

**MOORFOOT PRIMARY SCHOOL,
NURSERY CLASS AND GARVEL
DEAF CENTRE**

Standards and Quality 19/20

**Review of progress for session Aug
2019- March 2020**

Context of the school:

Our School

Moorfoot Primary School is a non-denominational school which is situated in the Trumpethill area serving upper Gourock. The catchment area also includes Castle Levan and Faulds Park estates. We are fortunate to have extensive grounds, including a Multi-Purpose Games Area (MUGA) and excellent views across the River Clyde. The school is further enhanced with our very own "Secret Garden". This garden was created with the support of staff, pupils, parents and members of the local community including Clyde Muirshiel Rangers.

The current role is 256. We have 10 classes from Primary 1 to Primary 7. Our Nursery class delivers early level learning and childcare for 30am and 30pm children per session for children aged 3-4 years. Garvel Deaf Centre is accommodated within the school and staff provide support in mainstream classes and within the specialist base for deaf and hearing-impaired pupils.

The staffing complement within Moorfoot Primary School is 13.9. This includes members of the Senior Management Team: Head Teacher, Depute Head Teacher and Principal Teacher. We benefit from the support of two Classroom Assistants (1.6 FTE), two Learning Assistants (1.4FTE) and four Additional Support Needs Auxiliaries (2.8FTE).

Garvel Deaf Centre has 1 Principal Teacher, 2.5 Class Teachers who are based at Moorfoot, a Learning Assistant and one EYCO. A peripatetic service is also offered to pupils in the Inverclyde area who do not attend Moorfoot Primary School.

Garvel Deaf Centre is also accommodated within our cluster High School, Clydeview Academy for pupils at secondary level.

Our Nursery Class is led by our Senior EYECO and supported by two EYECO's and a Nursery Support Assistant.

Our Office staff comprise one full time Senior Clerical Officer and two part time Clerical Officers. We have a full-time on-site janitor.

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 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 relationships with partners, 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.

School priority 1:

NIF Priority

Improvements in attainment, particularly in literacy and numeracy

NIF Driver

Assessment of children's progress
Teacher professionalism

HGIOS?4 QIs

3.2 Raising attainment and achievement
2.3 Learning, teaching and assessment
2.2 Curriculum

Other Drivers

HGIOELC?
RRS

Article 28: (Right to education):

Strategies: (from SIP 2019-20)

- Implement Cluster Moderation Plan “Ensuring the highest Quality Learning, Teaching and Assessment across the Clydeview Academy Cluster”
- Further implementation of Inverclyde Literacy and Numeracy Frameworks across all stages.
- Further implementation of SEAL at P1,2,3 and as an intervention from P4 to P7
- Ensure sound learning and teaching of four basic number operations.
- Further develop Reflective Reading across the school and implement at P1 and P2 stages.
- Develop approaches to the teaching of phonics/spelling using North Lanarkshire Active Literacy approaches and Alphabetic Code to include P5.
- Further develop Reading for Pleasure across all levels.
- Further develop “moderation” process across the school, cluster and authority.

- Visible Learning/AIFL approaches to ensure high quality learning and teaching.
- Develop Digital Learning, particularly in the Nursery Class.
- Further develop the use of our learning blog.
- Explore play based learning at Early Level. Develop learning outdoors at Early Level.
- Review and develop “planning, tracking and recording within the Nursery Class”
- Garvel staff continue to develop BSL skills. Moorfoot and Nursery staff continue to develop BSL skills. (Personal development of skills)

Progress:

- SEAL training for support staff took place and SEAL resources were organised and stored more appropriately for easier access to allow for staff to utilise for both small group work in class and interventions for older pupils.
- Reflective Reading approaches implemented at P2 stage and further embedded across the school from P2 onwards.
- Reading culture further developed and promoted across the school via various agreed strategies, e.g ERIC, Book Pledges, etc.
- Learning blog supplemented to include support with digital access for parents and pupils.
- Teams training (various aspects) delivered to teaching and support staff, pupils and parents.
- Early Level-digital planner developed at Nursery level.
- New block planning template agreed collaboratively by staff and implemented.
- Visible Learning approaches further embedded following training – i.e. feedback
- Parents utilised to assist with Early Level literacy activities.
- Planned cluster moderation did not go ahead due to staff concerns (other schools)

