

Education - Improvement Planning Document

Establishment Name:

Moorfoot Primary School, Nursery Class
and Garvel Deaf Centre

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Signatures:

Head of Establishment	Alison Irvine	Date	June 2019
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Development Officer	Elaine McLoughlin	Date	June 2019
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Our Vision, Values and Aims

Our Vision:

We are a five star school. We strive for all learners to achieve success and be equipped with the skills and knowledge to make the best life choices. Learners will be enabled to lead happy, healthy and fulfilling lives where they can effectively contribute to society, showing respect and tolerance towards others.



Our values:

Our school values are integral to our school ethos and culture. They are known and referred to by our pupils. We have five school values. We promote our school as a "five star school".

- Try your best
- Be kind
- Be fair
- Look after your school
- Be safe





Our Aims:

- ❖ To develop an open, welcoming and caring school in which all children feel safe, healthy, active, nurtured, achieving, respected, responsible and included.
- ❖ To create an environment which reflects our school values
- ❖ To build strong collaborative partnerships with parents, carers, families and the local community.
- ❖ To provide a broad, balanced and creative curriculum which meets the unique needs of Moorfoot Primary School pupils.
- ❖ To provide high quality learning experiences in every classroom
- ❖ To provide staff with high quality staff development and professional learning to enhance practice
- ❖ To meet the needs of all and ensure equity for all learners
- ❖ To promote the life-long learning of all staff, pupils and stakeholders, by sharing and developing a learning culture throughout the school community.
- ❖ To promote diversity and empower individuals to flourish and thrive regardless of, sex, age, disability, gender, race or religion.
- ❖ To include all members of the school community in the process of school improvement and self-evaluation.



3 Year Overview of Establishment Priorities

The improvement priorities for our establishment are noted on the following page. They have been expressed in the context of the National Improvement Framework

Our Improvement Priorities extend in a rolling programme over three years. Each priority has been coded accordingly:

Session	2018-2019
	2019-2020
	2020-2021

Overview of rolling three year plan

National Priorities	Session 2018-2019	Session 2019-2020	Session 2020-2021
<p>Improvements in attainment, particularly in literacy and numeracy</p>	<p>Improve attainment in literacy and numeracy across the school.</p> <p>Ensure progression in literacy and numeracy through use of Inverclyde pathways.</p> <p>Further develop SEAL at the Early Level including the Nursery Class.</p> <p>Develop SEAL as an intervention tool at First and Second Level.</p> <p>Further develop the use of Number Talks and mental maths strategies.</p>	<p>Further increase attainment in literacy and numeracy across the school. Increase in number of pupils "exceeding expectations" in literacy and numeracy.</p> <p>Further develop use of literacy and numeracy progression pathways and also make growing reference to other curriculum pathways.</p> <p>Further develop SEAL at P1,2,3 and as an intervention at P4 to P7 stages Embed use of Number Talks across the school.</p> <p>Introduce SAMSON Maths resource to support improved pupil speed and accuracy of four basic number operations at all stages.</p>	<p>Increase attainment in literacy and numeracy across the school.</p> <p>Progression pathways for all curriculum areas to be used to be used in planning.</p> <p>Embed use of SEAL throughout the school and Nursery Class.</p> <p>Ensure pupils are proficient in accurate recall of the four basic number operations. Ensure pupils are proficient in the application of the four basic number operations in single step and multi step problems.</p>

