

STANDARDS AND QUALITY REPORT AITHISG INBHEAN IS CÀILEACHD

2022/23



St Clement's School
HIGHLAND COUNCIL | TULLOCH STREET, DINGWAL, IV15 9JZ

Introduction: Local and National Context

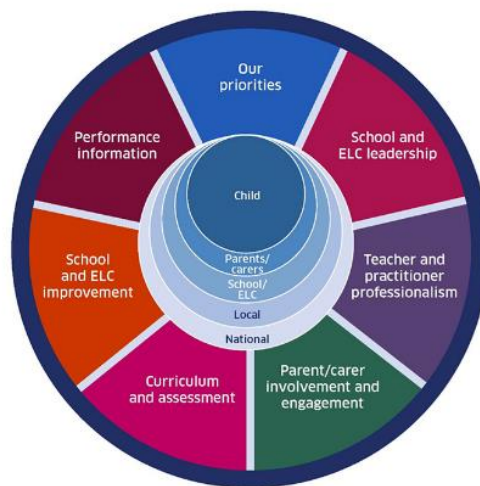
Ro-ràdh: Co-theacsa Ionadail agus Nàiseanta

This Standards and Quality Report is influenced by both Highland and national priorities. These can be summarised as follows:

Highland Priorities



National Improvement Framework Priorities



Entitlement, Excellence & Equity:

We will raise attainment and achievement for all, especially for children and young people from disadvantaged circumstances, including rural deprivation. We will focus relentlessly on improving standards and the quality of learning and teaching, to ensure that entitlement, equity and excellence are delivered across the system.

Empowerment & Leadership:

We will develop leadership skills at all levels of the system, for now and the future, building a culture of empowerment and professional capital.

Relationships:

We will maximise health and wellbeing for all children and young people, to give them the best possible start in life. We will ensure every child and young person feels part of the community they live in.

Opportunity:

We will maximise opportunities for our children and young people, and for the wider Highland community and its visitors, through the provision of high-quality services.

The key priorities outlined in the National Improvement Framework are:

- Placing the **human rights and needs of every child** and young person at the centre of education
- 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 skills and **sustained, positive school-leaver destinations** for all young people
- **Improvement in attainment**, particularly in literacy and numeracy.

Self-evaluation

To support self-evaluation, quality indicators from the national evaluative framework How Good Is Our School?4 are referenced.

Links to these sources (and others referenced) can be found here:

- [National Improvement Framework Improvement Plan](#)
- [HGIOS? 4](#) and [HGIOELC](#)
- [Health and Social Care Standards](#)
- [National Gaelic Language Plan](#)

In this report the following words are used to describe the numbers and proportions used:

All	Almost all	Most	Majority	Less than half	Few
100%	91% - 99%	76% - 90%	51% - 75%	16% - 50%	Up to 15%

We are pleased to present our Standards and Quality Report for Session 2022-23. This report forms part of our quality improvement framework and provides important information regarding our school's progress to date and our next steps in school improvement.

Self-Evaluation for Self-Improvement is at the heart of our practice. We continue to develop our practice in making robust use of evidence as a basis for judgements regarding the impact of our work on our learners. All staff understand that self-evaluation is an integral aspect of our approach to continuous improvement through addressing the 3 key questions:

- How well are we doing?
- How do we know?
- What are we going to do now?

Throughout the year we continuously evaluate what we do and how it makes a difference to our learners. We want to know what is working well for our school community and what needs further improvement. We inform decision making and actions through a continuous process of looking inwards, outwards and forwards.

Looking inwards - starts with those working with our children and young people

We focus on the impact on outcomes for learners. Our self-evaluation processes triangulate information, data, people's views and observation of practice to measure impact and inform planning for improvement.

Looking outwards - learning from others

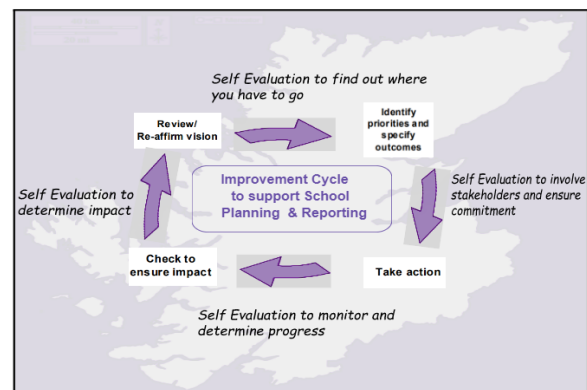
Looking to others for new ideas that challenge our practice and support continuous improvement allows us to learn from what works and what doesn't. This includes practice in other schools, learning communities and learning from educational research.