Impact:

- Improvement in pupil attitudes and engagement in reading
- Using formative and formal assessment, staff indicate that reading attainment continues to rise
- Staff, pupils, parents further enabled to engage in online platforms. Rising engagement and confidence has allowed literacy and numeracy skills to be reinforced during lock down.
- Use of ‘Assignment’ facility has allowed for private, bespoke feedback and differentiated tasks to meet the needs of all learners.
- School community further prepared for possible ‘blended learning’ approach on return to school in August.
- Staff use of online teaching videos promoted further support/engagement of pupils (and parents) and improved learner opportunities offering further support and challenge at all levels.
- Ongoing digital support for all continues to promote importance and benefits of on-line engagement.
- Nursery staff upskilled in use of Interactive Whiteboard offering children engaging learning experiences.
- 6-week planning document is now more tightly aligned to standards and moderation activities around this have led to clearer staff understanding of literacy and numeracy progression through the Experiences and Outcomes of the curriculum. This has ensured pupil progression.

- Parental engagement in school has enabled parents to further support child's learning at home.
- Raised attainment in literacy at Early level.

Next Steps:

- Develop outdoor learning at all levels.
- Further develop metacognition and self-regulation skills to enable pupils' independence in learning.
- Explore and utilise Clickview resources to engage and support pupil (and parental) online learning.
- Further develop pupil strategies for emotional wellbeing using 'Bounce Back' resource
- Continue with Visible Learning programme with a focus on Feedback. Develop staff skills in dialogic and reciprocal teaching.
- Continue to develop learning and teaching of the four basic number operations to further increase fluency and accuracy of number.

School priority 2:

NIF Priority

Closing the attainment gap between the most and least disadvantaged children

NIF Driver

Assessment of children's progress
Parental engagement

Other Drivers

HGIOELC?

1.2 Leadership of learning
1.4 Leadership and management of practitioners

RRS

Article 28: (Right to education):
Article 28: (Right to education):

Developing in Faith

Celebrating and worshipping
Promoting Gospel values

Strategies: (from SIP 2019-20)

- Upskill Support Staff in use of resources and approaches to enhance learning and teaching
- Staff to undertake Year 3 Visible Learning Training with focus on "high quality feedback".

Progress:

- Support staff trained in use of SEAL resources to support pupils.
- More support staff trained and timetabled to support with Toe by Toe, reading groups and Literacy toolkit interventions.
- Training for improving feedback was undertaken by all teaching staff.
- Support staff timetabled to assist with early level literacy activities, including support of writing at P1 stage.
- Six week block smart target approach for identified individuals and groups with targets, trays and resources easily to hand for any support staff member to take and work with.
- Support staff learning blog created by SMT and staff directed to specific resources related to dyslexia, ASD, etc.

Impact:

- Support staff now upskilled and energised to use SEAL resources to support pupils: this has led to targeted learning experiences for pupils.

- Targeted learning experiences allow for overlearning which has increased pupil understanding of number concepts leading to indications of closing of attainment gap.
- Improved staff awareness of importance of quality feedback and capability to do so.
- Better assurances of continuity of learning, more individualised support, support staff feeling more highly skilled and empowered.
- Quality of feedback is improving and is promoting learning as learners are more aware of their next steps.
- Responsive use of support staff assists in meeting needs of identified pupils.
- Targeted approach and individualised learning programmes addresses specific barriers to learning and provides appropriate support and challenge to the individual.
- 'Team around the child' approach to target setting ensured all staff are fully informed to efficiently support the needs of the child.
- Upskilled support staff are able to meet specific needs of children in particular those with ASD and Dyslexia.

