

**Moorfoot Primary School, Nursery Class and Garvel Deaf Centre
Standards and Quality Report
2022/2023**



Inverclyde
council

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. It shows how well we are doing and the progress made towards School Improvement Plan priorities. The document also provides an opportunity to share attainment data and school achievements whilst considering next steps.

This Standards and Quality Report covers the period from August 2022 until June 2023.

Context of the school:

Moorfoot Primary School is a non-denominational school in the Trumpethill area of Gourock. The catchment area 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. We have our very own "Secret Garden" which 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 children aged 3 - 4 years. Garvel Deaf Centre is also accommodated within the school and these 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 a Principal Teacher. We also have Pupil Support Assistants who support learners across the school.

Garvel Deaf Centre has a Principal Teacher, 6.5 Class Teachers, Support Staff, one EYECO and a Clerical Assistant. A peripatetic service is also offered to pupils in the Inverclyde area who do not attend Moorfoot Primary School. Garvel Deaf Centre also has a base within our cluster high school, Clydeview Academy, for pupils at secondary level.

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

Moorfoot 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, providing the highest quality learning environment. Spacious classrooms are enhanced by the creation of large and flexible learning areas "outside" classrooms. Roof lights increase natural lighting throughout. All classes are insulated acoustically to the highest standard. The 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.



School Statistics

Total Roll:	259	SIMD 1-2	39	15.1%	FSM%:	14.29%	ASN%:	23.55%	EAL%:	1.93%
		SIMD 3-10	219	84.6%						

Roll by SIMD

Deciles	1	2	3	4	5	6	7	8	9	10
Number of Pupils	29	10	10	6	2	45	31	54	71	0
%	11.2	3.9	3.9	2.3	0.8	17.4	12.0	20.8	27.4	0.0

Roll by Stage	P1	P2	P3	P4	P5	P6	P7	ALL	
All	23	39	28	47	45	38	39	259	
Female	9	19	13	29	18	19	22	129	49.8%
Male	14	20	15	18	27	19	17	130	50.2%
FSM	0	5	7	5	8	5	7	37	14.3%
ASN	3	5	7	13	9	10	14	61	23.6%
EAL	0	0	0	2	2	0	1	5	1.9%
Care Exp - Home	0	0	0	0	0	1	0	1	0.4%
Care Exp - Away	0	0	0	0	0	1	1	2	0.8%
Care Exp - Previously	0	2	0	1	0	1	0	4	1.5%

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 every learner
- ❖ To promote the life-long learning of all pupils, staff 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.



OVERALL ATTAINMENT AT END OF A LEVEL: P1, P4 and P7

P1,P4 and P7	L and T	Reading	Writing	Numeracy
June 2016	76%	74%	72%	85%
June 2017	89%	86%	82%	84%
June 2018	93%	84%	84%	89%
June 2019	92%	87%	86%	92%
June 2021	96%	90%	87%	91%
June 2022	95%	91%	89%	91%
June 2023	96%	92%	88%	95%

PRIMARY 1	L and T	Reading	Writing	Numeracy
June 2016	80%	77%	72%	100%
June 2017	88%	88%	84%	84%
June 2018	89%	89%	89%	89%
June 2019	95%	90%	90%	95%
June 2021	96%	96%	86%	96%
June 2022	98%	92%	92%	92%
June 2023	96%	96%	91%	96%

PRIMARY 4	L and T	Reading	Writing	Numeracy
June 2016	63%	63%	63%	72%
June 2017	88%	90%	88%	88%
June 2018	97%	78%	78%	88%
June 2019	93%	87%	83%	90%
June 2021	91%	83%	83%	86%
June 2022	91%	89%	84%	89%
June 2023	96%	87%	83%	94%

PRIMARY 7	L and T	Reading	Writing	Numeracy
June 2016	86%	83%	82%	84%
June 2017	92%	80%	73%	80%
June 2018	92%	84%	84%	89%
June 2019	87%	85%	85%	89%
June 2021	100%	91%	91%	91%
June 2022	97%	93%	91%	93%
June 2023	97%	92%	90%	95%

AIMING HIGH!
PRIMARY 7 PUPILS WHO HAVE ATTAINED LEVELS “BEYOND EXPECTATIONS”
BY END JUNE 2023

	L and T	Reading	Writing	Numeracy
JUNE 2022	35.3%	35.3%	32.4%	32.4%
JUNE 2023	23.1%	23.1%	20.5%	28.2%

Learners across our school are challenged and supported to extend their knowledge and understanding across all areas. A number are now recorded as being “beyond expectations”. We strive to maintain or at best exceed these levels, to ensure all pupils are being provided with the optimum challenge in their learning.



