St Clare's Primary

School Improvement Plan 2025-2026

Vision, Values and Aims

OUR VISION

For everyone to be Life-Ready!
Create memories that will last a lifetime!
Support and challenge everyone to be their **best self.**

OUR VALUES

We will **"Love God, Serve God"** and through our actions and words we will show our values:
Love
Ambition
Resilience

AIMS

Everyone in St Clare's will feel happy, nurtured and safe.

Embrace differences, work as a team, where everyone can shine.

Equipped with the knowledge and skills for learning and life.

Our Vision, Values and Aims have been created in conjunction with the UN Convention on the rights of the child and 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

St Clare's Maintenance Agenda

St Clare's Primary School opened in August 2017. During that time we have fostered a highly reflective, collaborative learning climate for all. We have high expectations and embrace the importance of recognising strengths and identifying ways to improve.

To ensure we provide the best outcomes for all our learners, to date we have implemented the following within St Clare's:

- ✔ Refreshed the Vision, Values and Aims (2024)
- ✔ Achieved Rights Respecting Silver Status (2018) and follow our Joint Campus Playground Charter
- ✔ We have made our pledge to be a Laudato Si School and gained our first Eco Flag in June 2021
- ✔ Introduced a Junior Leadership Team, P7 Prefects and P6 Peer Mediators
- ✔ Family Friends of St Clare's group established, where parents celebrate and support the life and work of the school, leading to our achievement of Family Friendly Status, Family Focused Gold (2024)
- ✔ Achieved our Digital Schools and STEM Nation Award and promote and celebrate STEM during our annual focus week
- ✔ Through our school library learners have regular opportunities for Reading for Enjoyment
- ✔ Learners improve their mental agility through our whole school approach, using Number Talks
- ✔ Teachers improve their pedagogy by consistently applying the guidance within the ERC planners for English Language & Literacy and Numeracy & Mathematics
- ✔ Improving Our Schools whole school model, pilot year (2021) implemented to improve aspects of highly effective practice each year– Metacognition, effective feedback, and formative assessment, highly effective questioning, meta-skills through collaboration
- ✔ FACT, STORY, ACTION approach to tracking IoS model implemented from 2021
- ✔ Implemented the GMWP to support the monitoring, tracking and evaluation of the wellbeing of learners(2023-2024)
- ✔ Introduced the CIRCLE (Child Inclusion Research Into Curriculum Learning Education) in August 2023 – 2024 and embedded in June 2025
- ✔ Learning Trios utilised in term two to promote leadership of learning and the role of "critical friend" for all teachers.
- ✔ Updated Numeracy and Mathematics Policy (June 2022). Numeracy and Mathematics Parent Prompts created and shared through Google Classroom
- ✔ Updated Writing Policy and Forward Plan framework (June 2023)

- ✔ Updated Reading Rationale and Forward Plan framework (June 2024)
- ✔ Updated Interdisciplinary Learning (IDL) Rationale including Project Based Learning approach (June 2025)
- ✔ Engaged in a successful Collaborative Improvement Visit from the Local Authority during November 2023
- ✔ Teacher achieved master accreditation through the Improving our Classroom model offered by the West Partnership, three teachers in 2019- 2021 and one teacher in 2023-2024.
- ✔ Collectively created the "St Clare's Collaborative Caterpillar" approach to developing learners 21st Century Meta-skills
- ✔ Achieved Keeping the Promise School Award (June 2025)
- ✔ Achieved the Emotion Works Bronze Award (June 2025)

Three Year Improvement Priorities

School Improvement Priorities 2023-2026		
Year 1 2023-24	**Year 2 2024-25**	**Year 3 2025-26**
Revisit Vision, Values and Aims Improving Pedagogy through Inquiry	Refresh our Curriculum Rationale	Leading Change and Improving Pedagogy through Inquiry
Literacy & English Pedagogy and Improvement Health & Wellbeing Curriculum Assessment & Moderation	Health & Wellbeing Pedagogy and Improvement IDL Curriculum Assessment & Moderation	IDL Pedagogy & Improvement IDL Curriculum Assessment & Moderation

	Wellbeing Religious Education in Roman Catholic Schools *Developing in Faith – Developing as a community of faith and learning* ERC Family Centred Approaches - Gold	Wellbeing Religious Education in Roman Catholic Schools *Developing in Faith - Promoting Gospel Values* Embed Family Centred Approaches	Wellbeing Religious Education in Roman Catholic Schools *Developing in Faith - Celebrating and worshipping* Rights Respecting – Gold (Year 1) through Committees

