSA results confirm this improving whole school trend although there is further scope to continue to improve especially in relation to the performance of our boys.

The above summary clearly highlights how almost all staff have demonstrated their growing capacity, confidence and ability to successfully access and apply relevant findings from educational research to improve learning and teaching within St Clare's.

### Assessment and Moderation

Engagement in the second year of adopting the IOS framework has supported all teachers to develop greater confidence and understanding of a learners' achievement of and across a level. The FACT, STORY, ACTION approach is now embedded. Staff look forensically at their data and plan, accordingly, aiming to ensure no child is left behind. Teachers are aware of their responsibility to meet all learners' needs and how changing their practice is essential to this process.

All teachers participated in the Authority's collaborative approach to Moving Moderation Forward, with the introduction of Learning Pods and Trios. Staff evaluated the structure of learning pods stating that they allowed for sharing of good practice within stages. Professional dialogue with colleagues beyond the school, increased awareness of resources, strategies and pedagogies. This supported teachers and helped raise awareness of the changing curriculum.

#### **Next Steps:**

- Implement new Writing policy
- Use ACEL/SNSA/Standardised Test data to identify curricular areas of improvement – Reading
- Engage in cluster working connected to Building a Better Reading
- Declutter Health and Wellbeing curriculum and take forward one key aspect for improvement

How good are we at ensuring the best possible outcomes for all our learners? ( 3.1,3.2)	
Evaluation: Very Good	
<b>NIF Priority</b> <ul style="list-style-type: none"> <li>Improvement in children's and young people's health and wellbeing</li> </ul>	<b>School Priorities</b> <p><b>Focus: Successes and Achievements</b></p> <p>Priority: As a Laudato Si' School, promote wellbeing and equality of all</p> <p>Priority: Embed our Fact, Story, Action whole school approach, in using data to raise attainment and achievement over time</p>
<b>NIF Driver(s)</b> <ul style="list-style-type: none"> <li>School leadership</li> <li>Teacher professionalism</li> <li>Parental Engagement</li> <li>Assessment of children's progress</li> <li>Performance Information</li> </ul>	<b>Local Improvement Plan – Expected Outcome / Impact</b> <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 activities which support prevention and early intervention, improve outcomes and reduce inequalities.</p> <p>Practices and experiences which ensure that the needs of children, young people and adults' needs are identified and addressed.</p>
<b><i>Progress, Impact and Outcomes</i></b> <p><b><u>RERC Developing in Faith – Laudato Si’ – Learn, Pray, Act</u></b></p> <p>The school community has a shared understanding of wellbeing and in the dignity and worth of every individual. All practitioners strive to ensure that learners are safe, healthy, achieving, nurtured, active, respected, responsible and included. Learners benefit from a high-quality education and relationships across the school are very positive and supportive, founded on a climate of mutual respect, shared values and high expectations this reinforcing the strong Catholic ethos.</p> <p><b>Demonstrating Faith</b></p> <p>The school has continued the journey as a Laudato Si' School, which has provided many opportunities for learners, families and staff to further demonstrate their faith.</p> <p>The outcomes of this are:</p> <ul style="list-style-type: none"> <li>As a school, we sell reusable water bottles. This helps reduce single use plastic and has highlighted the importance of the need to 'Reduce, Reuse, Recycle'</li> <li>Uniform and dressing up costume recycling is now available in school, and promoted in</li> </ul>	

school Newsletters and at fundraising events

- A ban of single use plastics and polystyrene has been implemented across the school, including the school cafeteria and at all school events
- A Cash for Kids charity recycling station is now present in school, encouraging learners and their families to recycle textiles and raise money for charity
- Mini Vinnies leading family Rosary group each week during the month of May
- Throughout the year, we fundraise for a variety of charities, such as Simon Community Scotland, SCIAF and local foodbanks
- Twice weekly Gardening Gang sessions running throughout the year, providing opportunities for learners to grow vegetables and propagate plants, as well as to maintain and care for our outdoor learning space
- Daily litter picking rota is in place to reduce pollution and promote recycling
- Act in Hope Week to fundraise for SCIAF. This provided a rich opportunity for learners to plan and deliver fundraising opportunities across the week

The impact of this is a greater understanding of the importance of recycling to help look after our planet, fundraising for our neighbours throughout the world and reducing waste to ensure we are aware and taking care of our common home.

