

**Moorfoot Primary School, Nursery Class and Garvel Deaf  
Centre  
Standards and Quality Report  
2020/2021**



## WHAT IS THIS STANDARDS AND QUALITY REPORT ABOUT?

This report provides information for the parents of Moorfoot Primary School, Nursery Class and Garvel Deaf Centre. This document lets them know how well we are doing in working towards School Improvement Plan priorities. It also provides an opportunity to share attainment data and achievements to ascertain our next steps in taking our school community forward. It shares our many successes and achievements whilst outlining some of our key priorities for the coming year.

This Standards and Quality Report covers the period that included the full return to schools and early years centres for all pupils from August 2020, the second national lock down from January 2021, which included a period of remote learning for all and a gradual return from mid-February 2021.

The focus for session 2020 to 2021 was "recovery". Literacy, Numeracy and Health and Wellbeing were also high on the agenda.

Levels of meaningful engagement during the second lockdown in January 2021 were much improved from March to June 2020. There were many successes as a result of remote learning which we will continue to build upon. Class Teacher ICT skills in providing online learning and the development of flipped classroom approaches, were just some of the highlights. Feedback from parents was extremely positive. Pupil attainment was impacted but not as greatly as formerly anticipated, with noticeable gains being made at the P7 stage.

Our "hub" operated five days weekly and supported key workers with childcare and provided additional learning support for those pupils who struggled with learning at home.

The strength, commitment and resilience of our school community is something of which we are extremely proud.

## Context of the 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.

Our school roll is presently 260. We have 10 classes from Primary 1 to Primary 7. Our Nursery Class delivers early learning and childcare for 30 am and 30 pm children per session for children aged 3 - 4 years. Garvel Deaf Centre is also accommodated within the school and staff provide support for deaf and hearing-impaired pupils within the specialist base and in mainstream classes.



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 also benefit from Support Staff to help meet the needs of all learners.

Garvel Deaf Centre has 1 Principal Teacher, Class Teachers who are based at Moorfoot, Support Staff 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.

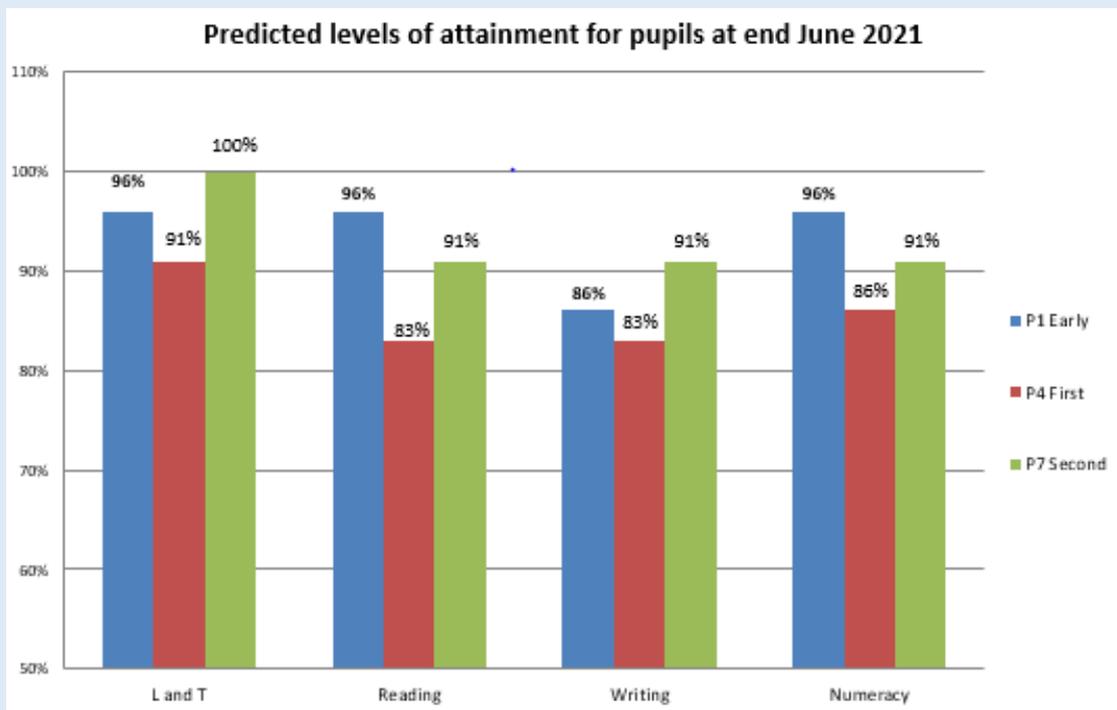
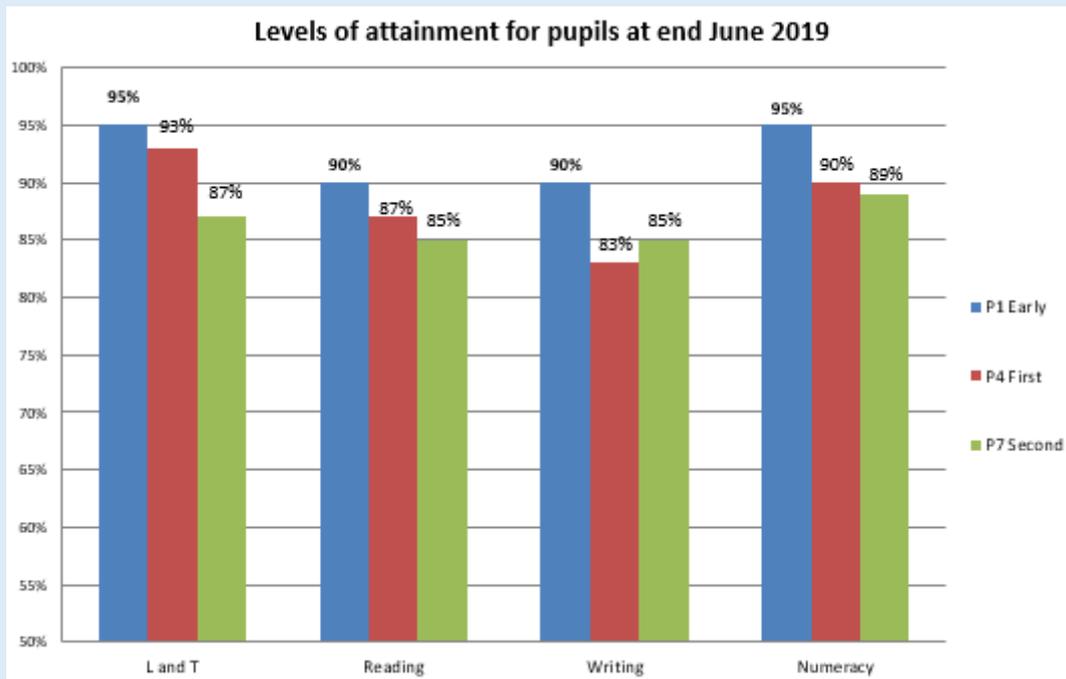
Our Nursery Class is led by our Depute and supported by three EYECOs and an Early Years Support Assistant.