Establishment priority 1:

NIF Priority

Improvement in children and young people's health and wellbeing
Placing the human rights and needs of every child and young person at the centre of education

NIF Driver

School leadership
Teacher professionalism

HGIOS/ELC QIs

3.1 Ensuring wellbeing, equality and inclusion
3.3 Increasing creativity and employability

UNCRC

Article 3 (Best interests of the child):
Article 6 (Survival and development):

Outcome:

- By May 2023, an identified group of learners undertaking the classroom based LIAM project will indicate improved scores (1/2 to 3/4) from their August 2022 baseline in the Leuven Scale of wellbeing.
- By May 2023, an identified group of learners undertaking the classroom based LIAM project will indicate improved scores (1/2 to 3/4) from their August 2022 baseline in the Leuven Scale of involvement.
- By May 2023, feedback from Microsoft Forms of the number of strategies they can name to promote wellbeing and reduce anxiety of learners, from a group of identified PSA staff, will increase from the baseline set in September/October 2022
- Feedback from staff, observations of pupils and parental referrals, indicate an increasing number of learners experiencing "anxiety". This is impacting on learners' wellbeing, learning, participation in school/outside school activities and reduced interactions and social engagement with peers. For staff to deliver effectively in their role, they must be protective of their own mental wellbeing.
- Feedback from Microsoft Forms of the number of strategies they can name to promote wellbeing and reduce anxiety of learners, from a group of identified parents, will increase in number from the baseline set in September/October 2022.
- By May 2023, Forward Plans for all classes from Primary 3 to 7, will evidence at least two weekly sessions of taking learning outdoors.

Progress and impact of outcomes for learners:

- Staff report staff wellbeing is positive.
- Staff report fewer pupils are "opting out" of school activities inside and outside the classroom.
- SLT, Teacher and Support Staff feedback, indicates they observe happy, engaged learners within classrooms, dining rooms and playgrounds.
- Targeted learners use their "anxiety toolkit" when feeling anxious or under stress.
- A reduced number of parents have made referrals to SLT regarding learners experiencing anxiety or low self-esteem.
- Targeted learners show greater resilience, during challenge. They are also showing greater skill in maintaining and sustaining friendships with peers.
- LIAM before and after feedback forms shows increase in number of strategies used by learners.
- SLT receive fewer staff referrals for individuals/pupil groups who are experiencing disharmony as a result of peer relationships.
- Evidence from weekly plans show all classes engaging at least once weekly with "Loose Parts" play.
- Observations by SLT show increased number of occasions, classes utilise the outdoors to engage in learning.
- **Nursery Staff evaluations show positive impact on children's wellbeing following PATHS interventions.**

Next steps:

- ✓ Revisit/embed LIAM strategies with P7 year group.
- ✓ Introduce LIAM Project to P4, P5, P6 learners, including **Garvel Deaf Centre.**
- ✓ Share LIAM strategies with all stakeholders.

- ✓ Targeted learners to continue to use their “anxiety toolkit” when feeling anxious or under stress.
- ✓ Continue to closely monitor attendance of learners (Local Authority priority)
- ✓ Ensure staff have clear knowledge and understanding of Trauma Informed Practice (Local Authority priority)
- ✓ Nursery will continue to embed PATHS approaches within the Nursery Class and support Primary 1 classes to ensure continued application.
- ✓ Implement the new single agency planning documents. (Local Authority priority)

Establishment priority 2:

NIF Priority

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

Placing the human rights and needs of every child and young person at the centre of education

NIF Driver

School leadership

Teacher professionalism

HGIOS/ELC QIs

1.2 Leadership of learning

3.3 Increasing creativity and employability

UNCRC

Article 3 (Best interests of the child):

Article 28: (Right to education):

Outcome:

- By June 2023, feedback from a sample group of learners will articulate how they have been given increased opportunities to direct how learning is taken forward in IDL.
- By June 23 all learners will be involved in engaging and pupil directed learning.
- By June 24 all learners will experience clear progression of meta-skills. By June 23 all learners will be aware of the different types of meta skills they are developing.
- By May 2023, the number of stages using play pedagogy to increase pupils’ readiness to learn extended to P2, making daily use of outdoors.
- By December 2023, there will be an increasing number from August 2023 of Primary 1 and Primary 2 parents supporting learning in the P1 and P2 classrooms. (Baseline to be set in August 2023).
- By October 2022, at least 7/10 primary classes will have evidence of an updated IDL planner indicating how pupils have led learning within their context for learning.
- By February 2023, at least 8/10 primary classes will have evidence of an updated IDL planner indicating how pupils have led learning within their context for learning.
- By May 2023, 10/10 primary classes will have evidence of an updated IDL planner indicating how pupils have led learning within their context for learning.

Progress and impact of outcomes for learners:

- All primary classes evidenced use of an updated IDL planner indicating how pupils have led learning within their context for learning.
- Learners can talk about the ways they have been empowered to lead learning.
- Feedback from P1 staff indicates their confidence has increased in the delivery of play in Primary 1.
- Observations of learning environments in Primary 1 and Primary 2 classes, show adaptations to set up and resources, have been made to further facilitate a play pedagogy approach.
- Teachers report an increase in the number of pupils ready to engage in learning.
- Attendance records at In-Service and Play CLPL show full staff participation.
- Termly reflection/tracking meetings with early years class and P1-2 teachers, indicates progress for all learners.
- Primary 1 and Primary 2 staff have undertaken, at least termly professional engagement with Play CMO staff.

- Observations show increased engagement and greater motivation of learners.

Next steps:

- ✓ Continue to develop play pedagogy approaches in Primary 1 and 2.
- ✓ Develop teacher planning of play experiences to clearly show planned, purposeful play and targets for learners.
- ✓ Develop parental understanding of play pedagogy through parental Stay and Play sessions for all P1 and P2 parents.
- ✓ Involve parents in supporting learning in the P1 and P2 classrooms.
- ✓ By June 24 all learners will experience clear progression of meta-skills and will be aware of the different types of meta-skills they are developing.
- ✓ Support nursery staff in developing the use of skills across all areas of play.
- ✓ Further development of the Refreshed Curriculum Narrative/Updating Curriculum Rationale.
- ✓ Develop approaches to create an inclusive curriculum with a focus on anti-racist education and upskill staff confidence and knowledge regarding delivery. Staff to consider participation in the Education Scotland Racial Literacy Programme if places become available. (Local Authority priority)
- ✓ Evaluate our current offer as part of Developing the Young Workforce (DYW) and work with our learners to improve upon it. With a focus on how we provide role models for our deaf learners.

Establishment priority 3:

NIF Priority

Improvements in attainment, particularly in literacy and numeracy

NIF Driver

Teacher professionalism
School Improvement

HGIOS/ELC QIs

2.3 Learning, teaching and assessment
3.2 Raising attainment and achievement
3.2 Securing children's progress

UNCRC

Article 3 (Best interests of the child):
Article 28: (Right to education):

Outcome:

- By June 2023, learners will experience high quality learning, teaching and assessment across all stages, with class and nursery monitoring visits evaluating at "good" or above.
- By June 2023, overall attainment in Listening/Talking, Reading and Numeracy remain above 90% at P1,4 and 7 stages.
- By June 2023, overall attainment in Writing reaches 90% or above at P1,4 and 7 stages.
- By June 2023, almost all learners will be able to talk about at least 4 of the 5 learning dispositions/metacognitive skills, at an age and stage appropriate level.
- By June 23, almost all learners will use talk effectively using all four of the four Oracy Framework strands: cognitive/linguistic/physical/ social and emotional when presenting to an audience, contributing to small/large group discussion and during paired talk.