### **Developing Faith**

As a way of continuing to develop the faith and faith formation across the school, the school has:

- Christian Meditation daily and at every Assembly. This has become a way of life for our learners, who benefit from this special time each day after lunch, to regroup, focus and ensure faith is at the heart of everything we do.
- Mini Vinnies leading Rosary at Assembly during October and May. This has resulted in a greater awareness of group prayer during special times such as October and May
- Continued to ensure the celebration of the Sacraments is a highlight of our school year, as we work together with Bishop John, Canon Eddie, our pupils and their families, to ensure our learners are fully prepared to receive the Holy sacraments
- Newly introduced altar cloths, which allow us to clearly follow the liturgical calendar and highlight the different times of the year
- Continued the CREST Peer Mediation programme, as well as our Primary 1 Buddies programme, to ensure all learners feel safe, valued and able to speak to people if they require help in any way
- 'Faith' linked to our Rights Respecting Schools 'Charter Champion' certificates, so we can ensure acts of faith are explicitly linked and celebrated
- Confession programme and workshops with school chaplain have ensured meaningful links between school and parish, and that our learners get to know our school chaplain, engaging with their faith life and the life of the church

### **Celebrating Faith**

The school continues to focus on providing many meaningful opportunities for learners and staff to celebrate their faith, as well as to highlight the importance of demonstrating faith. Ways in which the school does this are:

- We share key learning experiences on our school Twitter and through the Diocese of Paisley Twitter account. This helps to promote the faith life of our school and celebrate it
- Learners' achievements are celebrated at Assembly, which share our learners' God given talents with the rest of the school
- Special assemblies are performed during Lent and Advent, which teach and share key teachings of these special times in the Liturgical calendar
- Highlighting and sharing Diocesan events and Newsletters on our school website and

Twitter, etc. This promotes the opportunities that are available for our learners and families to further engage with the faith life of the wider community

### **Wellbeing and Equality**

The PEF PT engaged with cluster colleagues, forming a supportive network to progress the school's accreditation of the Authority Family Friendly Gold status. A formal assessment visit has been agreed for November '23. As part of this improvement work, the PEF PT engaged with focus groups of learners and used their ideas to create a Family Friendly Foyer. This has formed a shared space where partners have held workshops for parents:

- Campus Cop - Internet Safety
- Authority Digital Leader - Digital Literacy
- Family First - Successful Sleep Routines

Although the workshops were promoted within the parent community the uptake was lower than the school expected. This indicated more needs to be done to further develop this so a cluster calendar has been created to encourage greater accessibility for families across all cluster primaries.

### **Next Steps:**

- Further develop links between Laudato Si' and Global Goals/Earth Day/RRS/Eco, etc.
- Track Health and Wellbeing through new assessment format
- Further develop the Primary 6 Peer Mediation programme, creating more explicit links to faith
- Achieve Family Centred (Gold) status

### **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 82% 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.

	2020-2021	2021-2022	2022-2023
Overall P1 Baseline Score Literacy	96	98	95
Boys	95	99	94
Girls	96	102	96
Overall P1 Baseline Score Numeracy	94	99	97
Boys	95	96	97
Girls	92	96	97
Overall proportion of P1 achieving their Developmental Milestones	83%	89%	82%

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	2020-2021	2021-2022	2022-2023
<i>Maths P3</i>	107	101	100
<i>English P3</i>	107	98	100
<i>Maths P5</i>	106	98	105
<i>English P5</i>	99	97	103
<i>Maths P7</i>	107	107	110
<i>English P7</i>	98	103	108

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	2020-2021	2021-2022	2022-2023
P1 Reading	94%	95%	88%
P1 Writing	93%	98%	88%
P1 Talking & Listening	94%	98%	90%
P1 Maths	94%	96%	88%
P4 Reading	81%	97%	97%
P4 Writing	80%	95%	92%
P4 Talking & Listening	86%	97%	97%
P4 Maths	73%	95%	97%
P7 Reading	91%	91%	95%
P7 Writing	88%	89%	95%
P7 Talking & Listening	91%	98%	100%
P7 Maths	82%	91%	95%

Teachers are confident in making judgements on learners' progress in both literacy and numeracy using the moderated Benchmarks. Embedding the IOS programme has supported and challenged teachers to take a forensic approach to analysing data and planning interventions. SNSA data and ACEL data reinforce this. All data gathered provides additional information, which is used to identify gaps and areas for improvement, both at class and school level.

Based on the data from 2022-2023, it highlights that P1 as a stage continues to require further support to improve. Data also shows a gender imbalance within Writing, however, the school expects to see an improvement based on the new whole school approach to Writing.

Attendance levels are high at 94%, however, have been impacted by recurring illnesses in children and families taking time out of the school term to visit relatives abroad. The school has highlighted attendance rates with individual families and will continue to work with parents to maximise attendance. The rate of exclusion remains nil.

