



## Standards and Quality Report

**School/ ELC Setting: St Clement's School**

**Head Teacher: Ruth Malone (Acting)**

**Date submitted: September 2022**



### Context of the school:

St Clements School offers specialist provision for pupils aged 4 – 19 who have significant additional support needs and/or profound and complex needs. We have a current roll of 51 full time pupils, plus 3 part time pupils. There are 41 staff in total. We have a large catchment area with pupils from Dingwall, the Black Isle, as far North as Milton and South to Beaulie. There are a few pupils that attend from out with the catchment area. The majority of pupils are transported to school by minibuses or taxis, provided by The Highland Council (THC). We have had no exclusions and attendance was 90.7% over the year.

The school comprises of three buildings, the main block being the newest and where younger primary children and those with complex needs are accommodated. This has also been the building for the Nursery which closed this session as there was no demand for it but it may open again in the future. The upper primary and S1-S3 pupils are in the older building whilst the senior phase pupils have their own space in the 'hut'. We share our campus with THC works yard, Highlife Highland, Social Work, Croilegan, The Community Fridge and the Community Centre. This means that we have very little outdoor space and the issues with the design of the buildings pose challenges for delivering a full curriculum but we are continually working to improve aspects of the site where we can. However, it has been agreed that a new school building is a priority and ongoing consultation meetings are taking place. The past 2 years have been challenging in terms of the Pandemic and staff absences have impacted on our capacity for improvement and the quality of learning and teaching. There have been changes in staff both teaching and PSAs, including the Head Teacher. Teaching and PSA posts are fixed term contracts which can add to recruitment difficulties. However, all the staff are extremely committed and flexible, and attendance rates of pupils is good.

### School Vision, Values and Aims:

At St Clement's school and ELC we are: **Inspiring ambition and nurturing happiness**

We aim to:

Create a happy, secure and safe environment in which all members of the school community treat each other with respect.

Deliver a curriculum which helps enables every pupil to achieve their full potential.

Promote equality, inclusivity and neurodiversity.

## **Summary of Standards and Quality Report/School Improvement Plan engagement process:**

The process of engaging with the whole school community when we are developing our Standards and Quality Report and School Improvement Plan involves seeking the views of a wide range of people. Usually, we would discuss these documents with, for example:

- Teachers, Early Learning and Childcare (ELC) staff and other school staff
- Parents of children in the school and Early Learning and Childcare setting
- Pupils
- Partners that work with and support the school
- Other schools with which we link.

Session 21/22 has been extremely unusual, dealing with the ongoing pressures of COVID 19. There has been a high level of pupil and staff absence as a result. We have had a year of disrupted learning across all stages of school. We would usually engage with our school community regarding our Standards and Quality Report and School Improvement Plan but we have had to put most of this activity on hold up until now. As a result, we will be developing our documents with less consultation than is usually the case.

## **Our overall evaluation of the school's capacity for continuous improvement (including ELC setting):**

Our capacity for continuous improvement, like that of every school/ELC setting in the country, has been affected by the periods of high absence in staff and pupils and other disruption caused by the Covid-19 situation. This has restricted our ability to complete planned improvements and to evaluate the effectiveness of changes we have made. Some of our work in session 22/23 will be to continue to rebuild our capacity for improvement and to make sure that we recover fully from the disruption caused by Covid-19.

## Review of School Improvement Work against the National Improvement Framework Priorities

**What we have done to close the attainment gap, to raise attainment, to improve health and wellbeing and to improve employability skills:**

In the past year we have mainly worked on improvement projects designed to help us to sustain learning in the context of the pandemic. Our School Improvement Plan for session 2021/22 contained details of what we planned to do. We used various resources such as the Pupil Equity Fund to support attainment, health and wellbeing and to try to ensure the highest quality of learning and teaching, although at times that had to happen remotely. Our plans were severely hindered, due in the main to both pupil and staff absences and staff covering classes to enable them to stay open. In response to Covid-19 recovery this means that our projects are still very much our highest priorities, and our work to evaluate their effectiveness in terms of outcomes for our school community will continue.