Next Steps:

- Implementation of updated numeracy progression planner with layered elements of SEAL.
- Continue to add to Support staff training blog.
- Embed strategies from SAMSON maths resource.

School priority 3:

NIF Priority

Improvement in children and young people's health and wellbeing

NIF Driver

Parental engagement

Assessment of children's progress

HGIOS?4 QIs

3.2 Raising attainment and achievement

2.7 Partnerships

3.1 Ensuring wellbeing, equality and inclusion

Other Drivers

HGIOELC?

RRS

Article 28: (Right to education):

Strategies: (from SIP 2019-20)

- 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,
- Further develop short term HWB Working Party
- Whole school/community Health and Wellbeing Week to include Social and Emotional wellbeing and Anti bullying themes as well as other organisers.
- Introduction of "Bounce Back" theme at Friday Assemblies
- Explore accreditation for Autism Friendly Schools Award.
- Explore further accreditation from British Council International Education Awards

Progress:

- Staff discussion re Inverclyde communication approach took place with training planned for June – training cancelled due to 'lockdown'.
- New Authority HWB planner shared, trialled and implemented in planning folder
- Strategies of 'Bounce Back' introduced to school community.

Impact:

- Improved staff familiarity with new Authority HWB planner which promotes pupil wellbeing.
- Increased staff awareness of Authority Communication approach.
- Improved pupil awareness of strategies to assist with personal resilience.

Next Steps:

- Revisit PATHS resource to further support pupils on return to school in August.
- Autism Friendly training with staff
- Staff development of the HWB planner to include moderation planning of identified Es and O's related to emotional wellbeing.

School priority 4:

NIF Priority

Improvement in employability skills and sustained positive school leaver destinations for all young people

NIF Driver

Assessment of children's progress
Parental engagement

HGIOS?4 QIs

3.2 Raising attainment and achievement
2.3 Learning, teaching and assessment
2.2 Curriculum

Other Drivers

HGIOELC?

RRS

Article 28: (Right to education):

Strategies:(from SIP 2019-20)

- Staff develop pupil awareness of personal development, interpersonal and enterprise skills
- Pupils continue to be given further opportunity to apply for jobs, perform at interview and undertake roles or lead pupil clubs.
- School to take part in pilot for “Young STEM Leader” Award Programme.
- Education for Work experience (STEM focus or Expressive Arts focus TBC)

Progress:

- Many lunchtime clubs were initiated, set up and run by pupils.
- WOW week took place involving many outside partners. The event had a STEAM focus.
- School has taken part in pilot for Young STEM leader award – asked by SSERC to represent them at a Holyrood event to share good practice across Scotland.

Impact

- Opportunities for promotion of skills and attributes for life, learning and work have improved pupil confidence whilst promoting pupil achievement through challenges set by learners themselves.
- Increased pupil motivation to lead learning and support younger pupils.
- Pupil leadership skills have developed immeasurably and pupils in the clubs are meaningfully engaged and able to take part in activities related to their interests. This has led to fewer playground issues.
- Raised profile of STEAM professions.
- The associated STEAM events promoted engagement across the school through pupil leadership.

Next Steps:

- New homelink format for celebrating personal achievements around DYW.

National priority: How we are ensuring Excellence and Equity?

Our ongoing priority continues to be the raising of attainment of every pupil in our establishment and to ensure equity, particularly for those who may be disadvantaged as a result of the poverty related attainment gap.

We have identified target cohorts through a range of data including: the use of SIMD, FME, CfE levels, standardised assessments and professional judgement.

PEF has therefore been used to:

- Source suitable resources to improve literacy
- Provide suitable resources and relevant staff training to improve pupil outcomes in numeracy.
- Provide additional adult support for targeted pupil learning.
- Provide staff training for 'Visible Learning' strategies to further improve practice to support learners' improvements.

Impact:

- Continuous monitoring of target groups over 6 weekly periods, ensured children were receiving necessary input in the areas of literacy and numeracy.
- Teacher comments indicate progress of their children within these groups. Data has shown improvements in most of these children.
- Staff indicate improved understanding and capability to provide appropriate feedback to pupils to assist with next steps in learning.