Looking forwards - creating a vision and planning for implementation

Through leadership at all levels, we anticipate challenges and explore creative solutions. This helps us to create an aspirational vision for our school which shapes our actions and provides a focus for improvement.

Our children and young people are actively consulted and involved in this process. We also give staff, parents/carers, and other partners the opportunity to participate in discussions and activities to shape our improvement journey.

When we develop our improvement plan, we use key questions at scheduled review times throughout the session to know how well we are progressing towards achieving these positive outcomes and changes.



Together we are working hard to ensure the Highlands is the best place for children and young people to grow up safely, learn, develop and achieve.

With positive experiences, our children and young people will always see the Highlands as home.

Le eòlasan deimhinneach, bidh ar cloinn is ar n-òigridh daonnan a' faicinn na Gàidhealtachd mar dhachaigh.

Name Colin Masterson
Head Teacher
St Clement's School

Pròifil na Sgoile

The following information can be found on [Parentzone Scotland](#). It is important to remember that statistical data alone is not a measure of how well we are doing. All schools are unique. To understand how well we are doing it is important for us to look at a range of different data sources.

Attendance
93.2%

Average Class Size
6

Meeting PE Target
Target Met

Pupil Numbers
47

Teacher Numbers
11

Pupil Teacher Ratio
4.3

We have had no exclusions this year.

St Clement's Special School is in Dingwall serving the Mid Area of Highland (From North Kessock to Invergordon)

There are 47 children attending the school ranging from P1-S6, there is a nursery which is currently closed. Pupils all have Additional Support Needs and have been through the admission process before being given a place at St Clement's.

The headteacher has overall leadership responsibility for St Clement's Special School. The headteacher is supported by a principal teacher.

As the school roll comprises a small number of children, attainment and progress will be expressed in 'overall' statements, rather than specific year groups or Curriculum for Excellence levels. This is to ensure the identity of individuals is not disclosed.

Overall, attainment across the school in literacy and English and numeracy and mathematics is satisfactory. Children achieve appropriate CfE levels in literacy and numeracy and, across the school. Most children who face barriers to learning are making satisfactory progress towards meeting their individual targets, which for many are at Foundation-Pre Early level.

Overall children are making the following progress:

Reading

Satisfactory progress

Writing

Satisfactory progress

**Listening and
talking**

Satisfactory progress

Numeracy

Satisfactory progress

School vision, values and aims

Lèirsinn, luachan agus amasan na sgoile

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.

Review of progress for session

Ath-sgrùdadh air adhartas airson an t-seisein

These projects are linked to the vision and priorities for Scottish Education based on delivering excellence and equity. Parent/Carer information is available [here](#).

School Priority:

Rights Respecting School Award, Plan for Silver.

Purpose:

With the incorporation of the UNCRC into Scottish Law on the 16th of March 2021 the need to educate children in their rights became a priority and using the UNICEF Rights Respecting School award programme gave a structure to this.

- **NIF Priority** Placing the human rights and needs of every child and young person at the centre of education

To Focus on the four key areas of impact for children at a Rights Respecting school: wellbeing, participation, relationships, and self-esteem. To do this we will achieve Rights Respecting Schools Award – silver: Rights Committed

Review school practice against the silver outcomes for each of the RRSA strands.

To enable young people and adults to collaborate to develop and maintain a school community based on equality, dignity, respect, non-discrimination and participation. This includes learning and teaching in a way that respects the rights of both educators and learners and promotes well-being.

Progress:

Inform entire school community about target of achieving RRSA, Completed

Hold RRSA assemblies to raise awareness of the UNCRC. These have been held consistently and pupils as well as staff are aware of our journey to Silver and are familiar with a range of the 42 Articles.

Review school practice against the silver outcomes for each of the RRSA strands. Completed

Many children at St Clements are aware that we have achieved our Bronze RRS award.

Our aim to achieve Silver

has been widely and frequently shared with staff, parents, pupils, the Pupil Council and the Parent Council.

We have our own RRS song, used at each assembly, which underpins the fact that all children everywhere, as well as our own pupils, have rights that help them reach their full potential and keep them safe.

During the 22/23 session weekly assemblies for both Secondary and Primary pupils have kept Rights front and centre in school life. The Right of the month (ROM) is sometimes referred to but mostly the spotlight has been on looking at those rights which concern our pupils here, all of whom have special needs.

