

St Clare's Primary School



Standards and Quality Report

Session 2017/18

Context of the School

St Clare's Primary School is a brand new 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 has worked together to establish our Vision, Values and Aims which have been created in conjunction with the UN Convention on the Rights of the child. We believe these rights underpin our practice.

Article 28 You have the right to good quality education

Article 29 Your education should develop your talents and abilities

Article 30 You have the right to practise your own faith

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 quickly 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, Monsignor Tom Monaghan. The school has formed a highly active and supportive Parent Council. The school benefits from the involvement of 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.

Improvement Plan Priorities 17/18

Focus: Leadership

Target: Develop a shared vision, values and aims relevant to St Clare's and our community.

Focus: Learning Provision

Target: Create a curriculum rationale and design that reflects the uniqueness of our setting.

Deliver excellent learning and teaching experiences across the whole school.

Develop a family centred approach throughout our school community.

Focus: Successes and Achievements

Target: Promote the wellbeing of all children and support them to develop their creativity and skills for learning, life and work.

Method of Gathering Evidence

Evidence sources include:

- observation of learners' experiences through peer and Senior Leadership Team (SLT) learning visits where the focus is on the experiences of the child
- monitoring of learning and teaching, attainment and achievement throughout the year
- staff analysis of on-going assessment, Baseline Assessments, Standardised Tests and the National Scottish Assessments
- feedback from parents through the Jotters Home Programme, end of year summative reports
- self-evaluation and audit by staff and children of the School Improvement Plan
- learners' evaluations of their learning experiences through pupil learning conversations, and committees including the Pupil Council
- focus group discussions with parents and partners
- moderation at school, cluster and authority levels
- use of national benchmarks during tracking dialogue meetings to help confirm professional judgements
- celebration of learning through school twitter and school webpage
- Child's Wellbeing Plans and information from inter-agency partners
- surveys carried out with staff, pupils and parents
- parent feedback from curriculum events, annual Learning and Achievement Assemblies and Discovery Days planned and led by children in every class

How good is our leadership and approach to improvement? (1.1, 1.2, 1.3) Evaluation: Very good	
NIF Priority <ul style="list-style-type: none"> Improvement in attainment, particularly in literacy and numeracy Closing the attainment gap between the most and least disadvantaged children 	School Priorities Focus: Leadership Target: Develop a shared vision, values and aims relevant to St Clare's and our community.
NIF Driver(s) <ul style="list-style-type: none"> School leadership Teacher professionalism School improvement Performance information 	Local Improvement Plan – Expected Outcome / Impact An ethos of high expectations and achievement in every school and service. A curriculum which enables all children, young people and adults to be successful, confident, responsible and effective in school, their work, their community and internationally. A culture of self-evaluation and continuous improvement in all schools and services.
Progress, Impact and Outcomes <u>Leadership</u> Everyone in St Clare's is committed to ensuring that we work together to achieve the highest possible standards and success for all our learners. St Clare's is unique. From day one our ambition was clear, to become the "best school in the world" because there is no other school in the world like St Clare's and Calderwood Lodge - where two schools of different faiths coexist side by side. This message was shared with children and parents in the early days through tours of the school and during the Head Teacher's speech at the official opening ceremony. It was essential to share this message in order to guide and influence our community to ensure we formed an aspirational vision, clearly linked to the uniqueness of our setting. St Clare's and Calderwood Lodge is believed to be the only school of its kind in the world so far. Both schools fostering their own unique ethos based on their faith foundations, whilst sharing different learning spaces and facilities. From the outset all staff showed a clear commitment to this vision, sharing this message with learners on a daily basis. Teachers and learners from both schools created opportunities to build friendships through planned activities. Learners were comfortable in their new surroundings and with their new neighbours, which has led to the formation of positive relationships across the campus and within the playground. The majority of staff opted to move to St Clare's from St Cadoc's with one teacher being appointed. In the early stages the Head Teacher and Depute worked together to share the above aspirational vision. Through their leadership style staff were encouraged to feel empowered and involved in the change process. Nevertheless, whilst the Head Teacher's leadership style encouraged and promoted the benefits of collaboration she recognised establishing a brand new school community presented different challenges. Ultimately this led to a period of autocratic leadership style where the Head Teacher and Depute adapted their practice in the second term, providing staff with greater guidance and direction and created a framework for literacy which practitioners could adopt and amend, in order to deliver a coherent high quality literacy experience for all learners. As a newly established school it was crucial to create a shared vision, values and aims relevant to the school and its community. Whilst the majority of children joined St Clare's from St Cadoc's across the school, many children had relocated to the area from a range of destinations around the globe e.g. Hong Kong, Dubai, Australia, and England. Consequently, it was essential that this piece of work involved our whole school community.	