2025-26 School Improvement Priorities

- ✔Embed new approach to Committees
- ✔Further develop opportunities for Pupil Voice
- ✔Introduce ‘Pedagogy Pods’ in Term 1 – Inquiry based approach at each stage to improve and develop an aspect of the curriculum based on relevant data for the stages
- ✔Revisit school’s approach to Profiling to capture and celebrate learners’ achievements
- ✔Continue to create meaningful leadership opportunities for staff
- ✔Relaunch Cluster Standing Committees linked to Curriculum Improvement Cycle

- ✔Respond to and progress Curriculum Improvement Cycle in line with National Guidance
- ✔Embed whole school rationale to IDL using revised planners and St Clare's Collaborative Caterpillar to develop 21st Century Skills
- ✔Revisit and apply 21st Century Skills to improve the school's approach to Outdoor Learning
- ✔Continue to develop inclusive practice
- ✔Implement Emotion works Year 2 – Silver
- ✔RERC – Laudato Si' – Learn, Pray, Act linked to Learning for Sustainability
- ✔Assessment & Moderation through collaboration with Cluster colleagues

- ✔Review process in creation of wellbeing plans to improve outcomes for children
- ✔Ensuring equity through Cost of the School Day

	Leadership and Management					
	How good is our leadership and approach to improvement?					
	Quality Indicator		Themes			
	1.1 Self Evaluation for Self Improvement		• Collaborative approaches to Self Evaluation • Impact on Learners Success and achievements			
	1.2 Leadership of Learning		• Professional engagement and collegiate working • Children and young people leading learning			
	PRIORITY: Improve learner participation across the school in decision making groups and in opportunities for Personal Achievement **PRIORITY:** Create opportunities for staff to engage in collaborative inquiry which contributes to school improvement NIF Priority: Closing the attainment gap between the most and least disadvantaged children and young people NIF Priority: Improvement in attainment, particularly in literacy and numeracy NIF Drivers: School and ELC leadership/ Teacher and practitioner professionalism/ School and ELC improvement/ Performance information/ Curriculum & Assessment					
	Outcome/ Impact	**Activities**	**Responsibility**	**Timescale**	**Resources**	**Monitoring/ Evaluation**

LEADERSHIP AND LEARNING	Empowered, reflective staff who trust and can learn from each other, in order to enhance learning and teaching across our school. LIO/ Skilled and confident practitioners whose practice is informed by research and data. LIO/ A culture of self-evaluation and continuous improvement in our school. LIO/A culture of professional inquiry in all establishments LIO/ A curriculum which enables all children to be successful, confident, responsible and effective in school and their community. LIO/ An increase in opportunities for young people to develop knowledge, understanding and the skills for life.	• Further develop opportunities for Pupil Voice through formation of a decision making Group comprised of the Junior Leadership Team and representatives from each class • Create regular opportunities for all children to reflect on the work of the school and feedback to inform decision making • Create opportunities for children to lead their own initiatives and lunchtime clubs • Create a dedicated space where children's achievements, suggestions and pupil voice is showcased • Revisit school's approach to Profiling to capture and celebrate learners' achievements • Embed new approach to Committees • Introduce 'Pedagogy Pods' in Term 1 – where staff can collaborate at each stage, share best practice, and engage in collective Inquiry to improve and develop an aspect of the curriculum based on relevant data • Encourage staff to design and facilitate workshops on areas of expertise, cultivating a culture where teachers can share their knowledge and skills with colleagues • Create regular opportunities for staff to provide feedback on leadership initiatives fostering a community of continuous improvement • Relaunch Cluster Standing Committees linked to Curriculum Improvement Cycle • Establish regular opportunity for PSA's to come together in smaller supported groups to share good practice and participate in development activities	HT/DHT PT (S.C) DHT PT (S.C) Class Teachers, PT (A.P) SLT and class teachers SLT and class teachers HT DHT and Pupil Support Assistants	Monthly Assemblies Term 1 Aug-June Assembly Focus Groups Assembly Time Aug-June Monthly	HgiOs Part 2 Learner Participation in Educational Settings (3-18) ERC Profiling Learners Achievements Guidance and Case Studies Additional Allocated time CIC Guidance ERC Training Tracker	Google Classroom group Agenda and Minutes Pupil Friendly action plans Child-led club forms and registers Pupil Profiles Evaluations and Staff Reflections PRD Learning Trios Cluster Calendar and Standing Committees ERC Checklist Tracker Agenda