Through drama, discussion and sharing videos pupils have engaged with Rights learning. Books containing the Rights in child friendly language are distributed in assemblies for pupils to refer to, helping to underpin learning.

A class of Secondary pupils have formed our steering group. They have been enthusiastic about being part of something that thousands of UK schools are involved with. This fact also appealed to the members of our Parent Council who are supportive of our aim to achieve the Silver RRS award.

Complete action plan for Silver using Red, Amber and Green marking for each strand and record on action plan for silver.

Completed

Pupils will be able to express how they feel and what to do if they need support.

We explored the issue of Child Protection in a recent secondary assembly and will revisit the themes of feelings & support on a regular basis.

Contact RRSA Team to inform of work carried out.

RRS lead has met with RRS officers for online training for achieving the silver award.

Staff to attend training for the silver award and a National RRS conference.

The young people and adults will collaborate to develop and maintain a school community based on equality, dignity, respect, non-discrimination and participation. This includes learning and teaching in a way that respects the rights of both educators and learners and promotes well-being.

The themes outlined above- equality, dignity etc underpin the daily life and learning environment Completed

Staff to engage with other schools in the ASG.

Initial contact has been made with Dingwall Primary. A meeting is planned for early T4 2023.

Class teachers will raise awareness of the rights of the child and children and young people will be familiar with a number of Articles of the CRC and can talk about the rights they enjoy.

Through staff meetings & assemblies all teaching staff are aware of a number of the articles which comprise the UNCRC.

at St Clements. The Pupil Council, Parent meetings, Staff meetings, Social events all contribute to creating a healthy & positive ethos where RRS values are shared and valued.

There are two RRS display boards in the school which currently display 9 articles and from these a selection of 5 or 6 of these (made by pupils) will be used to form our own St Clements RRS charter.

Good Progress was made in this area raising the profile and understanding of UNCRC across the school.

Next steps:

Continued focus on the Action plan for Silver and gaining Silver accreditation for St Clement's.

Create our own Rights Charter

Take Rights sharing into the community through links with schools within our ASG

School Priority:

Food and Health as a context for learning

Purpose:

Aim is to improve practitioner confidence in providing progressive, high quality, skills-based learning experiences which help to embed food education into the ethos of the establishment.

Progress:

Focusing on NIF priority to bring about an improvement in young people's health and wellbeing by promoting healthy eating and the skills required to make simple meals. This

Impact:

At the start of the project very few pupils ate fruits or vegetables. Our questionnaire indicated a majority of pupils ate potatoes (mainly in chip form) or bananas. A small number of pupils had basic kitchen skills which

Inspiring ambition and nurturing happiness

was successfully linked to growing, cooking and eating food.

they were able to demonstrate independently. We are still at a very early stage in the project and as a whole, the progress is slow, however, individual pupils have made huge breakthroughs for example one pupil would not tolerate or touch anything wet but built up the courage to use a spoon to spread tomato sauce on a tortilla base to make a pizza. He also picked up some grated cheese with his hands. A different pupil used the food workstation to chop up cucumber and then picked up the sliced cucumber to add to a sandwich.

Across the school we have been working on recognising and naming different fruits and vegetables. We are using recordable button systems (similar to Big Mack switches) which give pre-verbal children a voice and support their engagement. Four sets of Big Point recordable buttons were purchased and children use these in combination with symbols.

We have been investigating seasonal vegetables in the classes, some classes have used all 5 senses to investigate the vegetables and other classes or individual pupils have slowly built their tolerance of unfamiliar fruit and vegetables to allow individual pieces of apple or carrot (for example) to rest on the table beside them.

Each class has one timetabled cooking lesson per week with me and opportunities for cooking or food tasting sessions with their teachers during normal class time. Depending on the individual pupil targets within each class the cooking session focuses on reducing food phobias, encouraging food recognition and increasing tolerance, or selecting and making particular recipes.

Very Good Progress was made in this area with almost all pupils engaging in the project.

Next steps:

As this project progresses it is intended to work more closely with other ASN schools in our cohort. The recipes and lessons plans will be shared and any 'lessons learned' as we carry the project forward. There will be a continued focus on developing Health and Wellbeing at St Clement's using food growing and cooking as a medium for learning.

School Priority:

Raising Attainment in Literacy and Numeracy

Purpose:

Focussing on NIF priorities to raise attainment in literacy and numeracy, as well as closing the attainment gap between the most and least disadvantaged children and young people.