The Head Teacher involved all learners in P6 to lead this area of improvement. She presented a “Secret Mission” to the class whereby the children, in working closely with their teacher would formulate the School Vision, Values and Aims. All staff recognise and understand that in order to become sector leading, it is essential that we value the importance of “looking outwards” to areas of best practice. Consequently, our P6 learners visited their neighbours in Mearns Primary. During the visit the children heard from the Head Teacher and the pupils about the similar journey they had embarked on and sought their views about next steps. This experience enabled learners to feel empowered, listened to and that their views were acted upon. Following this, Primary Six completed a series of activities which led to the final formulation of St Clare’s Vision, Values and Aims.

All P6 pupils:

- Through a series of lessons, researched and recorded their understanding of the purpose of a Vision, Values and Aims
- Used search engines to research the Vision, Values and Aims from other schools
- Learned about the UN Convention on the Rights of the child which was integrated into the process
- Collaboratively created Family Talking Homework, linked firstly to Values and then the Vision and Aims, involving the whole school community
- Collated responses providing quantitative data of the most popular values which was shared with all learners through the assembly programme and with parents through the monthly newsletter
- Worked with the Head Teacher to apply a similar process to create the Vision and Aims, grouping responses under similar themes
- A first draft was created and shared with the whole school community for feedback or recommendations.
- Learners across the whole school were tasked with creating a digital image to complement our agreed Vision, Values and Aims
- The Pupil Council voted on entries provided by each class and the final image was selected
- Parent partners then worked with the image to create a digital banner. Five banners are now prominently displayed around the school and referred to daily by everyone in our school community

As a result of this active community collaboration our school now has a clear identity, appropriate to our local context, based around a highly aspirational vision for all. Visitors and parents have provided similar feedback after visiting our school where they can see and hear learners, staff and parents sharing how this vision is beginning to become a sustainable reality every day within St Clare’s. Change across the whole school was influenced by staff, learners and parents therefore everyone felt valued and listened to.

P6 learners verbally reported increased levels of confidence as they could clearly articulate the learning journey they had taken, which led to a deeper understanding of the concept of leadership. Through daily interactions, during lesson observations and conversations with their class teacher and SLT almost all children in P6 demonstrate they are confident learners who can make decisions and lead their learning in order to influence change across our whole school community. Next session we will harness this learning and develop the leadership roles further in Primary Six and Seven, focusing on the purpose of self-evaluation for self-improvement across the whole school.

Committees

Every child is a member of a school committee which enabled everyone to feel included in the life of the school, giving them the necessary resilience and confidence to enable them to make decisions about their learning and lead others’ learning. All staff worked collaboratively to support and facilitate learners to lead school committees. Committees devised and implemented an action plan sharing their progress and the impact of their work, through the school assembly programme. Following reflection by staff and through conversation with learners it was noted that whilst it is positive that every child is a member of a committee the impact across the school could be improved if committees are arranged and run differently next year.

Professional engagement and collegiate working

Immediately across our school, professional engagement and collegiate working was evident. All staff, including the SLT demonstrated openness and a willingness to learn alongside and with each other. The priority in the first few weeks was to ensure that every learner felt happy and settled within their new environment. This was achieved through all staff being given the time and space as directed by the Head Teacher to plan learning experiences that focussed on building resilience and making time for learners to get to know their new school, their place within it and forming new friendships. The impact of this approach has ensured that 95% of children report that they agree/strongly agree that they feel safe in school.

All staff worked collaboratively with learners and families through planned meet the teacher events in the first week. Parents reported verbally they felt comfortable and confident that their child had adjusted well to the transition of moving to a new environment. Feedback from the tours of the school also highlighted how positive parents felt about the opportunities the new learning environment would provide for their child and how quickly their child had settled. 97% of parents reported that they agree/strongly agree their child enjoys learning at school with 95% agree/strongly agree that the school supports my child's wellbeing.

In St Clare's we value the importance of "promoting a love of learning, recognising it is not just for today but forever." This is included within our School Vision and Aims and so applies to everyone within our school community. Consequently, almost all staff within the school have effectively contributed to school improvement through attending various courses in Digital Technology, French, Rights Respecting School Training, Dyslexia Adviser Training and Nurturing Approaches. Staff have also contributed to cluster working through various Standing Committees. The impact of this learning is the formation of a team of skilled practitioners who are eager to improve their skills, learn from each other and who are confident in leading developments within the school to ensure improved outcome for our learners. The Senior Leadership Team support and challenge."

Two members of staff participated in Authority training to become Moderation Facilitators leading events at cluster and authority levels. The impact of this is that we now have skilled practitioners, who have a greater knowledge and understanding of the process of moderation whom all staff can seek support from at any time.

A Primary One practitioner actively participated on the Playful Pedagogy course promoted by ERC and delivered by Deirdre Grogan. The course was launched on the October in-service day with a whole day event at Hampden, attended by the HT and all Primary One practitioners. This event was a highly positive experience and supported the team in embracing the approach of Playful Pedagogy within P1. The impact of this work has been observed daily when visiting the children, through learning conversations and observations. An accumulation of the impact was shared with parents during our end of term Learning and Achievement Assembly.