Progress and impact of outcomes for learners:

- Class Teachers show "Five Star Lesson" criteria during observations by SLT.
- Feedback indicates learners can articulate what they are learning, how they can be successful and how they can take their learning forward.
- Additionally, learners have reported that they feel both supported and challenged in their learning.
- Oracy Tracking Tool for each pupil shows gains in all four Oracy Framework strands.
- Observations of learners during presentations show projection of voice with appropriate eye contact and attempts to build rapport with their audience at an age appropriate level.
- Attainment P7, remains high at over 90% in all four curriculum areas since June 2019.
- Majority of pupils appear to be on track in writing. However, SLT observed a lack of consistency in writing pedagogy across the school.
- Almost all nursery staff received Word Aware training sessions and feel confident using this approach. Through dialogue with staff and observations, it is clear that they now have an increased understanding of the approach and the importance of developing vocabulary. Staff are aware of the need for a targeted methodology for some learners.

- Observations and monitoring of learning journals show an improvement of observations in the nursery. Staff report a lack of confidence in engaging with Literacy experiences and outcomes.

Next steps:

- ✓ Whole school and Garvel to undertake "Improving Our Schools" programme with a focus on high quality learning, teaching and assessment.
- ✓ Staff will use a research-based enquiry approach in order to develop writing pedagogy across the school.
- ✓ Introduce the "I can" programme to a group of targeted learners in nursery to support development of vocabulary.
- ✓ Nursery staff will develop a clearer understanding of the Literacy progression pathways and benchmarks.

Priority 4: Additional PEF Spend : Supporting learners impacted by poverty

NIF Priority

Closing the attainment gap between the most and least disadvantaged children and young people

HGIOS QIs

3.2 Securing Children's Progress

3.1 Ensuring wellbeing, equality and inclusion

UNCRC

Article 3 (Best interests of the child):

Article 28: (Right to education):

Spend: £25 000

Outcome:

- By June 2023, 25% of learners impacted by poverty in P2 will be working beyond expectations in Listening and Talking, Reading and Numeracy.
- By June 2023, 12.5% of learners impacted by poverty in P2 will be working beyond expectations in Writing.
- By June 2023, 16.7% of learners impacted by poverty in P2 will be working beyond expectations in Listening and Talking, Writing and Numeracy.
- By June 2023, 62.5% of learners impacted by poverty in P5 will be working beyond expectations in Listening and Talking.
- By June 2023, 37.5% of learners impacted by poverty in P5 will be working beyond expectations in Reading.
- By June 2023, 12.5% of learners impacted by poverty in P5 will be working beyond expectations in Writing.
- By June 2023, 25% of learners impacted by poverty in P5 will be working beyond expectations in Numeracy.
- By June 2023, 16.7% of learners impacted by poverty in P7 will be working beyond expectations in Listening and Talking, Reading, Writing and Numeracy.

Progress and impact of outcomes for learners:

- Pupil Support Staff (PSA) supported through the Pupil Equity Funding (PEF), implemented intervention strategies to a targeted group of pupil impacted by poverty. Additionally, there has been an increase in pupils working beyond expectations in Literacy and Numeracy.
- All pupils in P7, impacted by poverty, were on track in all areas of Literacy and Numeracy.
- The majority of pupils impacted by poverty in P1-6 were on track in all areas of Literacy and Numeracy.
- Termly reflection meetings focusing on identified pupils' progress and attainment across Literacy and Numeracy show improvement.
- Support staff reported an increase in confidence when delivering Literacy and Numeracy interventions. However, PSAs shared that they would benefit from training based on emotional and social wellbeing to further support learners.
- Teaching and support staff have reported a lack of confidence in supporting and delivering writing lessons.

- Tracking and monitoring has allowed staff to better understand data and use this information to identify next steps for learners.
- “Setting” across P7 allowed teaching and recovery staff to better target learners impacted by poverty.

Next Steps:

- ✓ Timetable PSA staff to support targeted learners impacted by poverty.
- ✓ PSA staff to be upskilled in supporting targeted learners with Writing.
- ✓ Acting PT to train / support PSA and Garvel staff in use of strategies within LIAM project to promote pupil wellbeing.
- ✓ Cost of the School Day pupil group will gather views of pupils and stakeholders, participating in PEF budget decisions.
- ✓ Continue to use recovery teacher to provide targeted support for learners impacted by poverty.