To develop a bespoke tracking systems that enhances learning for all by:

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- identifying areas of strength for individuals, groups, classes & the whole school
- identifying developmental needs for individuals, groups, classes & the whole school
- supporting the identification of interventions likely to address learning needs
- measuring the impact of interventions for individuals, groups, classes & the whole school
- informing the deployment and acquisition of resources
- monitoring learner progress against clearly defined standards that relate to the language of support and the continuum of engagement
- supporting the moderation and development of standards
- supporting consistent judgements relating to progress reflecting the language of support and the engagement continuum.

Progress:

Systemic resources and policy were produced and reviewed by teaching staff.

Systemic resources and policy were developed as a result of feedback from teaching staff.

Policy expectations were monitored by the project lead and reviewed with staff.

Data was used to inform collegiate activity pertaining to SMART target setting.

Various early years Numeracy progressions and methodological advice were gathered and shared with staff.

Staff feedback was used to inform the creation of The STC Numeracy Progression and CPD resource. This resources details progressions / methodological advice and CPD resources across: SUBITISING, COMPARISON, OBJECT COUNTING. ADDITION and SUBTRACTION.

Impact:

Staff report satisfaction with the system and are developing approaches to ensure that individual targets inform learning and are understood by learners and support staff.

The data generated by the system reflects achievement of the stated aims within Numeracy and aspects of Literacy / Health and Wellbeing.

In spite of the many challenges faced within the academic year good progress was made in this area.

Teaching staff can now access The StC Maths Progression and CPD resource when planning learning in maths.

Attainment data is now available in numeracy describing benchmark attainment / benchmark coverage / individual target setting rates and individual target achievement.

Data from Phase 1 to Phase 2 reflects:

a 5% increase in attainment of benchmarks;

a 13% increase in benchmark coverage;

an increase of 226 individual targets set for learners;

a 12% increase in learner achievement of individual targets set.

Overall Good Progress was made in this area and a continued focus is highlighted in the Next Steps below.

Next steps:

To:

- extend the tracking capacity of the system to include group, cohort and whole school data relating to benchmark attainment in Literacy and Health and Wellbeing.
- monitor the degree to which The Stc Numeracy Progression and CPD resource is impacting upon learning and attainment.
- further develop approaches to target setting that are SMART (Specific, Measurable, Achievable, Relevant and Time bound) and include the language of support.

- develop approaches to ensuring that all learners, parents / carers and staff are aware of learning targets and able to support and celebrate learning, as appropriate.
- to develop a STC Literacy Progression and CPD resource to be used to inform planning for learning in Literacy.

Progress and impact of Pupil Equity Fund

Adhartas agus buaidh Maoin Cothromas Sgoilearan

Progress of our PEF projects have been impacted by staffing issues, so limited progress has been made towards the targeted areas.

Wider achievements

Coileanaidhean nas fharsainghe

Youth and Philanthropy Initiative, YPI
 NC Employability and Citizenship
 Scottish Enterprise School Award
 Nat 1 Experiencing a work-related activity
 Attending a Camanachd shinty residential
 Attendance at Sports competitions

Comments from learners, families, stakeholders and staff

Beachdan bho luchd-ionnsachaidh, teaghaichean, luchd-ùidhe is luchd-obrach

One of the best years for son's achievement and learning.
 Fantastic teachers and support staff.
 PSAs incredible.
 Changes in leadership unsettling.

Capacity for continuous improvement

Comas airson leasachadh leantainneach

Using indicators from 'How Good is our School 4' together with learner, parent, carer, partner and community feedback we believe we have made the following progress this session:

	ELC	PRIMARY	SECONDARY
QI 1.3 Leadership of change	Weak	Weak	Weak
QI 2.3 Learning, teaching and assessment	Satisfactory	Satisfactory	Satisfactory
QI 3.1 Wellbeing, equality and inclusion	Satisfactory	Satisfactory	Satisfactory
QI 3.2 Raising attainment and achievement/Securing children's progress	Satisfactory	Satisfactory	Satisfactory

Our overall evaluation of our capacity for continuous improvement is:

Inspiring ambition and nurturing happiness

We are confident in our capacity for continuous improvement.

Key priorities for improvement planning

Prìomhachasan airson planadh airson leasachadh

Revisiting our Curriculum Rationale.
Phase three of the Numeracy Project.
Rights Respecting Schools Award, Silver.

Planning ahead

A' planadh air adhart

Full details of the school's 2023/24 improvement priorities and actions are detailed on the school improvement plan, which will be shared with parents or can be accessed by contacting the school office.