Overall, Playful Pedagogy has...

- Enabled all learners to grow in self-confidence and independence
- Provided daily opportunities for children to plan and lead their own learning
- Encouraged all children to take responsibility and organise their daily tasks
- Supported all staff within the school to value the importance of play based learning
- Embedded a strong collegiate and collaborative team of teachers who have reflected and actively changed their practice in response to research at a local and national level
- Staff have shared their learning through reciprocal visits and have consistently demonstrated a highly effective team approach, creating an ethos of peer support and challenge to improve
- Ensured that almost all children in P1 come to school feeling happy and ready to learn every day.

Another P1 teacher also undertook independent training in Playful Pedagogy by attending CLPL events in the evening at Strathclyde University.

Next session we intend to build on this very good practice as learners' transition into P2.

Through the clear vision and leadership style of the of the Head Teacher and Depute, all staff have felt empowered and confident to initiate well-informed change and are committed to collective responsibility in the process of change. Together we have fostered a highly collaborative ethos where everyone feels comfortable to support and challenge each other, initiate and engage in debate, in order to continue to improve our school.

Overall, learners are happy, confident and can articulate the different ways they have shaped the learning environment within St Clare's. All children have embraced our school values, working hard every day to be their best self.

Next Steps

SELF-EVALUATION

- Explore the purpose of self-evaluation for self-improvement.
- Validate the purpose and formalise the process across the whole school.
- Collaborate to establish a formal structure which empowers learners and staff across our school in the process of self-evaluation.

COLLABORATION

- Establish regular opportunities within each class for children to lead and reflect on their learning.
- All staff support and facilitate learners in P6 and P7 to lead school committees supported by children in P3 to P5.
- P1 & P2 learn about different aspects of committees through active approaches.
- Produce an overview of staff expertise and leadership roles.
- Provide planned opportunities for staff to share expertise with colleagues with a particular focus on Playful Pedagogy /Science and Technology/Digital/Numeracy and Mathematics

How good is the quality of care and education we offer? (2.2, 2.3, 2.4) Evaluation: Good	
NIF Priority <ul style="list-style-type: none"> Improvement in attainment, particularly in literacy and numeracy; Closing the attainment gap between the most and least disadvantaged children; Improvement in children's and young people's health and wellbeing 	School Priorities Focus: Learning Provision Target: Create a curriculum rationale and design that reflects the uniqueness of our setting. Deliver excellent learning and teaching experiences across the whole school. Develop a family centred approach throughout our school community
NIF Driver(s) <ul style="list-style-type: none"> Teacher professionalism Assessment of children's progress School improvement Performance information 	Local Improvement Plan – Expected Outcome / Impact Improved reading, writing and mathematics throughout the years of the broad general education. An improvement in the attainment of disadvantaged children and young people 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 the schools and centres putting nurturing approaches into practice. An increase in activities which support prevention and early intervention, improve outcomes and reduce inequalities.
Progress, Impact and Outcomes Curriculum Following the completion of St Clare's Vision, Values and Aims we progressed to reflect on three key questions in order to formulate our Curriculum Rationale. What do we want for every learner in St Clare's? How will we work together to achieve it? What are the main drivers of our curriculum linked to our context? This was a three stage process involving staff, learners and families. Staff The HT delivered a workshop, sharing her knowledge and understanding of the purpose of a Curriculum Rationale and the factors unique to the context of St Clare's. Staff researched different types of rationales and collectively shared their thoughts and ideas. This experience enabled all staff to share their vision and has contributed to a strong collegiate climate within St Clare's.	

Learners

The HT then planned a learner friendly workshop, based around the three key questions and linked to the Four Contexts for Learning. She presented this to all children at assembly. Prior to the assembly she met with the P6 Leaders of Learning and assigned each of them to a group of children from across the school. The assembly was an interactive session where every child in the whole school was given an opportunity to use their voice to create our Curriculum Rationale, supported by the HT and DHT. The impact of this experience enabled every child to recognise and articulate the uniqueness of our setting, whilst leading their learning and recognised the importance of pupil voice within our school.

Families

A Talking Homework Task, "Talking Together, Learning Forever" was then sent home to every family, taking the opportunity to share the final image of our Vision, Values and Aims. Families were also asked to respond to the three key questions. A total of 94 questionnaires were returned highlighting many similar themes. The SLT worked with the P6 Leaders of Learning to analyse all of the responses from every task. The children along with the HT organised the information under specific themes and worked collaboratively to make a simple visual representation of St Clare's Curriculum Rationale, which will be displayed in all classes from August 2018. The impact of this work demonstrates a genuine sense of collaboration which is a true strength of everyone involved in the community of St Clare's. The rationale articulates a true sense of ambition whilst valuing the importance of fostering a nurturing community where everyone can shine.