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



Our school building has undergone an extensive £5m refurbishment and has provided us with the highest quality learning environment, fit for purpose in a 21st century school. Bright, airy classroom space is enhanced by the creation of large and flexible learning areas "outside" classrooms. Spectacular roof lights increase natural lighting throughout. All classes are insulated acoustically to the highest standard, creating an improved learning experience. Our striking ICT suite and library add to the many features of a "five star" learning environment. Externally, the entrance plaza, senior playground/dining terrace and secure nursery playground are a showcase of some of the outstanding features of the transformation.

# OUR ATTAINMENT AT PRIMARY 1, 4 AND 7 AT END JUNE 2019 and PREDICTED ATTAINMENT AT END JUNE 2021



## HOW HAVE WE BEEN DOING FROM JUNE 2019 UNTIL JUNE 2021?

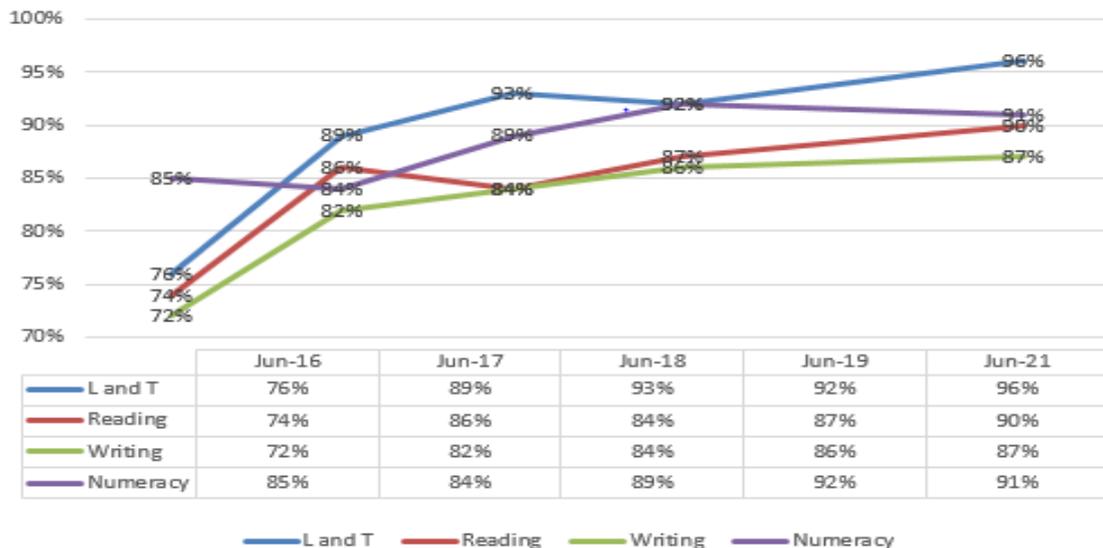
**Listening and Talking:** Levels of attainment have remained high at almost 90% or above with the exception of Primary 7 at the end of June 2019. Predicted levels for end June 2021, however, exceed the previously recorded session, June 2019 at Primaries 1 and 7.