	Learning Provision	
	How good is the quality of care and education we offer?	
	Quality Indicator	Themes
	2.2 Curriculum 2.3 Learning, teaching and assessment	• Development of the curriculum/ Quality of teaching/Planning, tracking & monitoring
	2.4 Personalised support	• Universal support/ Removal of barriers to learning
	PRIORITY: Embed whole school approach to IDL/PBL **PRIORITY**: Developing Faith through celebrating and worshipping **PRIORITY:** Continue to develop approaches to inclusive practice **PRIORITY:** Collaborate across the Campus to develop children's emotional literacy **PRIORITY:** Assessment & Moderation through collaboration with the Cluster NIF Priorities: Improvement in children and young people's health and wellbeing/ Closing the attainment gap between the most and least disadvantaged children and young people/ Improvement in attainment, particularly in literacy NIF Drivers: School and ELC leadership/ Teacher and practitioner professionalism/ Parental/carer involvement and engagement/ Curriculum and assessment/ School and ELC improvement/ Performance information	

	Outcome/ Impact	Activities	Responsibility	Timescale	Resources	Monitoring/ Evaluation
Curriculum	LIO/ A curriculum which enables all children to be successful, confident, responsible and effective in school.	• Respond to and progress Curriculum Improvement Cycle in line with National Guidance	HT/SLT	Aug-June	Cluster Standing Committee Curriculum Improvement Cycle Education Scotland	Forward Planning Professional Dialogues

IDL PROJECT BASED LEARNING	LIO/ An ethos of high expectations and achievement in our school. LIO/ A curriculum which enables all children to be successful, confident, responsible and effective in school. Empowered staff who are confident, and more knowledgeable about and are skilled in the delivery of inquiry-based learning opportunities for all children. Confident learners who can make decisions, articulate and lead their learning whilst demonstrating 21st century skills. Motivating, engaging and child led learning environment.	• Share, launch and pilot whole school rationale to IDL. • Clarify how to plan and record coverage of E's and O's across the curriculum. Model and upskill staff in utilising High Quality Assessment tool, which should capture termly assessments of bundles E's and O's and Project Based Learning • Launch and implement the St Clare's Collaborative Caterpillar across each stage • Continue to measure the development of collaboration skills through PBL and the completion of Collaboration assessments in Term 3	PT LL and class teachers	In-service Day 1 Term Three	St Clare's IDL Rationale Forward Plans St Clare's Assessment, Tracking Monitoring Spreadsheet St Clare's Collaborative Caterpillar Posters for each class to be displayed on Class Learning Walls Staff meeting	Professional dialogue termly planning and tracking meetings Learning observations and professional dialogue overview in Term Three Jotter sampling and Learner conversations using FORMS

HEALTH & WELLBEING **UNIVERSAL SUPPORT**	LIO/ Develop understanding of effective inclusive practice across the whole school LIO/ A positive culture in health and wellbeing in our school LIO/ Resources which lead to improvements for learners LIO/ A rights based culture, centred on Getting It Right For Every Child LIO/ Practices and experiences which ensure that the needs of children are identified and addressed Confident informed practitioners who can identify and improve learners' experiences	• Continue to embed Circle Framework. Introduce termly focus with stage partners to support and evaluate approaches through class visits and professional dialogue. • Continue to increase confidence in using Circle Framework • Teachers to evaluate impact of inclusive practice • Collaborate across the Campus to embark on the Silver level, year two of the Emotion Works "EW" Programme. • Raise the profile of Emotion works programme through parent learning event	DHT All Staff PT (S.C.) All Staff and Calderwood Lodge staff	In-service day 2 Aug-June Aug-June	Education Scotland CIRCLE Resource ERC Circle Network Group shared resources Emotion Works Silver	Learning observations and professional dialogue overview in Term Three Teacher evaluation form Termly Professional dialogue-forward planning and tracking meetings E.W Evaluation Form Pupil Baseline Form Assembly Programme

RERC	LIO/ Learners' experiences support them to develop their personalities, talents, mental, spiritual and physical abilities to their potential LIO/ An increase in opportunities for young people to develop knowledge, understanding and the skills for life and active participation in a global multicultural society and Scotland's place in it	**RERC** Developing in Faith – Celebrating and Worshipping ● Laudato Si' – Embed: **Learn**, **Pray**, **Act** (Year 4) ● Provide focus on Catholic Education Week Theme: *Pilgrims of Love and* Learners grow in faith through the Pilgrimage of Hope Day ● Collaborate with Calderwood Lodge to celebrate Interfaith Week 2025 ● Cluster working to share best practice	PT (AP) -	Aug –Jun	Developing in Faith: Celebrating and Worshipping SCES - Scottish Catholic Education Service website Laudato Si' Programme	Learners to share learning during school through whole school assemblies Learning Journals Catholic Education Week: *Pilgrims of Love.* Paisley Diocese Resources
Outdoor Learning	LI/O A curriculum that enables all children to be successful, confident, responsible and effective in school, their work, their community and Internationally	● Revisit and improve approaches to outdoor learning. ● All staff to engage in CLPL- looking outwards for best practice. ● Lead practitioner to visit schools and engage in professional learning ● Staff to complete pre and post outdoor learning attitudes survey. ● Staff to participate in outdoor workshops to develop pedagogy ● Staff to look outward for best practice and to share with colleagues. ● Create resource bank of best practice ● Lead practitioner to audit resources and create kit bags for stages ● Staff to implement one learning outdoors experience per week and evaluate impact and progress. ● Learning Visits in term 3 to evaluate impact of outdoor learning	Lead Practitioner (M.H) All Staff	Term1 Term 2 and 3	Education Scotland Successful Approaches to Learning Outdoors Staff Meetings Outdoor Learning. Practical Guidance, ideas and Support for teachers and practitioners in Scotland. Education Scotland. Kitbags	Staff survey pre and post survey Learner Dialogues Talking Homework Tasks SLT observations