Quality of Teaching - Literacy and English Language

Reading

It was essential to ensure practitioners' felt confident in accessing and using a brand new reading scheme when planning and delivering reading lessons. The SLT worked to create a Reading Guide Progression Framework and shared this with all staff which provided clear guidance to address pace and challenge at every stage. All staff worked together to formulate a Reading Statement and worked collaboratively between stages, especially in the first few months, to ensure consistency and a high quality learning experience for all children. All staff were trained in Reciprocal Reading approaches. This was led by a P1 practitioner supported by her colleague in P6, who modelled the approach with her P6 pupils, inviting reciprocal visits from teachers across the school to observe her teaching. As a result, teacher's knowledge and understanding of RR strategies has increased and there is a clear and coherent approach to teaching reading across the whole school. The Literacy Working Group created child friendly posters displaying different RR characters/strategies, accompanying songs which learners can refer to and use during reading lessons. A range of open ended activities were also created linked to RR strategies which provide opportunities for independent learning, which effectively contribute to the reading experience for all learners across the school.

During lesson visits, SLT observed learners who could confidently access and apply RR strategies during their reading lessons, leading learners to increase their comprehension and reading fluency. In particular, almost all learners were highly skilled in using RR strategies to expand their vocabulary and knowledge about language. Through the process, the class teacher embraced the role of facilitator and used skilled questioning to both support and challenge learners. Almost all learners across the school could confidently discuss their understanding of the RR approach and the benefits they gain through learning in this way. Learners were then selected from P5 and P6 to facilitate a reading lesson to groups of parents during a RR workshop delivered by our P1 practitioner. Parents commented on the confidence of our young people and their ability to discuss and apply their understanding of the whole school approach. As a staff we looked outwards to our cluster colleagues and adapted their curriculum maps for all areas of language to suit our context. Nevertheless, this is an area the Literacy and English Language Group will revisit next session in light of the launch of the ERC Literacy Strategy. We will make adaptations as appropriate being mindful of bureaucracy and managing workload. Learners continue to develop a love of reading for enjoyment and this was evident through their engagement in a range of activities linked to World Book Day, launch of our school library, book swap. Through the library committee learners were given a voice to influence and highlight how important reading is within St Clare's.

Knowledge about Language

The HT and DHT were mindful of staff wellbeing at the start of the session, when establishing our new school. A range of resources were purchased prior to moving into St Clare's and whilst our curriculum is not dictated to by the resources we have, it was essential to utilise certain materials in order to provide a starting point. Consequently, the HT and DHT created a Grammar Progression Ladder, highlighting key concepts to be taught at each stage, linked to the Benchmarks and Tools for Reading. Once created this was shared with all staff during collegiate time. This provided an opportunity for all practitioners to reflect on the concepts, the pace of learning and amend as appropriate. Grammar would then be specifically taught and learners given opportunities to demonstrate their ability to transfer their skills through writing. Overall, language jotters evidenced children have a good understanding of grammatical concepts taught. In most of the writing jotters children are attempting to transfer their learning although we are mindful there is room to improve further and the data gathered from this year's SNSA will support this work. A similar process was undertaken with Phonics and Spelling. Through our self-evaluation procedures staff identified that in order to continue to raise attainment we should focus on creating a more robust teaching approach. In order to begin to take this work forward, supportive guidance will be shared with all staff at the start of next session.

Writing

Teachers planned writing lessons matched to the needs and interests of learners. Across the school writing was of a good standard although there appeared inconsistency in the number of opportunities children were given to write and the type of feedback learners received. Therefore, collectively as a staff we created time to reflect on these issues, working through specific challenge questions within HGIOS 4 QI 2.3 and collaboratively amended our St Clare's Writing Statement to create succinct guidance for all staff to use. This process empowered staff to improve the writing experience for all learners, creating time within learning experiences to involve children in co-creating success criteria and giving teachers autonomy to manage the way they provide feedback to their learners whether verbal and or written and using a conferencing approach to engage all learners in having time to use their feedback to improve the quality of their work. As a result learners benefit from specific planned weekly opportunities to develop their writing skills and teachers feel they have time to promote creativity and foster a love of writing in their learners. This experience is enhanced through children choosing the most appropriate digital device to engage them further in the writing and editing process.

Talking and Listening

In St Clare's we are always eager to learn from each other and this is included in our Vision, Values and Aims. When we see evidence of approaches working well within classes this practice is shared. Learners are expected, supported and challenged to lead their learning as the innovative open spaces within our school promote this learning style. Our P6 learners, facilitated by their teacher, have implemented a simple but highly effective approach to teaching talking and listening using the ABCs of talk. During learning conversations with children and reinforced through professional dialogue it is clear this approach has equipped children with the confidence and phraseology to engage in meaningful dialogue about any topic. Skills have been taught and almost all children can confidently structure an argument, demonstrating a clear awareness of audience and purpose, active listening and turn taking. During the May in-service day, all staff were involved in a workshop delivered by the Head Teacher and P6 practitioner using resources from the National Improvement Hub and video footage of our learners engaging in this process. All staff are now piloting this approach with a view to embedding this next session. There is also an agreed St Clare's Talking and Listening Policy and a class set of posters to support learners in using the correct vocabulary during planned dialogue.