**Reading:** At Primaries 1 and 7, predicted reading attainment figures have exceeded 90%. At Primary 4, attainment has dipped by 4% to 83%.

**Writing:** Predicted attainment at Primary 7 has shown a rise to figures above 90%. Writing at Primary 1 has fallen by 4% and remains at 83% at Primary 4.

**Numeracy:** Our Numeracy data remains high, above 90% at both Primary 1 and Primary 7 stages. Predicted attainment at Primary 4 at end June 2021 shows a dip to 86% achievement at First Level.

Overall attainment levels from June 2016 to June 2021  
(Predicted levels of attainment)



### OVERALL ATTAINMENT

- There has been an upward trend in all of the above curriculum areas since June 2016.
- Attainment in Listening and Talking has shown the most significant improvement with a rise of 20% over the past five years, with predicted levels for end June 2021, at 96%.
- Overall attainment in Reading and Writing indicates an upward trend, with only Writing, slightly below 90%.

**LEVELS OF ATTAINMENT YEAR ON YEAR IN PRIMARIES 1, 4 and 7  
SINCE JUNE 2016**

<b>PRIMARY 1</b>	<b>L and T</b>	<b>Reading</b>	<b>Writing</b>	<b>Numeracy</b>
<b>June 2016</b>	80%	77%	72%	100%
<b>June 2017</b>	88%	88%	84%	84%
<b>June 2018</b>	89%	89%	89%	89%
<b>June 2019</b>	95%	90%	90%	95%
<b>June 2021 (Predicted)</b>	96%	96%	86%	96%

Primary 1 data shows an upward trend in Listening/Talking, Reading and Numeracy with attainment in these areas being at 90% or above since end June 2019. Writing has dipped below 90% to 86%.

<b>PRIMARY 4</b>	<b>L and T</b>	<b>Reading</b>	<b>Writing</b>	<b>Numeracy</b>
<b>June 2016</b>	63%	63%	63%	72%
<b>June 2017</b>	88%	90%	88%	88%
<b>June 2018</b>	97%	78%	78%	88%
<b>June 2019</b>	93%	87%	83%	90%
<b>June 2021 (Predicted)</b>	91%	83%	83%	86%

Following steady gains in Numeracy, Primary 4, predictions indicate a slight dip in attainment at 86%. Data for Listening and Talking has remained above 90% since June 2018. Reading and Writing attainment remain below 90%

<b>PRIMARY 7</b>	<b>L and T</b>	<b>Reading</b>	<b>Writing</b>	<b>Numeracy</b>
<b>June 2016</b>	86%	83%	82%	84%
<b>June 2017</b>	92%	80%	73%	80%
<b>June 2018</b>	92%	84%	84%	89%
<b>June 2019</b>	87%	85%	85%	89%
<b>June 2021 (Predicted)</b>	100%	91%	91%	91%

Attainment at Primary 7 has shown a steady increase in Reading, Writing and Numeracy since June 2017. Attainment continues to be high and is predicted to be above 90% in all areas at the end of June 2021.

**AIMING HIGH!**  
**PUPILS WHO ARE PREDICTED TO ATTAIN LEVELS "BEYOND EXPECTATIONS" AT END JUNE 2021**

	<b>L and T</b>	<b>Reading</b>	<b>Writing</b>	<b>Numeracy</b>
<b>Primary 1</b>	36%	36%	36%	29%
<b>Primary 4</b>	9%	20%	9%	17%
<b>Primary 7</b>	31%	37%	34%	40%
<b>Overall</b>	25%	19%	26%	29%

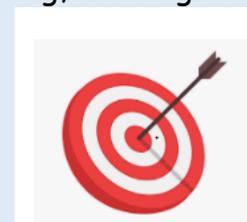
Learners across the school are being challenged and supported to extend their knowledge and understanding across all areas. A number are now recorded as being "beyond expectations". We are hoping these levels are maintained or exceeded as pupils move through CFE levels.

Over one third of pupils in Primary 1 are predicted to be "beyond expectations" in Listening/Talking, Reading and Writing as at June 2021, with just less than one third predicted to be "beyond expectations" in Numeracy.

This is replicated to some extent at Primary 7 but exceeded in Numeracy, where it is predicted, 2 in five learners are "beyond expectations".