In session 22/23, our focus will be on two key areas. These have come in part as a result of limited action on previous year's improvement plan and also in response to the ongoing issues caused by Covid 19:

- 1) Rights Respecting School Award
- 2) Food and Health as a context for Learning
- 3) Literacy & Numeracy

## QI 1.3

# Leadership of change

### Themes (HGIOS?4)

- Developing a shared vision, values and aims relevant to the school and its community
- Strategic planning for continuous improvement
- Implementing improvement and change

### Themes (HGIOELC?)

- Developing a shared vision, values and aims relevant to the ELC setting and its community
- Strategic planning for continuous improvement
- Implementing improvement and change

### Question 1

#### How are we doing? What's working well for our learners? What are the features of effective practice in our school and ELC setting?

- Usually in this section of the Standards and Quality Report we would be writing about what parts of our Improvement Plan have led to better outcomes for our learners. Because of the periods of interrupted learning it is difficult for us to do that. Here are some key features of our work that describe what we do well in "Leadership of Change".
- Both teaching staff and pupil support staff demonstrate a high level of commitment over and above normal duties towards supporting pupils' wellbeing. There has been strong collegiate working through the year towards raising attainment and focusing on the recovery curriculum. Staff have felt empowered to make suggestions and lead projects.
- All existing teachers have engaged with the literacy training and are proactive in the implementation, although consolidation is required and further training due to new teacher intake.
- The Pupil Council was re-established which gives a strong pupil voice. Opinions about the current school and what they would want in a new school were taken to the Consultation Committee of THC and shared with Education Scotland. The Head of the Parent Council attends the Pupil Council Meetings.
- Fund raising activities were requested and a song for Ross County Football Club and a raffle has raised significant funds. Both enhanced the schools sense of identity within the community.
- The parent council have worked collaboratively with members and officers to campaign for a new school which has been agreed.
- Digital learning is now an integral part of teaching and learning at all stages of the school.

### Question 2

#### How do we know? What evidence do we have of positive impact on our learners?

- All staff involved in collegiate activity to support school improvement, in line with HC and SG.
- We are able to demonstrate that we have listened to pupils requests and they have told us that they are happy.
- Members have responded positively to the pupils. The pupils have told us that they are excited about the new school.
- We have had direct feedback from parents in person, via emails, diaries, questionnaires and via Google classroom.
- Staff have fed back through the PRD process initiatives that they would like to do and areas they would like to develop. A positive response.
- Feedback from staff evaluations and observations.

- We have been able to measure and evidence learning progressions in early years, primary and secondary through tracking.
- Pupil Council, Eco Work, Rights Respecting School (RRS)
- Bikeability and cycling proficiency
- Enterprise activities of 'Claytivities' whereby whole class awarded Social Enterprise Academy Start Up Award.
- Positive destinations identified for some Christmas leavers with a focus on transition activities

### Question 3

#### What could we do now? What actions would move us forward?

- This year we are going to continue to focus on recovery from the periods of high staff and pupil absence and will carry forward incomplete projects from our 2021/22 plan
- We are going to continue to implement PEF funded literacy project until Christmas and thereafter focus on numeracy,
- We are going to work towards being a Silver Rights Respecting School.
- Continue training in communication methods and insure staff knowledge and abilities are developed with support from Speech and Language Therapists.
- We will have a focus on food and health as a context for learning through 'Grow, taste, Cook, Food for Thought' with funding a project from Education Scotland, and improved physical activities and PE sessions.
- We will work with pupils, staff, parents, members and officers to start thinking and planning our new school.

**Our current evaluation of this QI using the *How good is our school?* (4th edition) six-point scale – based on an incomplete analysis of our progress (because of the periods of remote learning).**

good

**Our current evaluation of this QI using the *How good is our early learning and childcare?* six-point scale – based on an incomplete analysis of our progress (because of the periods of remote learning).**

good

## Q1 2.3

# Learning, teaching and assessment

### Themes (HGIOS?4)

- Learning and engagement
- Quality of teaching
- Effective use of assessment
- Planning, tracking and monitoring

### Themes (HGIOELC?)

- Learning and engagement
- Quality of interactions
- Effective use of assessment
- Planning, tracking and monitoring

### Question 1

**How are we doing? What's working well for our learners? What are the features of effective practice in our school and ELC setting?**