Numeracy and Mathematics

Practitioners adapted quickly to utilising the open learning spaces within the school. Learners were immediately given responsibility to lead and learn outside their classrooms thus fostering a climate of trust and ownership of the learning environment. Play based approaches in P1 to P3 and active approaches in P4 to P6 provided stimulating contexts for learning.

Homework guidance was shared with parents through our school website. Positive feedback was received from parents in certain classes who engaged with homework that was posted online. However, homework is one aspect we wish to gather more data about. During the SIP parents feedback session, led by the SLT and P4 teacher, parents worked to create a digital form that we will share with the parent forum in order to develop a policy for next session.

All teachers were skilled in using the ERC skills framework to plan high quality learning experience for their children. However, due to the number of children who came from different schools outwith the authority, teachers required time at the start of the year to assess and build up a true understanding of their learners strengths and areas for development, as often the transfer of information provided did not account for this. For example in P6 only 3 learners had robust historical data and in P5, only 15 learners out of 30. This had a significant impact on teachers when forming ability groupings and required a great deal of fluidity at the start of the session. Through the teaching and learning process, staff identified gaps in knowledge and understanding which required greater time for consolidation for some learners whilst ensuring continuous challenge for others. Overall, staff managed this transition very well but in relation to standardised test results and through our self-evaluation process collectively, we have agreed that next session we wish to adopt the same rigorous whole school approach we applied to the teaching of Literacy and English Language to Numeracy and Mathematics. Part of our PEF allocation will support this work, concentrating in the upper stages.

Overall, all staff are fully familiar with the benchmarks when moderating teacher judgements which has contributed to a greater understanding of the expected standard and improved teacher confidence in planning and discussing next steps for their learners. During termly tracking meetings almost all staff are skilled and confident in making sound professional assessment judgments based on a wide range of evidence. They are able to use national benchmarks in Literacy & English and Numeracy & Mathematics to discuss and confirm professional judgments.

In term one our Quality Improvement Officer delivered a staff workshop, sharing data linked to the demographic context of our school community. St Clare's is set within a highly affluent area, where the majority of children live in deciles 9 and 10. The impact of this workshop enabled all staff to be greater informed and aware of our unique context. Staff reported increased confidence and interest in the range of data available and how this can be used to plan improvements. However, due to the fact our school is in its infancy it must be highlighted the lack of historical data for some of our children has made this process more challenging for staff and SLT alike. Whilst staff are confident in moderating informally within the school setting, greater rigour at regular intervals is required to embed a more systematic whole school approach. Data from the new national assessments will contribute to this as well as the new National Benchmarking Tool.

Religious Education

It was essential that the Catholicity of our school was felt and experienced within St Clare's by everyone. Our school motto "Love God, Serve God" was shared and highlighted with the whole school community through our website and our first whole school mass, celebrated by the Bishop and our School Chaplain. All children were involved in learning our school hymn, linked to our school motto, which is sung during assemblies. Prayer life permeates throughout our school. The Parent Council were happy to purchase altars for very class so that children can fully experience and understand the importance of a sacred space and articulate how this contributes to their Catholicity. A Family Talking Homework task engaged all families in creating a school prayer and one prayer was chosen. This is said at every assembly and will be said daily in class, beginning next session. Families reported they valued the opportunity to come together to complete a task linked to the prayer life of our school. A teacher supported a group of parents who were eager to form a Parent Pastoral Committee to work alongside the Pupil Pastoral Committee. Collectively they created a prayer space to lead and say the Rosary during Lent, supported and promoted our Lenten SCIAF campaign and organised a Mary's Meals Back Pack Appeal.

St Clare's demographics suggest it is located within an affluent area and therefore it is crucial that our children grow up aware of their skills and talents and how they can use these in the service of others. The work that has been undertaken demonstrates we are in a strong place to develop this further.

Through our assembly programme the Campus Cop delivered key messages to all children about Ant-bullying. As a result, all learners were well informed and understood the importance of treating everyone with respect in class and in the playground. This work was then used by the Depute Head in collaboration with the Pupil and Parent Council, and staff to create our Positive Behaviour Statement based around Restorative Approaches.