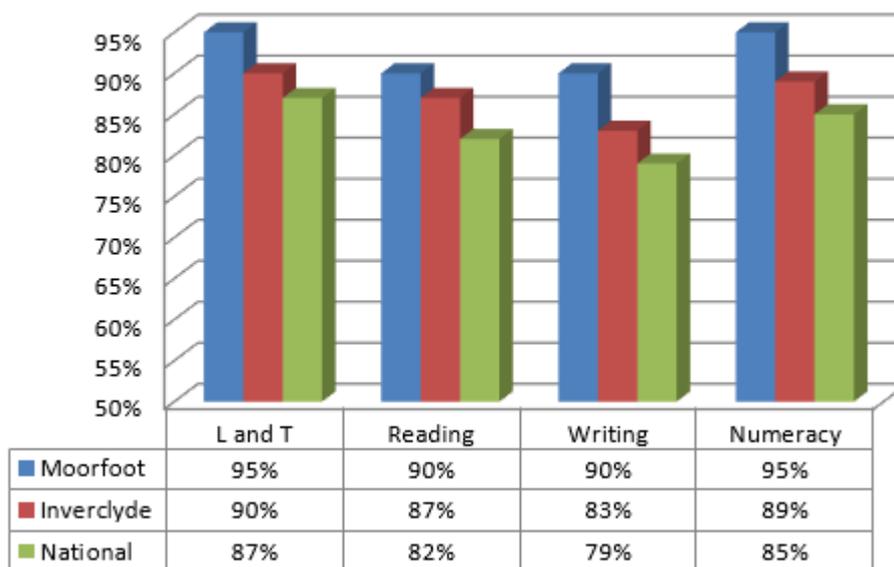
**WHERE WOULD WE LIKE TO BE?**

- To attain 90% or above in all areas at P1, P4 and P7.
- Build on attainment at Primary 1 stage and continue to maintain rates of progress.
- Ensure those learners at P1 stages who are currently "beyond expectations" maintain this level of progress.
- Address national "dip" at First Level to raise attainment at the end of Primary 4, with more learners achieving First Level.
- Raise levels of attainment in Writing at Primary 1.
- Raise levels of attainment at Primary 4 stages in Reading, Writing and Numeracy.