Response to Covid 19 Lockdown closure – March 2020 – June 2020

- Twenty one Moorfoot Primary pupils accessed the hub.
- Weekly check in calls with vulnerable children and responsive calls to any families who contacted with concerns or issues with, e.g. online engagement.
- Staff calls home had positive impact on pupil engagement in learning.
- Use made of Microsoft Forms to gather feedback throughout lockdown period and assisted with forward planning.
- Regular contact with Parent Council body assisted with forward planning and gauging parent attitudes.
- Valuable feedback received from parents in relation to digital offer and acted upon.
- Raising/high engagement with Glow/Teams/Sumdog/Education City/Literacy Toolbox, etc, on a regular and ongoing basis.
- More than half of the families preferred paper copies of learning and a similar or slightly higher number requested paper packs to supplement Teams learning.
- Teams learning mirrored paper pack learning; this was agreed with staff and assisted with staff workload.
- All learning tasks were supplied through Teams to encourage traffic onto Glow website.
- Twitter/Facebook used for celebrations of learning or announcements only (i.e. not learning)
- Engagement monitored weekly through Microsoft Teams insight app.

- Learning packs issued for every class throughout lockdown closure.
- Feedback sought from pupils, staff, parents in relation to Recovery Plan. Follow up plans well received.
- Transition programme was successful and included providing school community with a virtual tour of the school and virtual map.
- Weekly newsletters issued to parents; feedback from this was very positive.

Autumn term recovery plan for Moorfoot Primary School

PRIORITY 1: Support pupils' mental health and rebuild school community on return to school.

<u>Tasks / action</u>	<u>RAG of progress</u>			<u>Who is responsible?</u>	<u>Timescales</u>	<u>Partners / LA Links</u>	<u>Resources / CLPL</u>
	S	O	N				
Re -familiarise staff with Inverclyde Health and Wellbeing Planner as reference for planning and links to resources				Head Teacher DHT Teaching Staff Nursery staff	August 2020		Inverclyde Health and Wellbeing Planner
Upskill staff in relation to “Bereavement, Change and Loss” to support pupils on return to school. Professional dialogue Devise action plan to take forward.				Head Teacher DHT Teaching staff	Aug to Sept 2020	EPS	Bereavement, Change and Loss CPD Resources provided by Ed' Psych' personnel.
Familiarise all staff with the concept of “Nurture” and the 6 Nurture Principles.				Head Teacher DHT Teaching staff Nursery SEYECO	Aug - June 2020	CMO	Education Scotland Resource https://education.gov.scot/improvement/self-evaluation/applying-nurture-as-a-whole-school-approach-a-framework-to-support-self-evaluation/ Includes Inverclyde EPS document “Applying Nurture as a whole school approach COVID 19” Clair Warden webinar: https://mindstretchers.academy/collections/academy-talks-webinars/products/the-nurture-series-live-webinars
Develop staff awareness of the benefits and approaches to Play and Outdoor Learning				Head Teacher DHT Support Staff	Sept '20		Clair Warden https://mindstretchers.academy/collections/academy

				Nursery staff			y-talks-webinars/products/potential-of-a-puddle-vision-and-values
Staff to research and plan/moderate appropriate outdoor learning opportunities for all stages with Learning Partner				DHT Teaching Staff Planning Partners Support Staff	Oct'2020	Active Schools EPS	https://mindstretchers.academy/collections/free-resources On-line resources Input from Active Schools Play for recovery – EPS

PRIORITY 2: Developing pupils as “independent learners with the skills to self regulate and develop “metacognitive skills”