Family Friendly

Relationships between home and school are strong as shown through ERC questionnaires and from the positive feedback given from different events throughout the year. Parents feel that they can approach the school and their concerns will be addressed. As evidenced through our recent ERC questionnaires parents agree/strongly agree:

99% of parents feel comfortable approaching the school with questions, suggestions and/or a problem

92% of parents feel the school takes their views into account when making changes

96% of parents are satisfied with the school

This presents a highly positive picture for our first year as a brand new school community. It provides a solid foundation on which to further develop the home school partnership, in order to improve outcomes for all learners. Many parents have made a significant contribution in sharing their skills and talents with our learners through a gardening and cooking club, art lessons, delivering presentations about their jobs through our World of Work programme and supporting fitness fun during lunch and delivering bikeability. The quality of support and expertise has been of huge benefit to staff and children, whilst promoting an honest, open climate where parents genuinely feel part of our school community. Next session we will take a more strategic approach by establishing a core group of parents with a range of specific skills who can recruit other parents to form a "Family Friends, Stars of St Clare's" to who can effectively support, promote and contribute to the life and work of the school.

In addition, the Depute successfully implemented a parental paired reading programme targeted at children in primary one. She delivered training to interested parents using RR approaches and different language games. This contributes to open climate we wish to promote and our ability to harness the knowledge and skills of parents to raise attainment within St Clare's.

We have collated all the evidence required to achieve Bronze accreditation for ERC Family Centred Approaches Framework and are awaiting verification of this through our neighbourhood reciprocal visit. Following parental feedback we recognise that there is still work to do in sharing aspects of the curriculum with parents in order to support them to help their child at home. Therefore, next session we will adapt the format of our annual Meet the Teacher event to address this.

Children report, through learning conversations and daily interactions, that due to the positive climate in our school they feel very well supported and challenges to be their best self and reach for the stars every day. Feedback from events such as Discovery Days, Parents' Evening, our jotters home programme and Learning and Achievement Assemblies show that learners and their families feel that they are valued treated with respect and belong to a community where everyone can shine.

Next Steps

Literacy and English Language

- Evaluate whole school approaches to teaching phonics/spelling and grammar across the school and amend accordingly
- Staff work collaboratively to create a robust approach to teaching comprehension, throughout the school, incorporating unseen texts.
- Implement Reading Recovery Approach to targeted group of learners in P2

Numeracy and Mathematics

- Collaboratively look at the pedagogy of maths to enhance knowledge and skills.
- Work with maths teacher from St Ninian's to target specific components highlighted from Standardised test results. Use this data to support and challenge groups of learners.
- Produce a coherent Mental Maths Strategy across the whole school.
- Share guidance with parents in parent friendly language.

RERC - Developing in Faith – Promoting Gospel values

- Parent and Pupil Pastoral Committee provide opportunities throughout the year for sharing the Gospel as a community through a lunch or after school club
- Ensure religious lessons celebrate Gospel values and how our children apply these to their own life.
- Introduce Christian Meditation across the whole school.

Family Friendly

- Devise and deliver an action plan to achieve Silver Family Centred Approaches recognition.
- Deliver a series of Curriculum workshops for parents– Cluster common language and methodology/ maths approaches/digital profile.
- Establish a “Family Friends, Stars of St Clare’s” to plan and implement a strategic approach in order to expand the team of parents who can effectively support, promote and contribute to the life and work of the school

How good are we at ensuring the best possible outcomes for all our children/learners?
(3.1, 3.2)
Evaluation: Very good

NIF Priority <ul style="list-style-type: none"> Improvement in attainment, particularly in literacy and numeracy; Closing the attainment gap between the most and least disadvantaged children; Improvement in children's and young people's health and wellbeing 	School Priorities Focus: Successes and Achievements Target: Promote the wellbeing of all children and support them to develop their creativity and skills for learning, life and work.
NIF Driver(s) <ul style="list-style-type: none"> School leadership Teacher professionalism 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

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 71% of pupils achieved their milestones. This information was used along with the Baseline results, to build up a profile of each P1 pupil to ensure that the needs of each child were identified and addressed.

The table below highlights the overall P3, and P5 performances in standardised tests for this year. Standardised scores can range from 70 to 130. A score of 90 – 109 is age appropriate; a score of **100** is the average within East Renfrewshire.

2017-2018	Mathematics	Reading
P3	94	100
P5	95	96

Attainment in St Clare's should generally be expected to be above the ERC average of 100 in standardised tests. In 2017-2018, the whole school average for Mathematics was 94% and for Reading was 98%.

We are mindful that whilst we have historical data for a number of our children across the school, we are fully aware that in some classes, half the children have never participated in the process of standardised testing. Whilst our demographic expects our results to be above average, this year our results do not reflect this. Nevertheless, this has been an extraordinary year for our school community. Standardised assessments capture a snapshot of a child's learning journey and teachers use this data and a range of other evidence to make sound teacher judgements. Therefore currently our teacher judgments illustrate a more accurate picture, of learner progress within St Clare's.