# HOW DOES OUR DATA COMPARE LOCALLY AND NATIONALLY AT PRIMARIES 1,4 and 7 AT END JUNE 2019?

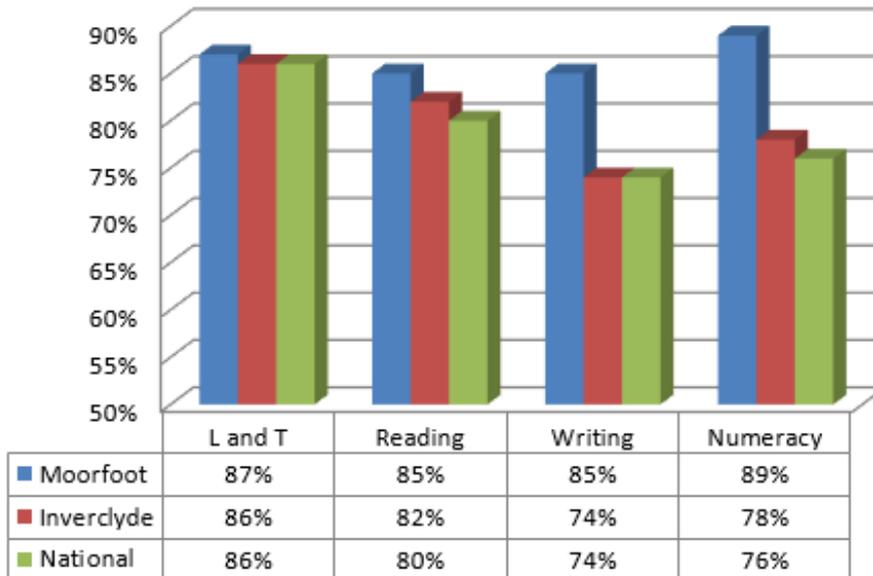
## P1 Early



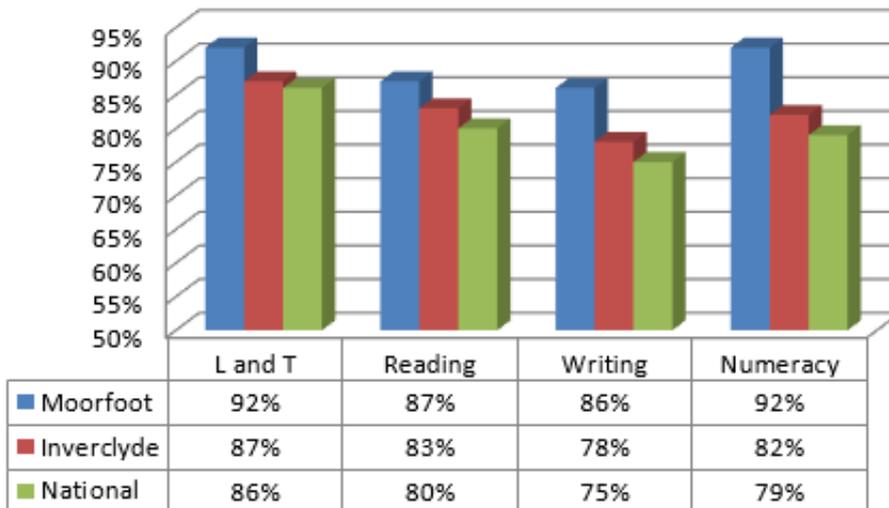
## P4 First



## P7 Second



## Overall Attainment



At all stages P1, P4 and P7, we exceed both Inverclyde and National levels of attainment for Listening/Talking, Reading, Writing and Numeracy. In Numeracy, at Primary 4 and Primary 7, we exceed local figures by at least 10%. Overall attainment in Numeracy also shows data at least 10% above that of both local and national attainment levels for end June 2019. Writing at Primary 7 is 11% above the Inverclyde average.

## Review of progress for session 2020-21

### School priority 1: Improvements in attainment, particularly in literacy and numeracy

<p><u>NIF Priority</u> Improvements in attainment, particularly in literacy and numeracy</p> <p><u>NIF Driver</u> Assessment of children's progress Performance information</p>	<p><u>HGIOS?4 QIs</u> 3.2 Raising attainment and achievement 2.3 Learning, teaching and assessment 2.5 Family learning</p> <p><i>HGIOELC</i> 1.3 Leadership and Management of Practitioners 2.3 Learning, Teaching and Assessment</p> <p><i>RRS: Article 28 (Right to Education).</i></p>
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#### STRATEGIES

- Provide high quality learning, teaching and assessment for all learners, including periods of remote learning.
- We use active approaches to raise attainment in Numeracy.
- Staff use "Improving Attainment at Early Level" (EEF Guidance) documents to improve attainment in Literacy.
- Staff aim to increase pupil comprehension skills at First and Second Levels.
- All staff make use of Inverclyde Numeracy and Literacy Frameworks to inform planning.
- All staff undertake training and professional reading, to enhance skills and knowledge to support and challenge learners.
- Fully utilise ICT to enhance learning, to include the use of online learning platforms.
- We involve parents in their children's learning and the life of the school.
- We continue to develop the use of online parent/carers workshops through our school learning blog.
- We promote "metacognitive" strategies across the school and the use of our "five learning dispositions".
- Utilise careful timetabling to meet the needs of all learners.
- Staff undertake moderation activities.

## PROGRESS AND IMPACT

- Staff are aware and refer to the criteria for a "five-star lesson" and the authority "Learning, Teaching and Assessment" policy.
- "Differentiation" has been the focus of staff collegiate sessions. High quality presentation received from Attainment Challenge CMOs allowed for professional dialogue. Useful "Top and Tail" document provided for staff reference.
- Learning in Numeracy includes mastery of the four basic number processes/ use of SEAL strategies/use of Number Talks and the development of mental agility skills.
- Reflective reading approaches are used at First and Second Level stages
- Use of local authority frameworks and moderation of planning learning, teaching and assessment, has ensured greater progression.
- Three members of staff have undertaken study this year through West Partnership's "Improving Our Classrooms" programme. One has gone on to become a "mentor" to the next cohort. Many staff across the school continue to embrace both formal and informal opportunities to increase levels of skill in BSL. Two members of Garvel Deaf Centre are undertaking study to become fully qualified Teachers of the Deaf (ToD).
- All staff, including Nursery Staff developed their digital skills to provide an enhanced remote learning offer commencing January 2021. We have created our own "Remote Learning" policy.
- Staff are utilising "Click View" and "Oak Academy" videos in their lessons.
- Some staff are experimenting successfully with "flipped classroom" approaches.
- Staff readily adapted to Microsoft Teams and were keen to undertake additional professional learning.
- Helpful parent videos were created by our DHT to support pupils, parents and staff with the navigation and operation of Teams. These videos were well received by many across the authority and many outwith the authority.
- Nursery staff are undertaking reading from "Realising the Ambition" document and discussing challenge questions.
- Nursery Staff explored "Word Aware" and developing vocabulary strategies as referred to from EEF documentation.
- We regularly seek feedback from our families. Increased use of Microsoft Forms has increased levels and quality of feedback.
- Resource provided by Educ Psych Services in relation to "metacognition" has been well received. Staff continue to develop use of our five learning dispositions within the Nursery Class and across all primary stages. Growth mindset and the learning pit concept have also been revisited.
- Many pupils utilised metacognitive strategies during the remote learning period in the second lockdown.