- Usually in this section of the Standards and Quality Report we would be writing about what parts of our Improvement Plan have led to better outcomes for our learners. Because of the periods of interrupted learning it is difficult for us to do that. Here are some key features of our work that describe what we do well in "Learning, teaching and assessment".
- Pupils experience quality teaching with engaging experiences and have demonstrated over the year that they are making progress.
- Teachers plan appropriate experiences to match the needs of the pupils
- Pupils are engaged in a variety of class, group and individual learning experiences and learning intentions are shared.
- Teacher feedback is used effectively to inform some next steps and questioning is used effectively to direct pupil learning and check understanding.
- Pupils are generally motivated in their learning, understand the purpose and can reflect on it.
- There is a happy and respectful learning environment in school and pupils enjoy their learning experiences
- Achievements are celebrated and displayed in the school.
- We track subject areas so that we can have a full picture of the learner's strengths and areas to target.
- This year we have focused on improving literacy, with the consistency of approaches and assessment across the school.
- In S4-S6 they successfully delivered Duke of Edinburgh and achieved bronze award (ASN).
- There is improvement in the use of digital technology in most areas.
- Tracking is consistent across the early years, primary and BGE and training will be rolled out to new staff.

### Question 2

**How do we know? What evidence do we have of positive impact on our learners?**

- We have had direct feedback from parents in person, via emails, diaries, questionnaires and via Google classroom.
- Feedback from staff evaluations and observations.
- We have been able to measure and evidence progress in early years, primary and secondary of pupils learning through tracking.
- Children engaged in learning.
- Children are able to talk about learning and relevance to real life.
- Children involved in setting targets.
- Differentiation evident in lessons
- Opportunities to share success established in school life –achievement trees/ walls, certificates, assemblies
- PEF PSA and Teacher time used to focus on the teaching and support in literacy, to try to 'close the gap'
- Staff plan and deliver agreed curriculum pathways – evident in planning
- Use of digital technology throughout the curriculum with Google classrooms set up for all the classes
- Staff and pupils using PODD/ PECS and make use of visual supports
- Pupil profiles for all children

### Question 3

#### What could we do now? What actions would move us forward?

- This year we are going to focus on recovery from the periods of remote learning (see above) and will carry forward incomplete projects from our 2021/2022 Improvement Plan.
- We are going to continue with the literacy project until Christmas and thereafter the focus on numeracy.
- Address some of the environmental issues to improve the learner's experience.
- Complete the new tracking tool, train staff and implement at the end of the last tracking period ready for 2022/23.
- Use of PEF PSA or Teacher time as intended – if staff absence rate reduces and remains stable
- Staff identify class and individual needs of pupils and discuss termly with HT- this forms the input of the work by PEF PSA and Teacher time

**Our current evaluation of this QI using the *How good is our school?* (4th edition) six-point scale – based on an incomplete analysis of our progress (because of the periods of remote learning).**

**satisfactory**

**Our current evaluation of this QI using the *How good is our early learning and childcare?* six-point scale – based on an incomplete analysis of our progress (because of the periods of remote learning).**

**good**

## Q1 3.1

# Ensuring wellbeing, equality and inclusion

### Themes (HGIOS?4)

- Wellbeing
- Fulfilment of statutory duties
- Inclusion and equality

### Themes (HGIOELC)

- Wellbeing
- Fulfilment of statutory duties
- Inclusion and equality

### Question 1

**How are we doing? What's working well for our learners? What are the features of effective practice in our school and ELC setting?**

- Usually in this section of the Standards and Quality Report we would be writing about what parts of our Improvement Plan have led to better outcomes for our learners. Because of the periods of interrupted learning, it is difficult for us to do that. Here are some key features of our work that describe what we do well in "Ensuring wellbeing, equality and inclusion".
- We have a robust Child Plan process in place.
- We actively promote Inclusion and equality of learners and staff
- We achieved Rights Respecting School Bronze Award.
- Calendar for ensuring protocols, risk assessments and strategies to support learners is in place for regular updates.
- Children feel safe and cared for at school.
- There are positive relationships across the school.
- School is inclusive and strives to provide a positive experience for all by working with partner agencies in line with Highland Practice Model.
- Inclusive environment where respect is key.
- School staff work hard to ensure children's needs are met and they are supported in their learning so everyone can access the curriculum.
- Child Plan meetings take place regularly and staff work effectively with other agencies to provide support and share information.
- A nurturing approach is adopted which promotes emotional wellbeing.
- Pupil voice is key and embedded in the pupil council.