<u>Tasks / action</u>	<u>RAG of progress</u>			<u>Who is responsible?</u>	<u>Timescales</u>	<u>Partners / LA Links</u>	<u>Resources / CLPL</u>
	<u>S</u>	<u>O</u>	<u>N</u>				
Seek feedback from pupils regarding their ability to engage with learning and their understanding of how they learn.				HT	August 2020		
Use EEF “Metacognition and Self Regulated Learning” Audit Tool to ascertain baseline and develop a plan.				SMT Teaching Staff	August 2020		EEF Audit Tool https://educationendowmentfoundation.org.uk/public/files/Publications/Metacognition/7-SchoolAuditTool.pdf
Teachers to acquire the professional understanding and skills to develop their pupils’ metacognitive knowledge. Gauge against plan and add detail/amend as necessary. Teaching staff to explicitly teach pupils metacognitive strategies, including how to plan, monitor, and evaluate their learning (Recommendation 2)				HT Teaching Staff	June-Aug 2020	EPS	(EEF resources) https://educationendowmentfoundation.org.uk/tools/guidance-reports/metacognition-and-self-regulated-learning/#recommendation-1 Metacognition, self-regulated learning and self-study skills EPS - Webinar/video in-service on use of Click View

<p>Teaching staff to model own thinking to help pupils develop their metacognitive and cognitive skills (Recommendation 3)</p> <p>Teaching Staff to ensure an appropriate level of challenge for learners to develop pupils' self-regulation and metacognition (Recommendation 4)</p> <p>Teaching staff to use high quality classroom dialogue to develop metacognitive skills. (Recommendation 5)</p> <p>Teaching staff to explicitly teach pupils how to organise and effectively manage their learning independently (Recommendation 6)</p>						
Use Audit Tool as above to measure progress and establish any next steps/development needs/support/training needs of staff				SMT Teaching Staff		Link to Audit Tool as above.

PRIORITY 3: Raise attainment in literacy and numeracy

<u>Tasks / action</u>	<u>RAG of progress</u>			<u>Who is responsible?</u>	<u>Timescales</u>	<u>Partners / LA Links</u>	<u>Resources / CLPL</u>
	<u>S</u>	<u>O</u>	<u>N</u>				
<p>Teaching staff to utilise formative assessment strategies and “sensitive” assessment approaches, to ascertain “where” individual pupils are in their learning in literacy and numeracy.</p> <p>Any “gaps” in learning to be identified and targeted learning plans put in place to address.</p> <p>SMT to monitor progress and pace through monitoring of learning and “Termly Reflections” with individual staff.</p>				Teaching Staff SMT	Aug to Oct 2020		

Staff to further discuss authority “Learning, Teaching and Assessment” policy and gauge against own practice and set own “next steps” accordingly. To discuss with HT during “Termly Reflection”.				HT Teaching Staff			Inverclyde “Learning, Teaching and Assessment” policy.
Staff to make further use of high quality moderation procedures when planning learning, teaching and assessment.				Teaching Staff Planning Partners			
Upskill staff on use of Click View as a tool to enhance the learning experience for learners; provide opportunities for consolidation; opportunities for extension; encourage engagement				PT Teaching Staff Nursery staff	Sept 2020		Click View resource
Continue to develop digital/online learning and use of Glow and Microsoft Teams for homework activities.				PT Teaching Staff			
Begin to develop knowledge of Realising the Ambition for the Nursery classes through staff development sessions				HT Nursery Staff	Sept 2020		‘Realising the Ambition’ document

PRIORITY 4 Ensure the needs of all learners are met through through differentiation, providing appropriate challenge and support

<u>Tasks / action</u>	<u>RAG of progress</u>			<u>Who is responsible?</u>	<u>Timescales</u>	<u>Partners / LA Links</u>	<u>Resources / CLPL</u>
	<u>S</u>	<u>O</u>	<u>N</u>				
<ul style="list-style-type: none"> Upskill staff in acquiring skills to provide differentiation to support learners, particularly in relation to challenge. 						AC	Staff to access training in relation to “Differentiation” as provided by Authority Coaching and Modelling officers.
<ul style="list-style-type: none"> Continue to build staff capacity of the single agency assessment process and the use of SMARTER targets 				DHT Supported by HT	October 2020		