- Additional Support timetables were created to maximise opportunities to additional input from Class Teacher/Recovery Teacher/SMT.
- Staff are becoming increasingly skilled in the moderation process, including moderating with colleagues remotely.
- Moderation has also allowed staff to engage more fully with a growing number of benchmarks across the eight curriculum areas.

#### Next Steps:

- Continue to aim for consistency in high quality learning, teaching and assessment which includes differentiation and formative feedback.
- Develop oracy skills across the school community. Upskill staff in the delivery of oracy skills to create a culture where oracy is valued. Further develop and extend our "debating" initiative to include an increasing number of schools involved. Continue to develop use of vocabulary across the school.
- Continue to plan and develop the moderation process as integral to everyday practice.
- Further continue to develop confidence and understanding in use of Inverclyde Progression planners.
- Introduce new decodable readers at P1 and P2 stages and use as an intervention throughout the school.
- Continue to promote initiatives to raise attainment in literacy: develop a reading culture/ further develop reading for understanding.
- Gain a Scottish Book Trust, Reading Schools Award.
- Provide pupils with increased opportunities to explore and solve word problems in numeracy and practise application of skills.
- Further develop use of "metacognitive and learner self-regulation" through further training to upskill teaching staff to explicitly teach the strategies.
- Continue to stay up to date on current digital practice. Staff to continue to develop their skills in online learning and develop confidence and expertise.
- Develop "play pedagogy" at Early Level, particularly at Primary 1 stage.
- Continue to develop our learning blog.
- Take forward "Realising the Ambition" and further explore.

## School priority 2: Closing the attainment gap between the most and least disadvantaged children

### NIF Priority

Closing the attainment gap between the most and least disadvantaged children

### NIF Driver

Assessment of children's progress  
Performance information

### HGIOS?4 QIs

2.3 Learning, teaching and assessment  
2.4 Personalised support  
3.2 Raising attainment and achievement

### HGIOELC?

1.2 Leadership of Learning  
1.4 Leadership of Management of Practitioners

*RRS: Article 28 (Right to Education)*

### STRATEGIES

- Ascertain number of pupils who do not have access to devices to undertake home learning.
- Continue to support parents in accessing and fully utilising online materials and resources.
- Use PEF allocation to meet the cost of additional 45 hour ASN posts to support learners.
- Have high expectations of pupil behaviour and promote positive relationships.
- Staff model restorative conversations.
- Support Staff have been upskilled to support pupil learning and consolidation of learning: Toe by Toe, Literacy Toolkit/Reflective Reading.
- Increasing awareness and cognisance of the "Cost of the School Day"

### PROGRESS AND IMPACT

- Support sought from third sector/donations to the school provided every family with access to a device to access online learning.
- Evidence of classroom learning environments where pupils are free to engage in learning without interruption or disturbance.
- Pupils becoming more skilled in regulating behaviour and resolving conflict on their own, which is reflected by fewer playground incidents. Reduction in number of critical incidents reported to HQ.
- We have had zero exclusions this session.
- Observations of pupil engagement in learning around the school continues to show pupil needs are being more fully met. Input being

given on a one to one/small group basis, to those pupils who require more focussed and targeted support.

- Strategies to support pupils with social and emotional issues has resulted in almost all pupils being more engaged in their learning.
- Supportive and non-confrontational demeanour by all staff is evident across the school.
- We have established a highly successful school uniform bank. Orders can be made directly to the school office through a link to a Microsoft Form where orders can be placed.

#### Next Steps:

- Identify learners who are "behind expectations".
- Identify those who require targeted input including support and challenge.
- Maximise input to individuals, groups and classes through careful timetabling and staffing.
- Develop oracy skills for all learners.
- Utilise PEF allocation to secure 45-hour ASN auxiliary support for pupils to access the curriculum more fully.
- Further upskill Support Staff in use of resources and approaches to enhance learning for pupils eg:  
Numicon/Spelling/Phonics/Reading/Numeracy blueprints

## School priority 3: Improvement in children and young people's health and wellbeing

### NIF Priority

Improvement in children and young people's health and wellbeing

### NIF Driver

School leadership

Parental engagement

### HGIOS?4 QIs

3.1 Ensuring wellbeing, equality and inclusion

2.4 Personalised support

### HGIOELC?

1.2 Leadership of Learning

1.4 Leadership and Management of Practitioners

RRS: Article 28 (Right to Education)

### STRATEGIES

- We get to know our pupils very well. We have high expectations of all learners and share those aspirations.
- We ensure our school community "knows" our school values.
- We provide an environment which promotes positive mental wellbeing for our learners, staff and the wider community.
- We welcome diversity and respect the eight protected characteristics. We value and celebrate "difference". We are a Gold accredited Rights Respecting School.
- We have been developing outdoor learning throughout the school.
- "Loose Parts" play has also been introduced.
- We continue to implement the Authority Attendance Policy. We closely monitor pupil attendance and act accordingly.
- We follow the Inverclyde Anti Bullying Policy.
- We regularly celebrate pupil successes and achievements, in our school newsletter, class and school Twitter accounts and Facebook eg. gardening, wallpaper stripping, origami, making tea and coffee, zipping up my coat myself, riding my bike, long division, time, growing potatoes, care for guinea pigs...
- We celebrate our pupils' successes and achievements.
- Launch of our school uniform bank.