### Question 2

**How do we know? What evidence do we have of positive impact on our learners?**

- We have had direct feedback from parents in person, via emails, diaries, questionnaires and via Google classrooms. They are happy and feel that their children are safe and well cared for.
- HT observation and discussions.
- Feedback from staff evaluations and observations.
- PSA keyworker system.
- Calendar for ensuring protocols, risk assessments and strategies to support learners are reviewed termly is in place.
- Relevant training takes place annually and as required such as Child Protection, Epilepsy etc..
- Ethos of school is positive.
- Pupils aware of SHANARRI indicators.
- Positive relationships with partner agencies, eg. Social Work, Ed Psych, SaLT, Physio, Childsmile, School Nurse
- Staff all trained in Child Protection.
- Use of outdoors in learning for all children.
- Staff provide differentiated curriculums to address children's needs.
- Elaborated curriculum for individuals to gain key life skills.
- Professional dialogue ongoing between HT and class teachers (and all staff)
- Children's views included in Child Plans (CP).
- CPs and ASN records regularly updated
- Regular input from Speech and Language Therapist (SaLT), Educational Psychologist, physiotherapist, occupational therapist etc
- Staff aware of needs in classes
- PEF PSA and Teacher time used for targeted pupils on literacy



- Scoping exercise to ensure consistency of nurturing approaches across the school using the SHANARRI indicators

### Question 3

#### What could we do now? What actions would move us forward?

- This year we are going to focus on recovery from the periods of remote learning (see above) and will carry forward incomplete projects from our 2020/21 Improvement Plan if we have capacity to do so.
- To work towards our Silver Rights Respecting School (RRS)
- Improve the environment and car parking area.
- Embed RRS
- Continue to embed Vision, Values and Aims in all aspects of school life
- Try to ensure PEF PSA and Teaching time is used for what was intended and not for covering staff absences
- Professional dialogue ongoing between HT and class teachers (and all staff) but add termly formal meetings to discuss individual pupils
- Equality and Diversity training carried out for all staff
- Project to promote healthy eating with funding from education Scotland

**Our current evaluation of this QI using the *How good is our school?* (4th edition) six-point scale – based on an incomplete analysis of our progress (because of the periods of remote learning).**

good

**Our current evaluation of this QI using the *How good is our early learning and childcare?* six-point scale – based on an incomplete analysis of our progress (because of the periods of remote learning).**

good

## Q1 3.2

# Raising attainment and achievement/ Ensuring children's progress

### Themes (HGIOS?4)

- Attainment in literacy and numeracy
- Attainment over time
- Overall quality of learners' achievement
- Equity for all learners

### Themes (HGIOELC?)

- Progress in communication, early language, mathematics, health and wellbeing
- Children's progress over time
- Overall quality of children's achievement
- Ensuring equity for all children

### Question 1

**How are we doing? What's working well for our learners? What are the features of effective practice in our school and ELC setting?**

- Usually in this section of the Standards and Quality Report we would be writing about what parts of our Improvement Plan have led to better outcomes for our learners. Because of the periods of interrupted learning it is difficult for us to do that. Here are some key features of our work that describe what we do well in "Raising attainment and achievement/ensuring children's progress".
- Every child has access to a device such as a chromebook.
- The PEF funded literacy project has been positively received and literacy levels have improved for the targeted pupils
- Phonological Awareness Tracker highlights areas to develop.
- We have continued to build on the use of PODD/ PECS, Makaton and visuals throughout the school to support understanding and expressive communication.
- Equity is one of our values that we actively promote and talk about with the young people.
- We celebrate learner's achievements daily and weekly within each class.
- Staff engaging with benchmarks to assess where children are at in their learning, and are becoming more confident at this
- Emerging literacy and Words up strategies implemented to support language development
- Range of activities to support literacy and numeracy available in classes each day
- Trackers in place to track pupil progress over time
- Smooth transition between classes/settings and staff are knowledgeable about pupils
- Pupils are provided with support to achieve their own levels and at key transition points
- PSAs used to target support with children, as all have Level 4 needs
- PEF PSA and teacher hours used to support targeted groups to close gaps in learning
- Attendance figures are generally good
- Pupils actively encouraged to share achievements within and out with school
- Pupils talk about their learning and express views and opinions freely
- We use concrete and practical resources to support learning and make it relevant
- Exclusion rates are low
- Staff participate in relevant training