	2016-17
CfE Attainment – Reading	97%
CfE Attainment – Writing	91%
CfE Attainment - Maths	98%

Teachers are increasingly confident in making judgements on learners' progress in both literacy and numeracy using the moderated Benchmarks. Moderation exercises within school, Cluster and at Authority level have impacted positively on professional knowledge and understanding about progression through the gradient of learning. Data gathered from the SNSA will be analysed and used to identify gaps and areas for improvement.

Attendance levels are extremely high and the rate of exclusion remains nil.

Wellbeing

Two teachers undertook CLPL training linked to the Rights Respecting School Programme. St Clare's registered its rite of commitment and formed a Steering Group of two teachers and a core group of learners to drive forward actions from an initial audit. The Group led the RRS Committee who shared their learning about the importance of Class Charters and the RRS articles during assembly. All families were involved through a Family Homework Talking Task and as a result of this work we were awarded Bronze Status. The Steering Group also liaised and learned from their colleagues and friends in St Thomas' Primary in Neilston who have achieved RRS Level Two status. The children visited our school and shared their learning journey with all children and staff in St Clare's and then had an opportunity for a question and answer session involving both committees. The impact of this work empowered our learners to become true decision makers within their school. The RRS Committee gained great ideas and used these to formulate their action plan to achieve the Silver Award next session.

Our Pupil Council worked with their class to create a Positive Behaviour Strategy which was shared with the parent forum for their views and different strategies agreed, in line with our newly established Vision, Values and Aims. We believe that children should be encouraged to behave well and work hard to be their best self.

Overall, all staff and partners feel valued and supported. Relationships across the school community are very positive and supportive, founded on shared values and high expectations. All staff and partners are proactive in promoting positive relationships in the classroom, playground and wider learning community. We consider each child and young person as an individual with his/her own needs and rights. We ensure children are active participants in discussions and decisions which may affect their lives. The ethos and culture of our school reflects a commitment to children's rights and nurturing positive relationships.

Creativity and Employability

Overall, our learners are successful, confident, exercise responsibility and contribute to the life of the school. All children have been involved in fundraising events for various charities. During Advent children heard through our assembly programme about the work carried to support homeless people living in Glasgow and supported this important cause by donating essential items that would improve the lives of others. Through Lent the Pupil Pastoral Committee supported by the Parent Pastoral Committee organised fundraising activities for SCIAF. In total over £1500 was raised.

The Enterprise Committee accumulated in a highly successful Christmas Fayre where every class formed their own business, designing and making products to sell and planned a Christmas activity alongside their stall. This process supported and challenged learners to demonstrate and improve Skills for Learning, Life and Work.

The Library Committee launched Work Book Day with a writing competition. Pupils were challenged to get creative and worked in classes to design and decorate their very own book themed classroom door. All classes were invited to take part in a writing competition which produced many high quality pieces of writing. Children displayed their imagination, creativity and outstanding literary skills through the writing and illustrating activities. Learners enjoyed reading to one another to celebrate our love for literature. All learners enjoyed this time to relax and discuss their favourite authors, illustrators and stories.

St Clare's embraced all things STEM with a full week of challenges, speakers, workshops and activities to truly inspire our next generation. The children were treated to a visit from the Science Centre and enjoyed learning all about exercise and our bodies. St Ninian's pupils ran workshops on lava lamp making and coding while our STEM Ambassador from RES worked with pupils on renewable energy and helped them build their own anemometer. A range of visiting speakers talked to the children about their STEM jobs such as a vet, an Animator, an optician, engineers and an IT Consultant. A representative from JP Morgan came to talk to primary 6 about coding and showed them how to code to make their own computer game. Siemens delivered STEM workshops. Throughout the week the children learned about various famous Scottish Inventors and created their own inventions. Every class participated in STEM challenges. These ranged from making catapults, constructing igloos out of marshmallows to boat building and balloon towers. Inspired by all they had learned, Primary 4 got busy in the garden making their very own bug hotel. We celebrated this amazing week with a showcase of our learning in the hub. All learners were highly engaged throughout this week and the planned experiences

The Nurture teacher who is passionate about Mental Health embraced Mental Health Week and planned a range of highly engaging experiences for every stage across the whole school. The Happiness homework proved very popular with families ring fencing family time within our very busy world. All events were enjoyed by the children and the whole school family welly walk celebrated the strong community spirit which has been created within St Clare's. Mental Health can be a challenging topic for children but the learning experiences provided were child friendly and supportive in helping learners take a preventative approach to this important aspect of their health and wellbeing.

We introduced our annual Learning and Achievement Assemblies for every class in the school. The purpose of each assembly was to provide an opportunity for every class to share the highlights of their year and identify how they have grown in their skills and abilities. The assemblies were child led and provided an opportunity for learners to plan the format and content of the assembly. This led to a variety of performances suited to the learning styles of the children encouraging a team approach. Families were invited to join in the celebrations. All learners demonstrated effort, imagination and enthusiasm. Through this approach every child in St Clare's is given their moment to shine, which is in keeping with the aims of our school.