	<p>Improve reading comprehension, particularly at P4 and P5 stages through introduction to Reflective Reading approaches.</p> <p>Continue to develop approaches to phonics/spelling using North Lanarkshire resources to include P4 stage.</p> <p>Introduce "debating" to senior pupils/cluster schools.</p> <p>Enhance the moderation process across level partners, school, cluster, local authority.</p> <p>Further develop ways of involving parents/carers in their child's learning.</p>	<p>Further develop Reflective Reading approaches from P3 to P7 and implement in P1 and P2.</p> <p>Further explore use of Alphabetic Code. Intro new decodable readers. Continue to develop approaches to phonics/spelling using North Lanarkshire resources to include P5 stage.</p> <p>Develop "debating" initiative.</p> <p>Fully implement the moderation process across the school/cluster/authority/inter authority. Focus on "sharing the standard"/achievement of a level, particularly in Writing and Listening and Talking.</p> <p>Develop "high quality assessments".</p> <p>Review and evaluate our learning blog. Review and evaluate how well we involve parents/carers in their child's learning.</p>	<p>Fully implement Reflective Reading approaches across the school.</p> <p>Alphabetic Code/Decodable readers. Continue to develop approaches to phonics/spelling using North Lanarkshire resources to include P6 stage.</p> <p>Further develop "debating" initiative across authority.</p> <p>Embed moderation process at all levels.</p> <p>Review and evaluate "high quality assessments".</p> <p>Continue to address parental engagement in children's learning,</p>
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	<p>Further develop Digital Learning across the school.</p>	<p>Further develop Digital Learning across the Nursery Class.</p> <p>Develop "outdoor learning" particularly at Early Level. Explore "play based learning" at Early Level.</p> <p>Develop planning, tracking and recording within the Nursery Class.</p>	<p>Keep up to date with all Digital Learning initiatives and approaches Further develop "outdoor learning" and play based learning.</p> <p>Review and evaluate planning, tracking and recording within the Nursery Class.</p> <p>Evaluate Writing programme across the school.</p>
<p>Closing the attainment gap between the most and least disadvantaged children</p>	<p>Improve attainment of all pupils in numeracy particularly those pupils in SIMD 1 and 2.</p> <p>Ensure high quality learning and teaching in every class through Visible Learning (Year 2 of Training) and AIFL approaches.</p> <p>Ensure needs of all pupils are met across the school through responsive allocation of support: eg. Staff upskilled to encourage positive behaviour</p>	<p>Links to numeracy priority above.</p> <p>Further develop high quality learning and teaching throughout the cluster. "Ensuring High Quality Learning and Teaching across Clydeview Academy Cluster". Also links to development of Visible Learning (Year 3) and Moderation.</p> <p>Upskill Support Staff in the use of resources and approaches to enhance learning for pupils eg, Numicon/Spelling/Phonics.</p>	<p>Links to numeracy priority above</p> <p>Embed Visible Learning and AIFL approaches to ensure high quality learning and teaching at all stages.</p> <p>Further upskill Support Staff.</p>

<p>Improvement in children and young people's health and wellbeing</p>	<p>Develop HWB programme across the school, making use of progression frameworks/e's and o's/ benchmarks.</p> <p>Develop pupils' ability to cope with difficulties, setbacks and challenges in their lives.</p> <p>Whole school/community HWB experience focussing on mental health and wellbeing.</p> <p>Celebrating Diversity whole school learning experience/ Autism Friendly School Award.</p> <p>Apply for RRS Gold Award.</p>	<p>Continue to develop HWB planner and continue to focus on social and emotional wellbeing.</p> <p>Continue to develop pupil resilience.</p> <p>Health Week to incorporate development of Food and Health/ Substance Misuse/Links to World of Work (choices and changes)/Anti-Bullying/Road Safety</p> <p>Maintain Gold RRS status</p> <p>Seek "Autism Friendly Schools Award" accreditation.</p> <p>Explore further accreditation with British Council and International Education.</p> <p>Develop pupil resilience through introduction of "Bounce Back".</p>	<p>Implement authority HWB curriculum pathway.</p> <p>Embed pupil resilience strategies across the school.</p> <p>Maintain Gold status</p> <p>Develop use of "Bounce Back" programme.</p>
<p>Improvement in employability skills and sustained</p>	<p>Continue to implement DYW and staff awareness of skills to be developed with pupils.</p>	<p>Further develop staff awareness of the DYW agenda.</p>	<p>Continue to take forward DYW agenda.</p>

<p>positive school leaver destinations for all young people</p>	<p>Further develop pupil leadership at all stages.</p> <p>Further explore "Creativity and Learning for Sustainability".</p> <p>Equip pupils with relevant technology skills for life, learning and work.</p>	<p>Take part in Young STEM leader Award Programme : to develop peer mentors across the school to promote STEM.</p> <p>Further develop skills and link to real life settings eg: online applications/CV/email/assessment centres.</p>	
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NIF Priority

Closing the attainment gap between the most and least disadvantaged children

At Moorfoot Primary School our priority is to raise the attainment of every learner within our school but particularly those who may be disadvantaged as a result of the poverty related attainment gap. Our current role is 263.