ASSESSMENT & MODERATION	Teachers are confident in accessing and analysing data in order to raise attainment for their learners. Teachers develop greater confidence and understanding of achievement of a level. Collaboration across establishments to develop a shared understanding through moderation. LIO/Enhanced culture of professional inquiry in all establishments LIO/Improved literacy and numeracy attainment throughout the years of the broad general education LIO/Be the highest performing mainland council area as measured by Curriculum for Excellence levels	• Share updated overview linked to whole school Assessment, Tracking and Monitoring tool. • Gather and interrogate class data to influence planning and targeted support and challenge for learners. • Increase moderation and dialogue between nursery and Primary 1 colleagues • Additional FACT,STORY, ACTION focus around developmental milestones • Opportunities to increase teacher confidence in delivering and assessing developmental milestones. • Engage in the ERC Moderation process – CLN • Teachers form Learning Trios and Pods to create their Collaborative Learning Network • Pods agree, plan and deliver lessons and gather agreed evidence • Actively engage in the assessment and moderation process at school and authority level	SLT and class teachers Primary 1 teachers, CWL, DHT,HT, Educational Psychologist Moderation Facilitators DHT and MF staff	In-service Day 1 Aug-June Term Two following ERC Moderation Activity Timeline February In-Service day	St Clare's Shared Staff Site ERC Local Assessment Resource ERC Moderation Lead	Whole school assessment data PUMA/PIRA/ NSA and Standardised Assessment Data Class assessment data Feedback from staff pods and evidence gathered ERC Tracking Database for ACEL data Tracking Meetings

Successes and Achievements	
How good are we at improving outcomes for all our learners?	
Quality Indicator	Themes
3.1 Ensuring wellbeing, equality and inclusion	• Fulfilment of Statutory duties • Inclusion and equality
3.2 Raising attainment and achievement	• Attainment over time/Equity for all learners
PRIORITY: Review process in creation of wellbeing plans to improve outcomes for children **PRIORITY:** Ensuring equity through Cost of the School Day NIF Priorities: Placing the human rights and needs of every child and young person at the centre of education/ Closing the attainment gap between the most and least disadvantaged children and young people/ Improvement in skills and sustained, positive school-leaver destinations for all young people NIF Drivers: School and ELC leadership/Teacher and practitioner professionalism/Curriculum and assessment/Performance information	

	Outcome/ Impact	Activities	Responsibility	Timescale	Resources	Monitoring/ Evaluation
WELLBEING	LIO/Practices and experiences which ensure that the needs of children are identified and addressed. LIO/ Learners' experiences support them to develop their personalities, talents, mental and spiritual abilities to their potential	• Implement digital format for Pupil Participation Scale • Provide opportunities to develop staff confidence in creating SMART Targets using Circle Framework • Staff moderation of wellbeing plans • Phased approach to new Wellbeing Plan format. • Use Cost of the School Day Toolkit to audit current practice • Complete cost of the school day survey for school staff and survey for parents and carers • Decision making group to evaluate finding and complete action plan • Create Cost of School day statement to share on school website and handbook	DHT/Class teachers DHT/all staff/decision making group, Parent council/parent forum	Term 1 Term 2 Aug-June	Circle Framework Cluster In service Day Event 'The Circle and Child's Wellbeing Plan' Staff Meetings Staff Meetings Decision making group monthly meeting School website,	Wellbeing Plans JST meetings Cost of the School Day Toolkit. surveys

RAISING ATTAINMENT	Increasing consistency in teacher judgements within levels Staff more aware of what learners need to know and what they need to do to progress through the level.	• Teachers consistently access, analyse data and plan interventions for improvement • Target specific learners through appropriate interventions linked to PEF PLAN Appendix One	Moderation Facilitators & All Staff SLT & All Staff PEF PT & DHT	Termly Termly	CfE Benchmarks SLT Planning & Tracking Fact, Story,Action Staff Shared Site ERC Demographic Tool & Database PEF Action Plan QI & Attainment Adviser	Professional dialogue termly planning and tracking meetings FORMS Learner Feedback