Next Steps

- Implement Action Plan for Silver Rights Respecting School Award
- Learners use and manipulate their Digital Learning Profile to capture and demonstrate their ambitions, aspirations and achievements.
- Coherent guidance is created to support learners in using their profile to ensure they are genuinely engaging in the process of reflection and evaluation.

Pupil Equity Fund – How are we ensuring Excellence and Equity?

Neuro Linguistic Programming NLP

Using a portion of Pupil Equity Funding it was agreed as a Cluster we would invest in a resilience programme to support staff in developing resilience in their learners. Qualitative data from each cluster primary identified a trend that many learners in the upper primary stages in particular, often experienced difficulty with making mistakes or struggled when unable to answer questions correctly. It was agreed at the Cluster Leadership Group that up skilling staff with strategies to support their learners would prove beneficial and improve outcomes for learners.

Consequently, three cluster collegiate sessions, were delivered by the Director of Head Strong, Brian Costello. The sessions covered the theory behind NLP, anchor and trigger points and simple strategies associated with this approach.

Sessions were theory based with opportunities for staff to come together, practise some of the techniques and discuss the progress they made with their learners. St Clare's was in a unique position (opening a brand new school) and considering the content of the NLP sessions we would have anticipated greater impact on staff and their learners. Through verbal feedback from almost all staff across the Cluster it was clear that the sessions had not made any noticeable, measurable impact within their learning environment. Staff reported that it was difficult to consistently remember and apply the approach although they did agree with the high level messages of distraction and positive thinking. In response to this the CLG agreed the final NLP session be targeted to a specific year group. Our P6 class and their teacher benefited from two interactive workshops which enabled the children to work together, unpick the concept of resilience and practise coping strategies. This approach proved more effective for children and teacher but not effective enough to continue to invest in the programme further next session.

Literacy in the Early Years

A group of parent volunteers, who have children in classes across the school, were trained by DHT in paired reading techniques. The training was based on the material from 'Scotland Reads' and handy guides with instructions, hints and tips were given to parents to support their sessions. The parents read with the child and played phonic, common and tricky words games two to three times a week. This has been highly successful and the school now has a bank of trained helpers. They will be utilised from term one next year to support our lowest 20% in primary one, with a view to extending this further into other stages. Other parents have approached the school wishing to become a paired reading partner after hearing from parents involved how positive they have found it.

We invested in tablets to increase our use of digital technologies and increase learner engagement in literacy, specifically reading and phonological awareness. CT set up learning stations during playful pedagogy sessions. Due to the importance of pupil choice in playful pedagogy targeted children were encouraged to play in the 'Digital Zone' accessing literacy apps and sites. Children were very enthusiastic about using these devices and all targeted children used them. Next year we may train parents to use them after paired reading sessions to ensure consistency and monitoring of pupil achievement in apps and games.

What is our capacity for continuous improvement?

The school is well placed to build on existing good practice. We have established a highly reflective, ambitious climate and will channel this to formulate a systematic and robust system of self-evaluation which will help us continue to improve.

Further funding from the authority to support the lowest performing 20% will be in place from August to March ensuring the children requiring the most support continue to benefit from additional support. Training a member of staff in Reading Recovery will provide targeted support to P2 learners and provide a wealth of literacy knowledge to share across the school.

Digital profiling will effectively contribute to empowering learners to lead, reflect and improve their learning.

Utilising the HGIOS4: How Good is OUR School? PART ONE with learners and staff will ensure self-evaluation plays a key role in our school.

Having a Newly Qualified Teacher this session allowed us to develop our use of the Nurture Room.

All staff, children and parents have been fully involved in evaluating progress and impact of the School Improvement Plan for session 2017-18 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 approaching this in a more strategic manner.

Leadership at all levels is expected, encouraged and supported within a collegiate environment.

Staff who trained as Moderation Facilitators will continue to lead this area in our school. They have a supportive role with peers in ensuring planning, assessment and moderation becomes embedded.

The Science and Maths Champions will be involved in further training and development work. This will further enhance these areas of the curriculum within the school.

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	Good	
3.1 Ensuring wellbeing, equity and inclusion	Very good	
3.2 Securing children's progress / Raising attainment and achievement	Good	

School Improvement Priorities 2018-2019

Focus: Leadership

Targets:

- Develop a coherent approach to self-evaluation across our school community.
- Foster a collaborative climate, where everyone can demonstrate that learning is not just for today but forever

Focus: Learning Provision

Targets:

- Implement the Cluster approach to Developing the Young Workforce
- Raise attainment and deliver excellent teaching and learning experiences focusing on Mathematics and Numeracy, Comprehension & RERC
- Further develop our family centred approach throughout our school community

Focus: Successes and Achievements

Targets:

- Promote the wellbeing of all children
- Through digital technology, learners will develop their skills for learning, life and work and the impact this has on their place in the World of Work