Fifteen pupils (5.7%) live in an area of SIMD bands 1 and 2.

- Nineteen pupils (7.2%) have "free meal entitlement" (FME).
- Twenty eight (10.6%) are recorded as having an "Additional Support Need" (ASN).

Across the school all learners are making progress in Reading, Writing, Listening and Talking and Maths with most making at least expected or better progress.

SEAL

The further introduction of SEAL at the Early stages and purchase of additional resources has allowed enhanced delivery by staff.

Attainment in Numeracy increased at all levels across the school.

Highest level of overall attainment achieved in Maths in predictions for June 2019 since session 2015 to 2016.

Children who require additional support at First and Second Levels, showing greater understanding of number and number sense.

Teachers indicate increasing confidence in delivery of SEAL.

ADDITIONAL SUPPORT STAFF

We aim to identify and address barriers to learning for all learners across our school. We aim to minimise exclusions and critical incidents. PEF funding has allowed us to employ an Additional Support Needs Auxiliary to support pupil behaviour and learning:

Continued downward trend in number of exclusions across the school.

No critical incident forms submitted to HQ this session.

Observations/feedback from staff and pupils indicate fewer disruptions to learning in classrooms.

Data shows improvements in attainment for learners.

VISIBLE LEARNING TRAINING

All staff sharing learning intentions and success criteria with learners.

The majority of staff co construct success criteria with pupils.

A few staff are exploring the use of feedback.

Pupils are talking more frequently about their learning and making use of the school's "five learning dispositions".

ASN TOOLBOX

DHT and ASN Teacher have made valuable use in diagnostic testing using this resource which has also supported follow up action points. This has impacted on the attainment of pupils with ASN.

Attainment data

	Reading	SIMD 1,2 pupils	Writing	SIMD 1,2 pupils	Listening and Talking	SIMD 1,2 pupils	Maths	SIMD 1,2 pupils
June 2016	74%	56%	72%	56%	76%	56%	85%	89%
June 2017	86%	39%	82%	50%	89%	72%	84%	39%
June 2018	84%	55%	84%	47%	93%	63%	89%	63%
Predicted June 2019	89%	92%	89%	100%	90%	100%	90%	92%

Exclusion Data

Session	Exclusions/Openings
2018-2019	4
2017-2018	4
2016-2017	17
2015-2016	5
2014-2015	12
2013-2014	10

Project / priority (details of what you are doing and who you are targeting with additional intervention)	Timescale	Details of spend	How you will evidence improvement
HQ Support	August 2019-June 2020	Estimate £350	All HR and financial regulations adhered to.
ASN Auxiliary 30 hours 46 weeks	August 2019- June 2020	Estimate £15500	<p>Continued downward trend in number of exclusions across the school. Target of zero exclusions.</p> <p>No critical incident forms submitted to HQ this session.</p> <p>Observations/feedback from staff and pupils indicate no disruptions to learning in classrooms.</p> <p>Reduced number of referrals of pupils to SMT following intervals/break times.</p> <p>Upskilling of Support Staff to support learning and teaching leads to improvements in attainment of learners.</p>

"SAMSON Maths" to support the development and understanding of mental techniques and strategies across the four number processes	August 2019 - June 2020	£3 000 (Approx. Suggested resource. TBC)	<p>Raised attainment in numeracy across the school. Dialogue with pupils indicates their clear understanding and progression of the four number processes.</p> <p>Professional dialogue with staff indicates pupils' increased confidence and ability in applying number skills in other areas of maths and other curriculum areas.</p>
Updated resources to engage pupils in reading comprehension and extend implementation of "reflective reading" initiative.	August 2019 - June 2020	£4000	<p>Raised attainment in Literacy and English. Gains made in pupil progress across the curriculum. (EEF)</p>
OSRIS / Visible Learning Training - upskilling of all teaching staff. Year 3	August 2019- June 2020	£4000	<p>Observations/feedback from pupils/professional dialogue indicates high quality learning and teaching across the school.</p> <p>Increased focus on high quality feedback to learners is evident from classroom visits and observations.</p>
Garvel Deaf Centre allocation	August 2019- June 2020	£1 000	Improved attainment in Numeracy for deaf learners.
	PROPOSED SPEND	£27 850	ALLOCATION FOR 2019-2020: £28 800