### PROGRESS AND IMPACT

- Pupils, parents and staff know our school values. We share our values in school newsletters, posters around the school, social media and correspondence with parents
- Increased use of the outdoors for learning across the school. Classes are "timetabled" for "Loose Parts Play" and use of the "Secret Garden".

- Observations and feedback from pupils indicate they are benefiting from increased opportunities to access the outdoors for learning. Pupils appear more alert, motivated and on task.
- Learners have fully embraced "Loose Parts Play" and are seen to be "risk taking", developing leadership skills, collaborating with peers and being creative. Observations show pupils more active and engaged at break times.
- Much use made of Twitter to share learning ideas and opportunities for children and families to showcase activities in which they had taken part. We now have almost 2000 Twitter followers.
- Highly successful school uniform bank which has exceeded 50 requests from parents.

#### Next Steps:

- Update our HWB programme across the school, including Relationships, Sexual Health and Parenthood. (RSHP)
- Review the use of PATHS across the school to support learner wellbeing.
- Improve the tracking of learning wellbeing.
- Continue to further develop "outdoor learning" and "Loose Parts Play".
- Revisit the six nurture principles with all staff.
- Continue to promote the local authority "Positive Relationships" policy.
- Hold our triennial Celebrating Diversity event as part of three year programme.

## School priority 4: Improvement in employability skills and sustained positive school leaver destinations for all young people

### NIF Priority

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

### NIF Driver

Teacher professionalism

Assessment of children's progress

### HGIOS?4 QIs

3.2 Raising attainment and achievement

3.3 Increasing creativity and employability

Choose an item.

### HGIOELC

1.2 Leadership of Learning

1.4: Leadership and Management of Practitioners

RRS (Right to Education)

### STRATEGIES:

- Staff developing awareness of the "Developing the Young Workforce" agenda
- Moorfoot Primary School has a Job Vacancy Board.
- Pupils are invited to apply for jobs within the school.
- Pupils attend interviews for jobs.
- Pupils organise and lead their own clubs.
- Pupils are encouraged to share skills they have acquired outwith school with others in the school newsletter, website, Facebook and Twitter.
- We promote International Education.

### PROGRESS AND IMPACT:

- Staff using Employability Skills 3-18 skill set as part of everyday learning: Personal Development Skills/Inter-Personal Skills and Enterprise Skills.
- Prior to Covid 19 restrictions, pupils showed increasing levels of self-confidence and skill in applications for jobs and put themselves across positively during interviews. They referred to previous roles they had undertaken in applications and interviews. Pupils took responsibility for jobs/roles to which they had been appointed. They showed excellent leadership skills in organising and managing their own pupil clubs at break and lunch times.

- We have looked at other ways to promote self worth and self confidence in the creation of our very own "Moorfoot Five Star Award Scheme".

#### Next Steps:

- Following Covid restrictions being lifted, re-establish pupil leadership and job vacancy opportunities.
- Make greater use of ICT/real life settings in job application and interview procedures.  
(online applications/CV/mail/assessment centres).
- Staff to further explore the "Employability Skills 3 to 18".
- We have achieved an "International Schools" Certificate of Achievement at Foundation Level. We are planning further accreditation with the British Council in a project with Blantyre Girls School, Malawi.
- School to take part in the next stage of the "Young STEM Leader" Award Programme and extend training for staff as part of a cluster plan.
- Launch our "Five Star Award" scheme.

### National priority: How are we ensuring Excellence and Equity?

- Our priority is to raise the attainment of every pupil across the school but particularly those who may be disadvantaged because of the poverty related attainment gap. We will continue to monitor and discuss attainment of those pupils in receipt of "free meals" and in SIMD bands 1 and 2, at Termly Reflection and Attainment Meetings. We will identify those pupils, who are not "on track" with learning and provide further support where appropriate, to ensure equity.
- PEF will continue to target raising attainment in literacy and numeracy, focussing on reading comprehension as referred to in the EEF Toolkit as an intervention which can deliver an additional 6 months progress.
- We plan to ensure excellence and equity through the promotion of high quality oracy skills across the school:

*"On entry to school, disadvantaged children's spoken language development is significantly lower than their more advantaged peers"*

*"These gaps grow as children move through school. Widening from just a few months aged six, to five years' difference by the age of 14".*