**Pupil Equity Fund – How are we ensuring Excellence and Equity? £29,400****Health and Wellbeing (Emotional Literacy)**

The school targeted emotional literacy as a key area for development, to increase social and emotional skills for learners. Part of PEF funding was used to increase support in primary 1.

Assessments were purchased and used to identify specific targeted interventions for learners and, as a result, learners were supported through nurture groups, social skills groups and Bucket Time sessions.

One teacher completed Bucket Time training which was used as an intervention to support emotional literacy for learners in primary 1. In addition, the DHT completed Seasons for Growth training to further support children's wellbeing, specifically in relation to bereavement.

Results of learners' participation in Bucket Time showed an increase in all learners' attention, listening, eye contact and ability to sit for a short period of time.

Nurture focused sessions have continued throughout the year. After three terms, Boxall Profile assessments indicate that 100% of children show an improvement in all areas of emotional literacy development: self-awareness; self-regulation; motivation; empathy and social skills.

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. Weekly opportunities were provided for the children to develop skills based on individualised interventions. Evaluative feedback showed improvements in the following areas:

- Listening skills improved by **70%**
- Turn-taking improved by **85%**
- Teamwork skills by **95%**

**Raise attainment in Numeracy**

Analysis of data identified learners who would benefit from targeted intervention to raise attainment in numeracy. The PEF PT attended training on delivering the Stages of Early Arithmetic Learning (SEAL) intervention to support learners across the school. Six learners were identified to take part in SEAL and results show that 100% of learners achieved the SMART target of increasing their raw score by 5-10.

SEAL TIG (PEF) MALT Record							
Class	MALT (Oct 22)	Raw Score (pre)	Standardised Score	Raw Score (post)	Standardised Score	Difference (Raw)	Difference (Standardised)
P7a	10	6	70	14	77	8	7
P6a	10	12	89	24	102	12	13
P5b	9	30	110	35	110	5	0
P4b	8	16	90	24	122	8	32
P3b	7	17	94	26	110	9	16
P6a	10	16	88	28	102	12	14
Average Scores		16	90	25	104	9	14

Last year's data highlighted gaps, particularly with boys in numeracy. Results also show that out of the four learners who were boys, their average difference was most significant at 9.25.

**Raise attainment in Spelling**

SWST assessments were used to measure all learners' spelling attainment. Appropriate interventions were identified for learners who required it. Four learners were provided with spelling packs, two learners used Nessy Spelling and one learner completed the MIST programme.

From the table below, almost all learners' spelling ages have increased, although the school recognises there is still further work to be undertaken.

**Spelling Results PEF**

Class	Age in Aug	Spelling Age (Aug)	Age in Jan	Spelling Age (Jan)	Increase in months
p2	6.03	5.10	6.07	7.03↑	17
p2	6.01	5.10	6.05	6.06↑	8
p3	6.00	5:10	6.05	5:10→	0
p3	7.02	5:10	7.06	5:10→	0
p3	6.10	7:05	7.03	8:07↑	14
p3	7.04	6:02	7.08	7:06↑	16
p4	7.11	5:10	8.03	6:01↑	3
p5	9.03	7:10	9.07	8:04↑	6
p5	9.01	7:05	9.05	8:04↑	11
p6	10.04	8:11	10.08	10:00↑	13

**Raise attainment in P2 Reading**

The MIST intervention has continued to have a positive impact for targeted children and raised attainment in literacy for specific learners. Class teachers and PEF PT worked closely with PSA to analyse school assessment data and observational judgements to carefully select children to take part in the 10 week intervention. The intervention was repeated with pre and post assessment data being recorded each term. The follow up recovery programme targeted:

- Listening skills
- Letter sounds
- Written vocabulary
- Three phoneme words
- Sentence dictation

**Analysis of Intervention**

On completion of the intervention, results were positive and showed improvement across all identified areas for all children who took part. Results show an average increase of 17 points from term 1 to term 2, and 23 points from term 2 to term 3.