Plan - Session 2019-2020

Priority 1 Improvements in attainment, particularly in literacy and numeracy		
NIF Driver Teacher professionalism Assessment of children's progress Performance information	HGIOS?4 3.2 Raising attainment and achievement 2.3 Learning, teaching and assessment 2.5 Family learning	Other Drivers HGIOELC? 2.3 Learning, teaching and assessment 1.4 Leadership and management of practitioners RRS Article 28: (Right to education): Article 29 (Goals of education):

Expected outcomes for learners which are measurable or observable

- Attainment data indicates improvement across all year groups particularly in literacy and numeracy.
- Increase in number of pupils who are "beyond expectations" in literacy and numeracy, particularly at P7 stages.
- Improved attainment in Reading across the school from P1 to P7. Overall attainment above 90% across the school.
- Feedback indicates improved teacher confidence in Reflective Reading approaches.
- Improved teacher confidence in Teacher Professional Judgements.
- Deaf learners achieve at least expected levels of progress in Literacy and Numeracy.
- Feedback at Termly Reflection/GIRFEC Meetings indicates all children are making at least a year's progress in their learning.
- Observations show all children are actively engaged in their learning.
- Examples of pupils' learning show progress.
- Pupil discussions about learning display growing understanding of metacognition.
- Learning and Teaching observations indicate consistent high quality learning and teaching and include differentiation.
- Observations show learners are challenged.
- Parent/carers feel equipped to support their children's learning.

- Feedback from pupils, staff and parents indicates Garvel Deaf Centre staff are sufficiently upskilled in BSL to ensure communication needs of all deaf learners are met.

Tasks to achieve priority	Timescale	Those involved – including partners	Resources and staff development
1.1 Implement Cluster Moderation Plan "Ensuring the highest Quality Learning, Teaching and Assessment across the Clydeview Academy Cluster"	Aug-June 2020	SMT and Teaching Staff across Clydeview Academy Cluster.	All staff Inverclyde "Learning, Teaching and Assessment" Policy Moderation Hub
1.2 Further implementation of Inverclyde Literacy and Numeracy Frameworks across all stages.	Aug -June 2020	SMT Staff	All staff Inverclyde Literacy and Numeracy Progression Frameworks
1.3 Further implementation of SEAL at P1,2,3 and as an intervention from P4 to P7	Aug-June 2020	P1,P2.3 staff and Nursery ASN Teacher	SEAL Planners and Resources Numeracy Coaches
1,4 Ensure sound learning and teaching of four basic number operations.	Aug-June 2020	P1 to P7 staff	SAMSON Strong Maths In Service Day Input
1.5 Further develop Reflective Reading across the school and implement at P1 and P2 stages.	Aug-June 2020	DHT leading Staff	All staff "Reflective Reading" resource Anne Glennie
1.6 Develop approaches to the teaching of phonics/spelling using North Lanarkshire Active Literacy approaches and Alphabetic Code to include P5.	Aug-June 2020	P1 to P5 staff	North LAN Resources Alphabetic Code