### Question 2

**How do we know? What evidence do we have of positive impact on our learners?**

- We have direct feedback from parents in person, via emails, diaries, questionnaires and via Google classroom.
- HT observation and discussions.
- Feedback from staff evaluations and observations.
- There is an increase in the use of Makaton in the lower primary and early years.
- We have been able to measure and evidence progress of pupils learning in early years, primary and secondary through regularly updating trackers
- Pupils talk about Equity; they are aware of the differences and are actively trying to seek better provision through the use of surveys, national forums and their campaign for a new school.
- Professional dialogue between teachers and support staff about pupils' work
- Words up and Emerging Literacy strategies and tools used in primary stages
- Phonological Awareness Tracker used
- Ongoing dialogue between staff ensures teachers are kept up to date with pupils and their learning
- Post school destinations are in place for most leavers

- Child plans are up to date
- Low exclusion rate
- Most pupils in the Senior Phase got their Duke of Edinburgh (DOE) Bronze award
- Whole class awarded Social Enterprise Academy Start Up Award.

### Question 3

#### What could we do now? What actions would move us forward?

- This year we are going to continue to focus on recovery from the impact of Covid, with a continued focus across school on literacy, numeracy and HWB
- Completion of the literacy project.
- Use the tracking data to look at how we are improving in literacy and numeracy.
- Continue to involve the pupils in discussions regarding the new school building
- School improvement will also focus on moderation and assessment across the special schools ASG
- PEF money to be spent on interventions to support pupils 'closing the gap' in attainment, mainly on staffing resource
- Continue to use Phonological Awareness Tracker and revisit over time
- Interrogation of data required to continue to be developed – HT – Staff, Staff – Staff
- Re-establish links to some local business/groups and other schools
- Revisit strategies and systems which promote opportunities for initiating communication

**Our current evaluation of this QI using the *How good is our school?* (4th edition) six-point scale – based on an incomplete analysis of our progress (because of the periods of remote learning).**

good

**Our current evaluation of this QI using the *How good is our early learning and childcare?* six-point scale – based on an incomplete analysis of our progress (because of the periods of remote learning).**

good

# KEY THEME

## from QI 2.2

### Curriculum

#### Theme 3 (HGIOS?4)

- Learning pathways

#### Theme 3 (HGIOELC?)

- Learning and development pathways

#### Question 1

**How are we doing? What's working well for our learners? What are the features of effective practice in our school and ELC setting?**

- Usually in this section of the Standards and Quality Report we would be writing about what parts of our Improvement Plan have led to better outcomes for our learners. Because of the periods of interrupted learning it is difficult for us to do that. Here are some key features of our work that describe what we do well in "Learning pathway"
- We have a curriculum rationale that makes sure that all areas are covered and included. There are whole school links and a thread that brings the whole school together. Each year the focus is different.
- There are themes for BGE. Primary curriculum has discrete literacy, numeracy and H&W and the other subjects are delivered through IDL linking with the theme. Learners have opportunity to make the most of responding to contexts such as festivals and events such as the football etc. Literacy, numeracy and H&W run through every subject area and life skills are incorporated in to the learning.
- When pupils move to secondary BGE they operate on a timetable with all discrete subjects but they still link in with the theme, leading for opportunities for IDL. Similar to Primary BGE, literacy, numeracy and H&W run through everything as do the development of life skills.
- Within the senior phase, pupils work towards their National 1,2,3 and sometimes 4 qualifications in 6 core areas. They will cover every subject during the three year period. If they wish to specialize we do our best to accommodate this. They also work towards an award. Last year it was Duke of Edinburgh and this year it is YPI. The focus for the senior phase is post school transition so they also attend Inverness College and work placements where possible. Every year they complete units in their personal achievement award, which focus on skills for life and work. As in the other year groups, independent living and life skills are weaved throughout the curriculum.
- Languages – We focus on Makaton in the lower primary and have an IDL approach to Gaelic. In secondary they have a period a week of Gaelic and then work towards their National 2 awards. The pupils really enjoy Gaelic and have selected it as their preferred option.
- Pupils follow a curriculum which is well balanced and provides progression.
- Staff building confidence in assessing where a learner is within a level.
- Play pedagogy has high profile in early years.
- Learning experiences are tailored to the interests and needs of the pupils.