## Standards and Quality Self Evaluation Report. Session 2022-23

MIST ASSESSMENTS - 2022-2023 Pre and Post Assessments																										
				Listening Skills			Letter Sounds			Written Vocabulary			Three-Phoneme Words			Sentence Dictation			Number of Reversals			Total Score			Difference (Mean Average)	Next Steps
Class	Date of Testing	Date of Testing	Age At Test	T1 5.10.22	T2 16.11.22	T3 18.4.23	T1 5.10.22	T2 16.11.22	T3 18.4.23	T1 5.10.22	T2 16.11.22	T3 18.4.23	T1 5.10.22	T2 16.11.22	T3 18.4.23	T1 5.10.22	T2 16.11.22	T3 18.4.23	T1 5.10.22	T2 16.11.22	T3 18.4.23	T1 5.10.22	T2 16.11.22	T3 18.4.23		
P2a	05.10.22	16.11.22	6Y 1M	11	14	25	25	24	25	3	7	4	9	8	24	10	28	27	1	1	0	59	81	93	78	c and k, tricky/common words - some. Written vocabulary accuracy, spelling of when, what and double letter sound 'ea'
P2a	05.10.22	16.11.22	6Y	10	15	25	24	26	25	9	9	11	8	8	24	16	32	34	9	3	0	66	90	107	88	Reversal of letter 'j', 'ck' sound.
P2a	05.10.22	16.11.22	6Y 6M	8	13	25	25	25	25	7	13	18	8	8	27	7	30	34	0	2	0	55	89	119	263	c and k, double letter sound 'ea'
P2a	05.10.22	16.11.22	6Y 7M	14	12	NA	26	26	NA	3	13	NA	9	8	NA	10	28	NA	1	1	NA	63	87	NA	150	Completed MIST in T2
P2a	05.10.22	16.11.22	6Y 6M	7	7	9	25	26	25	2	0	7	9	7	23	9	9	18	2	2	0	54	51	82	187	Listening skills, c and k, double letter sounds i.e. 'sh' 'ch' and 'ea'
P2a	05.10.22	16.11.22	6Y 3M	12	15	14	26	26	26	5	6	3	8	9	27	18	23	32	2	0	2	67	79	102	248	Reversal of letter 'j', and 'p'
P2a	05.10.22	16.11.22	6Y 3M	11	15	13	24	25	25	11	16	12	9	7	30	7	32	33	2	0	4	64	95	113	272	Reversal of letter 'j' , 'p' and 'z', c and k, tricky words - some
P2b	05.10.22	16.11.22	6Y 2M	10	15	15	24	26	26	9	9	10	8	6	3	2	6	29	9	5	8	53	62	83	198	Reversal of letters 'g', 'b', 'd' and 'b', dictation practice
P2b	05.10.22	16.11.22	5Y 9M	13	15	14	25	25	24	6	9	13	8	9	30	6	28	34	2	1	0	60	65	115	240	Letter sounds c and k, tricky words - some
P2b	05.10.22	16.11.22	5Y 9M	8	9	14	22	24	25	5	9	6	7	6	30	0	16	27	11	4	6	53	64	102	219	Reversals of letters 'j', 'd' and 'z', c and k letter sounds, order of letters i.e. 'og = go' and 'hsop = shop'
P2b	05.10.22	16.11.22	5Y 10M	11	15		25	26		3	10		10	10		23	32		0	0		72	97		169	
P2b	05.10.22	16.11.22	5Y 11M	8	NA	15	25	NA	20	3	NA	8	7	NA	27	9	NA	31	0	NA	0	52	NA	101	153	c and k letter sounds, double letter words i.e. yell, sock, buzz, tricky word - some
P2b	05.10.22	16.11.22	5Y 10M	15	15	15	25	26	26	7	8	12	10	9	30	27	34	22	2	1	1	86	92	105	283	Reversal of letters 'b' and 'd', ck spelling, sentence dictation practice
				15	15	26	26	26	open	open	open	10	10	10	36	36	36	open	open	open	97	97	97	196		

Pre and post assessments of the MIST recovery programme showed a 100% increase for all components.

To support further progress, next steps were highlighted for every child from the final assessment and shared with the class teacher to address any common errors still being made such as reversals, tricky words and sound recognition.

### 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 involves 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.

Enhancing our approach to ASL and PEF will allow us to further develop our approach to targeted support across the school.

All staff, children and parents have been involved in evaluating progress for session 2022-23 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.

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	Very good	

**School Improvement Priorities 2022-2023****Focus: Leadership**

## Priorities:

- Revisit 'Vision Values and Aims' relevant to the current school context
- Reintroduce learners leading learning through Committees
- Embed whole school approach to formative assessment and effective feedback
- Identify annual whole school approach to Area of Highly Effective Practice and apply enquiry based approach to improvement

**Focus: Learning Provision**

## Priorities:

- Implement new Writing policy
- Use ACEL/SNSA/Standardised Test data to identify curricular are of improvement – Reading
- Engage in cluster working connected to Building a Better Reading
- Declutter Health and Wellbeing curriculum and take forward one key aspect for improvement

**Focus: Successes and Achievements**

## Priorities:

- Further develop links between Laudato Si' and Global Goals/Earth Day/RRS/Eco, etc.
- Track Health and Wellbeing through new assessment format
- Further develop the Primary 6 Peer Mediation programme, creating more explicit links to faith
- Achieve Family Centred (Gold) status