Tasks to achieve priority	Timescale	Those involved – including partners	Resources and staff development
1.7 Further develop Reading for Pleasure across all levels.	Oct-Dec 2019	Miss McCafferty (P4 Class Teacher) leading Working Party Parent Council	All staff Scottish Book Trust website Visits to schools who have achieved success in this area.
1.8 Further develop “moderation” process across the school, cluster and authority.	Aug-June 2020	DHT (QAMSO) All staff Cluster school staff Staff from other schools within the authority	“Sharing the standard” using benchmarks/examples of pupils’ learning to increase teacher confidence in their judgements of “achievement of a level”. Examples of pupils’ learning/assessment evidence. Develop “high quality assessments”.
1.9 Visible Learning/AIFL approaches to ensure high quality learning and teaching.	Aug-June 2019	Osiris Education SMT Staff	Staff/pupils: Develop Learning Dispositions HGIOS 2.3 Effective Feedback
1.10 Develop Digital Learning, particularly in the Nursery Class.	Aug-June 2020	PT Miss Mitchell (Nursery Staff)	All staff Moorfoot ICT/Technologies Progression Framework
1.11 Further develop the use of our learning blog .	Aug-June 20	PT (ICT Co-ordinator) Mr Phillips	Staff Pupils I pads

Tasks to achieve priority	Timescale	Those involved – including partners	Resources and staff development
			Software for filming/editing.
1.12 Explore play based learning at Early Level. Develop learning outdoors at Early Level.	Aug-June 2020	HT Nursery Staff and P1 Class Teachers	National Improvement Hub BTA Our World Outdoors
1.13 Review and develop “planning, tracking and recording within the Nursery Class”	Aug-Oct 2019	HT Nursery Staff	
1.14 Garvel staff continue to develop BSL skills. Moorfoot and Nursery staff continue to develop BSL skills.	Aug -June 20	BSL Tutor (Level 1 and 2) BSL Scotland	On going training

Evidence of Impact

- Minutes/Professional dialogue with staff at Staff Meetings/ GIRFEC/Termly Reflection Meetings to discuss progress
- Observations of learning and teaching across the school and Nursery Class
- Single Word Spelling Tests
- BIG WRITE assessments
- SNSA at P1,4,7
- NGRT Standardised assessments in English and Maths at P3,4,5,6.
- Pupil reports/target setting reports

- Overall attainment of Teacher Professional Judgements will show attainment of at least 90% in Listening and Talking, Reading, Writing and Numeracy.
- Feedback from parent/carers

Priority 2 Closing the attainment gap between the most and least disadvantaged children

<p>NIF Driver Assessment of children's progress Teacher professionalism Performance information</p>	<p>HGIOS?4 1.2 Leadership of learning 2.3 Learning, teaching and assessment 2.4 Personalised support 3.2 Raising attainment and achievement</p>	<p>Other Drivers HGIOELC? 1.2 Leadership of learning 1.4 Leadership and management of practitioners RRS Article 28: (Right to education):</p>
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Expected outcomes for learners which are measurable or observable

- All pupils particularly pupils in SIMD 1 and 2 make at least expected or better progress in literacy and numeracy.
- Feedback from all pupils across the school indicates they feel supported in their learning and their emotional wellbeing.
- The school environment is calm and conducive to a culture which reinforces the importance of learning and respecting others' right to learn.
- Feedback from support staff indicates they feel better equipped to support learning and are clear on the purpose of any given learning experience.
- Reduction in number of critical incidents/disruptions to learning.
- Reduction in number of exclusions.

Tasks to achieve priority	Timescale	Those involved - including partners	Resources and staff development
1.1 Upskill Support Staff in use of resources and approaches to enhance learning and teaching	Aug-Dec 2019	DHT/PT /ASN Teacher Support Staff	SEAL Planners SEAL resources Numicon Phonics and Reading resources.

Tasks to achieve priority	Timescale	Those involved - including partners	Resources and staff development
1.2 Staff to undertake Year 3 Visible Learning Training with focus on "high quality feedback".	Aug- June 2020	Osiris Education Teaching Staff	"Visible Learning Feedback" John Hattie and Shirley Clarke.