#### Question 2

**How do we know? What evidence do we have of positive impact on our learners?**

- Officers and staff have commented on the clear structure of the curriculum and the pathways.
- Pupils work with us to tweak and respond, and they can tell us what they want to learn about.
- Staff use progression planners for planning, recording and assessing learning and teaching.
- Pupils have opportunity to have their voices heard when planning topics.
- Pre-verbal pupils are observed to make progress and to be able to demonstrate their learning when using practical equipment and visual supports.
- Group and individual needs are identified and strategies implemented
- All teachers and PSAs support children as and when needed.
- All pupils are able to access the curriculum.
- Teachers are more confident in stating where pupils are within a level for all curricular areas.
- Trackers are used to track pupil progress
- Most pupils in the Senior Phase got DOE bronze award (ASN)
- Whole class awarded Social Enterprise Academy Start Up Award.

### **Question 3**

#### **What could we do now? What actions would move us forward?**

- This year we are going to focus on recovery from Covid and have a large focus on the areas of literacy, numeracy and health and Wellbeing
- We are going to look at developing and delivering employability skills courses in the senior phase.
- Re-establish links within the community and activities such as horse riding to support the school's evolving curriculum
- Curriculum rationale to be revisited and updated
- Staff to ensure pace and challenge is appropriate for all pupils
- Moderation within special schools ASG to further build teacher confidence in assessing where pupils are within a level.
- Ensure the pupil voice is heard
- Play to continue to be a focus in early years
- Revisit strategies and systems which promote opportunities for initiating communication

# KEY THEME

## from QI 2.7

### Partnerships

#### Theme 3 (HGIOS?4)

- Impact on learners (focus on parental engagement)

#### Theme 3 (HGIOELC?)

- Impact on children and families (focus on parental engagement)

#### Question 1

**How are we doing? What's working well for our learners? What are the features of effective practice in our school and ELC setting?**

- Usually in this section of the Standards and Quality Report we would be writing about what parts of our Improvement Plan have led to better outcomes for our learners. Because of the periods of interrupted learning it is difficult for us to do that. Here are some key features of our work that describe what we do well in "Partnerships – parental engagement".
- Active and supportive Parent Council who engage with aspects of Self Evaluation
- Open door policy with approachable staff
- School encourages parents to give feedback on aspects of school improvement
- School works effectively with various partners to support pupils and individual needs
- Parental views sought on aspects of school life
- Daily contact with parents through diaries and Google classroom.
- The Parent Council has been instrumental in securing agreement for a new school.
- Our parents/ carers are involved in the planning of strategies (and at times the curriculum ) to support for our learners

#### Question 2

**How do we know? What evidence do we have of positive impact on our learners?**

- We would not be able to effectively teach our pupils if we did not have such close partnerships.
- If an intervention is needed, we work with the parents/ carers and the successes we see are because we work in partnership.
- Parents/ carers have told us that they feel that they are part of a family.
- We have had generous donations of money, time and resources to help improve areas of the school, which have helped to improve the learning environment.
- Parent Council views and support is sought on school issues
- More parents attend Parent Council Meetings now
- Staff approachable and available to meet with parents
- Parents evenings
- Open day, sporting events
- IEPs are shared with families
- Productive relationships with various partners, such as Educational Psychologist, Practice Lead, epilepsy Nurse, Speech and Language Therapist, , School Nurse, Pediatrician etc
- Informal chats with parents
- Discussions during parents' evenings and child's plan/ core group meetings

#### Question 3

**What could we do now? What actions would move us forward?**

- This year we are going to focus on recovery from Covid and have a continued focus on literacy, numeracy and HWB
- Continue to develop relationships with Parent Council and the Members as we progress towards a new school building
- Continue to develop opportunities to collect parental feedback
- Continue to develop and sustain effective relationships with school partners to benefit our pupils and any individual needs
- Continue to gather views of parents through formal and informal methods and act on these if appropriate