*"On leaving school, children with poor verbal communication skills are less likely to find employment and more likely to suffer from mental health difficulties".*

<https://voice21.org/oracy/>

- We will continue to develop the use of the Inverclyde Numeracy and Literacy Frameworks to ensure greater progression for our learners.
- Additional Support Staff are targeted at supporting learners who may have barriers to learning. PEF allocation will support the funding of additional staff (PSA: Pupil Support Assistants).
- Continue to promote and raise the profile of availability of FME/Clothing Grants to all families, particularly at Induction Days/School Registration
- Continue to monitor those families in Primaries 5, 6 and 7 who have difficulty clearing Parent Pay balances.
- Continue to be mindful of the "Cost of the School Day" for all families.
- Ensure HT "Discretionary/Achievement Fund" is made available to those families in greatest need.

## Key priorities for improvement planning 2020-21

### What is our capacity for continuous improvement?

We consider we have very good capacity to improve. We will continue to make use of data and act upon feedback from stakeholders.

- We make use of National documents "How Good is our School? 4<sup>th</sup> Edition" and "How Good is Our Early Learning and Childcare?" to audit and reflect on our practice. Garvel Deaf Centre also make use of the quality standards document "Resource Provisions for Deaf Children and Young People in Mainstream Schools".
- Although not possible during Covid 19 restrictions, the Senior Leadership Team (SLT) undertake classroom visits which include observing lessons in classrooms and having follow up meetings with staff to discuss learning and teaching. The resulting action points are taken forward to improve the outcomes of learners' experiences. As indicated below, there are many other ways the quality of learners' experiences can be monitored without formal classroom visits.

- During "Termly Reflection " meetings, SLT meet formally with all teaching staff each term to reflect on practice, tracking of children's progress and how well the curriculum is meeting the needs of our learners at the school.
- The DHT holds termly "GIRFEC" meetings to discuss pupils who may require additional support to access their learning.
- We involve pupils and parents in discussions and seek feedback relating to the educational provision we provide.
- We talk to children about their learning.
- Opportunities for Level Meetings take place between members of staff at Early, First and Second Levels during staff collegiate time which allows for moderation and professional dialogue between members of staff. This session this has been undertaken online through Microsoft Teams.
- SMT track, monitor and analyse attainment and assessment data and share this information with staff at formal meetings.
- SMT look at pupils' work in jotters, displays around the school and pupils' personal achievement folders.
- Quality Visits from the Education Authority take place each term to review progress made in our School Improvement Plan. These have also taken place virtually this session.
- Online Staff Meetings have allowed professional dialogue between members of staff and SLT.
- We seek formal/informal feedback from all stakeholders including pupils, parents/carers, staff and other agencies.

## NIF quality indicators

Quality Indicator	School Self Evaluation	Key priorities for session 2021/22
1.3 Leadership of change	Very Good	
2.3 Learning, teaching and assessment	Good	High quality learning, teaching and assessment. (Including feedback) Play Pedagogy Reading Comprehension
3.1 Ensuring wellbeing, equity and inclusion	Very Good	Meeting learners' needs Oracy Skills Updating HWB programme Outdoor Learning/Loose Parts Play Celebrating Diversity International Education
3.2 Raising attainment and achievement	Very Good	Developing the Young Workforce Re-establish the leadership and "job" opportunities for our learners. Young STEM Leader Award Programme (Link to Cluster Priority)

## Key Achievements of the school

- Moorfoot Primary School shared best practice "storyboard" across the West Partnership for Parental Engagement, particularly in relation to Epstein's six levels of parental engagement.
- Garvel Deaf Centre are developing an idea to support SCILT to provide online BSL classes for P5 to 7 pupils across Scotland.
- We participated in the first phase of the STEM Nation Award Programme, achieving two elements of the award in October 2020.
- Primary 5, 6 and 7 pupils took part in Bikeability Training.
- We now have almost 2000 followers on Twitter!

## Key Messages from our School Improvement Plan

### PRIORITY 1:

Improving attainment, particularly in literacy and numeracy.

High quality learning, teaching and assessment for all learners. (Including high quality feedback and questioning)

Develop Play Pedagogy at early Level

Improve pupils' Reading Comprehension

Further develop learners' metacognitive strategies

### PRIORITY 2:

Closing the attainment gap between the most and least disadvantaged children.

Ensure we are meeting the needs of all learners through robust tracking of progress and analysis of data procedures

Develop Oracy Skills

### PRIORITY 3:

Improvement in children and young people's health and wellbeing.

Update our HWB programme

Continue to develop Outdoor Learning and Loose Parts Play

Celebrating Diversity whole school event

Develop International Education

### PRIORITY 4:

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

Developing the Young Workforce

Re-establish the leadership and "job" opportunities for our learners.

Young STEM Leader Award Programme (Link to Cluster Priority)