Evidence of Impact
<ul style="list-style-type: none"> • Teacher Professional Judgements • SIMD data • Professional Dialogue at GIRFEC/Termly Reflection Meetings • Feedback from pupils • Feedback from meetings with parent/carers. • Support Staff Meetings: feedback from staff • Observations from DHT GIRFEC walkthrough • Pupil Support Timetables • Number of disruptions to learning • Number of exclusions

Priority 3 Improvement in children and young people's health and wellbeing		
NIF Driver School leadership Parental engagement	HGIOS?4 2.4 Personalised support 3.1 Ensuring wellbeing, equality and inclusion	Other Drivers HGIOELC? 1.2 Leadership of learning 1.4 Leadership and management of practitioners RRS Article 28: (Right to education):

Expected outcomes for learners which are measurable or observable
<ul style="list-style-type: none"> • Pupils face everyday challenges with resilience • Pupils know how to make themselves feel better if they are feeling upset, feeling anxious, feeling angry or trying to stay calm. • Pupils adhere to the school values and show respect for other learners and staff within the school. • Parents/carers are aware of opportunities in the local community to improve their mental wellbeing. • School gains Autism Friendly Schools Award • School gains further British Council International Schools accreditation.

Tasks to achieve priority	Timescale	Those involved – including partners	Resources and staff development
1.1 Staff continue to make use of HWB e's and o's/benchmarks when planning and assessing learning to support creation of school HWB programme. Continued focus on Social and Emotional wellbeing, 1.2 Further develop short term HWB Working Party	Aug -June 2020 Oct-Dec 2019	SMT All staff HWB Working Party	HWB e's and o's HWB benchmarks Further explore HWB Progression Pathway (Aberdeenshire Council) Websites including Place2be Young Minds

Tasks to achieve priority	Timescale	Those involved – including partners	Resources and staff development
1.3 Whole school/community Health and Wellbeing Week to include Social and Emotional wellbeing and Anti bullying themes as well as other organisers.	April 2020	TBC	TBC
1.4 Introduction of "Bounce Back" theme at Friday Assemblies	Aug 2019 to June 2020	HT Staff pupils	"Bounce Back" rationale and concept to be shared with staff.
1.5 Explore accreditation for Autism Friendly Schools Award.	Jan-June 2020	DHT Ed Psych Services	
1.6 Expolre further accreditation from British Council International Education Awards	March-April 2020	PT	British Council Online

Evidence of Impact

- Fewer pupils experiencing anxiety.
- Pupils displaying resilience when faced with challenges or setbacks.
- Autism Friendly Schools accreditation
- Further International Schools Award accreditation.

Priority 4 Improvement in employability skills and sustained positive school leaver destinations for all young people		
NIF Driver Teacher professionalism Assessment of children's progress School Improvement	HGIOS?4 3.2 Raising attainment and achievement 3.3 Increasing creativity and employability	Other Drivers HGIOELC? 1.2 Leadership of learning 1.4 Leadership and management of practitioners RRS Article 28: (Right to education):

Expected outcomes for learners which are measurable or observable
<ul style="list-style-type: none"> • Pupils are showing increasing evidence of personal development skills, inter personal skills and enterprise skills. • Increasing number of pupils within the school apply for pupil jobs • Increasing number of pupils lead pupil clubs within the school. • School achieves "Young STEM Leader" Award • Stakeholder feedback indicates successful "Education for Work" experience

Tasks to achieve priority	Timescale	Those involved - including partners	Resources and staff development
1.1 Staff develop pupil awareness of personal development, inter personal and enterprise skills	Throughout session 2019 -2020 as appropriate	HT to lead Staff	Inverclyde Council Employability Skills Guidance 3-18

Tasks to achieve priority	Timescale	Those involved - including partners	Resources and staff development
1.2 Pupils continue to be given further opportunity to apply for jobs, perform at interview and undertake roles or lead pupil clubs.	Throughout session 2018 -2019 as appropriate	HT to lead Staff	Job Vacancy Board Online applications Business who may support interview/assessment centre opportunities.
1.3 School to take part in pilot for "Young STEM Leader" Award Programme.	From August 2019	PT Identified pupils	Authority led training and guidance for PT lead.
1.4 Education for Work experience (STEM focus or Expressive Arts focus TBC)	January 2020	Parent Council Partners TBC Local businesses TBC	

Evidence of Impact

- Number of pupils applying for jobs
- Number of pupils undertaking roles and leading pupil clubs
- Staff feedback/professional dialogue
- Pupil feedback
- Pupil interview performance
- STEM Young Leader Award achieved.

