

# STANDARDS AND QUALITY REPORT AITHISG INBHEAN IS CÀILEACHD

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2023/24



**St Clement's School**  
**TULLOCH STREET, DINGWALL, IV15 9JZ**

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## School Profile

### Pròifil na Sgoile

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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 sources.

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

There are 49 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 an Acting Depute Teacher and 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. Some learners are accessing SQA awards at National 1,2 and 3 levels.

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## Data relating to our context:

<b>Pupil Numbers</b>	<b>Attendance</b>	<b>Exclusions</b>	<b>Teacher Numbers (FTE)</b>
49	91.54%	0	11.8

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<b>SIMD Q1</b>	<b>SIMD Q2</b>		<b>SIMD Q3</b>	<b>SIMD Q5</b>	<b>Unknown</b>
10-20%	20-30%		40-50%	0-10%	0-10%

<b>Overall ASN</b>	<b>EAL</b>	<b>Glossary:</b>
100%	0-10%	FTE – Full Time Equivalent SIMD – Scottish Index of Multiple Deprivation 1= % of pupils living in most deprived areas 5=least deprived areas ASN – Additional Support Needs EAL – percentage of learners for whom English is an Additional Language

## Attainment

### P1-S3 – Broad General Education

In a Special School most children in Broad General Education will be working between pre-early milestones and early level. A few may be working within first in some areas. Children are assessed and their progress is tracked. Interventions are put in place where we feel a child is not making progress as expected in relation to their potential. For some children their progress may be lateral due.

Almost all children and young people will use a range of communication systems to communicate with each other and adults. These include but not exclusively signing, symbols and assistive technologies.

### S4-S6- Senior Phase

Most children and young people are working towards accreditation at level 1 and 2 in a range of curricular areas. A minority of learners may be working at level 3 in some areas.

This year children and young people have attained accreditation in the following areas.

Maths, English, Creative Arts and have attained awards in Duke of Edinburgh, John Muir Award and First Aid

### Destinations of School Leavers

All our school leavers are going on to positive destinations.

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## 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 of improvement plan projects for session 2023/24

### Ath-sgrùdadh air adhartas airson an t-seisein

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

<b>School Improvement Plan Priority 1 <i>Developing a Curriculum Rationale</i></b>	
Summary of impact	Next steps
<ul style="list-style-type: none"> <li>✓ Learners feel more listened to and know their views are considered.</li> <li>✓ Satisfactory progress was made in this area, however logistical issues have impacted on this project's progress.</li> <li>✓ Staff have engaged with Rationale review and have a greater understanding of it's purpose and impact.</li> <li>✓ Meetings with teaching and support staff have been successful in gaining direction</li> </ul>	<p>Complete review of pupil's views using Wee HGIIOUS, using supportive communication aids. WTA Calendar allocated dedicated time for this project.</p>

<b>School Improvement Plan Priority 2 <i>Achieve the Rights Respecting School Silver Award</i></b>	
Summary of impact	Next steps
<ul style="list-style-type: none"> <li>✓ Some pupils are aware of the school's status as a Bronze RRS</li> <li>✓ No progress was made towards this improvement target due to significant staffing issues surrounding the project.</li> </ul>	<p>RRS Silver accreditation to be considered as an ongoing part of school life and not a stand-alone project.</p>

<b>School Improvement Plan Priority 3 <i>TRACKING, PLANNING AND ASSESSMENT</i></b>	
Summary of impact	Next steps
<ul style="list-style-type: none"> <li>• Improved staff understanding and confidence in planning and tracking.</li> <li>• Increase in number of individual targets being set and achieved.</li> <li>• Increased identification of interventions likely to address learning needs.</li> <li>• Increased consistency of judgements relating to progress reflecting the language of support and the engagement continuum.</li> <li>• Increased accuracy of data allowing more individualisation and differentiation of work for pupils.</li> </ul>	<ul style="list-style-type: none"> <li>• Further development of the tracking to capture Literacy data more comprehensively</li> <li>• PEF money allocated for development time</li> <li>• Planning, Tracking and Data attainment meetings scheduled</li> </ul>

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## Progress and impact of Pupil Equity Fund

### Adhartas agus buaidh Maoin Cothromas Sgoilearan

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#### Literacy Support

Phonological awareness tests completed, and data recorded and shared.  
Supporting resources developed and on shared drive.  
Individual learner support packs created for the majority of learners.

#### Numeracy

Maths Mastery in place for most learners.  
Increased number of individualised targets have been set and achieved by most pupils.  
Increased attainment in numeracy for most learners.

#### Tracking, Planning and Assessment

Completion rates have steadily risen and now meet policy expectations.  
Staff have engaged with data to inform learning.  
A range of resources are now being used to plan an increased number of differentiated, progressive targets for learners throughout the school.

#### Outdoor learning

Glasgow motivational and wellbeing profile completed for the majority of learners.  
Increased participation in outdoor learning for most learners in the cohort.  
Certification achieved for all learners in the cohort.

## Wider achievements

### Coileanaidhean nas fharsainghe

John Muir Award, Duke of Edinburgh Award, Scottish Junior Forester Award, Participation in Disabilities sports at regional and National level. Swimming lessons completed.

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## Comments from learners, families, stakeholders and staff

### Beachdan bho luchd-ionnsachaidh, teaghlaichean, luchd-ùidhe is luchd-obrach

#### Comments

Very happy with how the PSA staff and teachers communicate with parents and give knowledge of progress.  
Communication and relationships seem to have improved

Securing a new stand alone, purpose built school that is a centre of excellence and brings with it an ethos of inclusion, integration, equality and diversity. This is paramount in ensuring that the pupils receive all the resources and facilities that they are entitled to.

The outdoor activities are giving Pupil X a chance to show who he is and what he can do

Thank you as always to all staff for fabulous support, excellent communication and teaching in all forms, academic and life skills.

The school staff more than deserve a mention for all their dedication, hard work, enthusiasm , positivity , compassion and commitment. They give so much. Alongside the kids they are the beating heart of St. Clements.

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## Capacity for continuous improvement

### Comas airson leasachadh leantainneach

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

	2023-2024
QI 1.3 Leadership of change	Good
QI 2.3 Learning, Teaching and Assessment	Satisfactory
QI 3.1 Ensuring Wellbeing, Equality and Inclusion	Good
QI 3.2 Raising attainment and Achievement	Satisfactory
Other QIs reviewed	

**Our overall evaluation of our capacity for continuous improvement is:**

**We are confident in our capacity for continuous improvement.**

## Key priorities for improvement planning

### Prìomhachasan airson planadh airson leasachadh

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Improvement Priority Title
1. Curriculum Rationale
2. Numeracy and Literacy Tracking
3. Play based Learning

## Planning ahead

### A' planadh air adhart

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

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