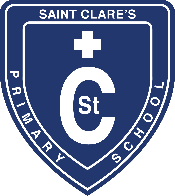
******St Clare’s Primary School**

This summary report for 2022-2023 for parents/carers and partners outlines our priorities and achievements last session together with our priorities for next session.

Through our processes of self-evaluation including the views of our pupils, parents and partners, school data and monitoring of learners’ experiences, we have identified how we can improve outcomes for our children, young people and families.

The next steps outlined at the end of the report will be incorporated into our planning for 2023-24

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|  | **Our achievements and improvements this year:2022-2023** |
| Image result for raising attainment gif**1: Raising Attainment and Achievement:**  All of St. Clare’s staff and partners have a clear understanding of the social, economic and cultural context of St. Clare’s. A significant amount of Pupil Equity Fund is used to support all of our children and families flourish and meet national improvement priorities and Glasgow’s Improvement Challenge.  Parent Feedback evidenced that almost all parents agree that their child's learning is progressing well, their child is encouraged to work to the best of their ability and the school keeps them well informed about their child’s progress.  The parent survey identified that they feel support staff make the most difference to our school community and attainment, we continue to fund 2 additional support for learning workers via PEF. We will also be allocated another 20 hours for support staff next session.  Our consistent drive to improve learning and teaching through continuous professional development ensures sustainable approaches in driving forward improvements in teacher confidence & learner experiences. Literacy is a main focus area for improvement. PEF was used again to fund training for staff. Stephen Graham, **National Literacy Advisor from Australia**visited St. Clare’s, having previously supported our whole school approach to the ‘explicit’ teaching of text type writing, he now modelled lessons on the teaching of spelling in targeted end of level classes across all departments. This was recorded for all staff to view and streamed for relevant classes virtually. Together with a professional development session opportunity for teachers, this had a significant positive impact on staff knowledge in the teaching of spelling. Data is already starting to show improvements in spelling scores.  How Teachers Can Help Students Cope with General Anxiety in the Classroom |  Edmentum BlogTo complement this approach a specific daily focus on Tools for Writing this session across all classes is now further improving the quality of learners’ writing. As a result, all staff commented on improvements to learners’ sentence construction, levels of pupil confidence and impact on the application of Tools for Writing within writing tasks. Almost all parents agreed in survey that their child is making good or improved progress in this area.  [This Photo](http://www.thebluediamondgallery.com/handwriting/a/achievement.html) by Unknown Author is licensed under [CC BY-SA](https://creativecommons.org/licenses/by-sa/3.0/)  Curriculum for Excellence figures shows an improvement of 10% in Writing across P4 and 5.3% in P7 in comparison to last session.  Most pupils across combined P1, P4 and P7 stages are achieving expected literacy levels.  Most pupils across combined P1, P4 and P7 stages are achieving expected Numeracy levels.  PHOTO-2023-03-17-13-27-11.jpgAll pupils in P2, P3/2, P3, P5/4 and P7/6 achieved all 3 Wider Achievement School Awards. [Bronze, Silver & Gold] Almost all pupils in P4, P6/5 and P7 achieved all 3 awards. Most pupils in P1 and P2/1 achieved all 3 awards. The average success rate across the school for Wider Achievement is 94%.  Learners are developing as global citizens through Learning for Sustainability [LfS] Global Goals and focus on St. Clare’s status as a Laudato Si school. Most learners in P7 achieved the Pope Francis Faith award.  Increased outdoor learner experiences across all classes using the local woodland area is leading to an improved consistent approach to Outdoor Learning and increased engagement from pupils. Almost all learners stated that learning in the woods made them feel happier, healthier and they could learn better. All teachers reported that after outdoor learning pupils are more attentive and work better with their peers.    **Our P4-P7 learners** dazzled everyone in their performance of ‘The Little Mermaid’ in our end of year show. They demonstrated their skills across expressive arts and technologies brilliantly. Staff team and parents who helped us were amazing too! Together with green screen graphics, techies behind the scenes and props to ensure the show ran smoothly we ended the year very successfully.  **2: Wellbeing, Equality and Inclusion:**  There is a strong focus on children’s wellbeing, learning and relationships across the school and all children experience positive, nurturing relationships within the Catholic ethos and practices of St. Clare’s.  SHANARRI pupil surveys evidenced that almost all children feel that they are safe in school. Almost all parents also when surveyed feel that their children are safe in school.  All staff focus on the wellbeing indicators when they plan activities for the SHANARRI transition topic to ensure that they get to know their learners as individuals at the start of the session and build positive working relationships with them across the session.  Equity: Just another name for Marxism? | Intellectual TakeoutGlasgow’s Motivation and Wellbeing assessments facilitate personal targets for learners ensuring learner’s personal growth supported by staff.  PEF  Our ambitious vision sets a consistent focus on improvements in outcomes for all and PEF is used to fund universal and targeted supports, additional staff and resources across whole school.  INEOS funding has facilitated musical instrument tuition to any pupil who wants this at Second Level. Over 60 pupils have now benefitted from this tuition over the last two years. Next session, the aim is to extend this provision to encompass most pupils across the school.  Cycling proficiency is also a key focus at St. Clare’s together with becoming self-sufficient in relation to resources [e.g. Bikes and helmets] For many years to come pupils will benefit from these resources as well as reducing the demand on Glasgow City Council in relation to shared resources thanks to this funding.  C:\Users\mmes20822\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\7781A291.tmp  **3: Leadership**  Leadership is effectively supported at all levels and continues to move the school forward towards sustainable strengths. Staff engagement with the 4 arenas of Learner Participation resulted in an improved understanding of how to empower pupils as leaders within class and life of school to which will be built on next session. Participation now in initiatives such as Wider achievement awards through the ’5’ capacities, Class led Global Goals assemblies and Class Councils has led to increased pupil voice and participation across all classes.  A group of second level pupils successfully led the school newspaper club, the ‘St. Clare’s Herald’ and another group are in training currently in order to present weekly radio shows. Weekly Class Councils empower learners to have a say in the quality of their learning experiences and life of school. Our learners are developing their skills across the five capacities including ‘Faithful Disciple’ category through engagement within the life of the school and wider community.  [This Photo](http://www.aliem.com/2016/team-based-learning-2016-jgme-aliem-hot-topics-in-medical-education/) by Unknown Author is licensed under [CC BY-NC-ND](https://creativecommons.org/licenses/by-nc-nd/3.0/) |

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|  | **Here is what we plan to improve next year.** |
| **Priorities for development:**  **1: Wellbeing and Learning:** To improve attendance and to improve learning & teaching with a specific focus on direct instruction to frame and connect learning for learners. [explicit teaching]  **2: Achievement & Progress:** To continue to raise attainment across core areas to ensure best outcomes for all learners, with a specific focus at early level.  **3: Engagement, Participation & Inclusion:** To improve opportunities for learners, particularly pupils at risk of non-engagement through consistent provision of upper nurture sessions, outdoor learning, effective approaches to differentiation together with our journey towards gaining full accreditation for being a Language and Communication Friendly Establishment. [LCFE] |

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|  | **How can you find out more information about our school?** |
| The contact e-mail address is: headteacher@st-claresdrumchapel-pri.glasgow.sch.uk    Our telephone number is: 0141-944-2554  Our school address is: 15 Kilcloy Avenue, Drumchapel, G15 8RP  Further information is available in: newsletters, school handbook and the school website.  <http://www.st-claresdrumchapel-pri.glasgow.sch.uk/> |