Data

Key Strengths:

- At 94%, levels of attendance remain above local authority statistics (90.4%).
- Since June 2021, data for P7 has remained above 90% in all four curriculum areas
- At end June 2023, attainment levels in Numeracy at P1, 4 and 7, have exceeded or have sustained previous levels of attainment.
- The P3 cohort attainment in Listening and Talking remains above 90%.
- Very good progress has been for the P4 cohort from P1 levels in Reading, rising from 73.9% in P1, to 87.2% in June 2023. Listening and Talking, and Numeracy levels remain above 90%.

Points for Reflection:

- Overall attainment at end of levels in P1,4 and 7 is above 90% but these levels are not met in overall attainment including all other stages from P1 to P7.
- At P4, Literacy levels remain below 90%, most notably in Writing.
- Levels from P1 to P2 have dipped below 90%, most notably in Reading.
- At P3, attainment has dipped below 80% in Reading and Writing this session.

Key Priorities:

- Ensuring high quality learning, teaching and assessment across the school, Nursery Class and Garvel Deaf Centre through our “Improving Our Schools” project and raise attainment for all, particularly those impacted by poverty.
- Ensuring all staff within the school are trauma informed
- Providing learners greater opportunity to lead learning through play pedagogy and providing a curriculum which promotes learning to equip learners with skills for learning, life and work in an ever advancing world.
- Staff confidence in writing pedagogy appears to have decreased. Furthermore, in writing attainment, there is an overall gap of 4.1% between pupils who reside SIMD 1-2 compared to those residing in SIMD 3-10. There is a need to revisit our writing processes across the school.

1.3 Leadership of change

Nursery: Good School: Good

Key Strengths

- We have high expectations and ambition for our learners.
- We are a gold level Rights Respecting School and we plan to seek reaccreditation in the next session. Our school, Garvel Deaf Centre and Nursery Class ethos promotes a culture of children's rights.
- Our school values are known and understood by our school community.
- Individual and collective CLPL links to School Improvement Plan priorities.
- Young Leaders of Learning (YLL) programme has facilitated sharing of practice between pupils.

Key Priorities:

- Build our new Senior Leadership Team and develop staff leadership across the school and nursery.
- Develop a culture of enquiry through Improving our Schools programme.
- Further develop child voice and child leadership across the school with a greater emphasis on our Nursery Class
- Ensure robust methods of involving parents and pupils in the self-evaluation process.
- Review current self-evaluation tools in nursery and develop these to ensure greater participation from all stakeholders.
- Continue to provide families with the opportunities to become involved in our learning focus each term.

2.3 Learning, teaching and assessment

Nursery: Good School: Good

Key Strengths:

- Relationships are at the heart of everything we do, across the school, nursery and Garvel Deaf Centre.
- We are a gold level Rights Respecting School and we plan to seek reaccreditation in the next session.
- Play has helped us to further engage our learners in P1 and P2.
- We tailor our termly learning focus to the children's interests. Children are happy to direct and lead their learning.
- Nursery learning journals show an increase in engagement between children and families. This in turn has allowed staff to better meet their needs and plan relevant provocations.
- Staff are confident in using a range of teaching strategies to support learning.
- Recovery staff have ensured we are able to target learners to support them in achieving.
- Staff are becoming more confident in delivering interventions and using challenge and support in lessons.
- Tracking and monitoring and GIRFEC meetings allow for professional dialogue and identifying of next steps for our learners. This also provides the opportunity to regularly revisit and evaluate what is working for our pupils.

Key Priorities:

- Teaching staff to undertake training and participation in the "Improving our Schools" programme.
- Teaching staff involved in cluster moderation exploring the joint planning of learning, teaching and assessment

- Continue to develop and enhance our tracking systems to ensure we have a good understanding of our learners. All staff to feel confident in the use of the data dashboard. Further, ensure data is not only measured but used effectively to plan learning.
- Quality calendar will ensure staff are aware of jotter monitoring, focus groups, learning walks and observations. This will be used across school, nursery and Garvel.
- Further develop play pedagogy with Garvel staff.

3.1 Ensuring wellbeing, equity and inclusion

Nursery: Good School: Good

Key Strengths:

- Relationships across our school are positive and supportive.
- Our learners have a good understanding of the wellbeing indicators
- We celebrate diversity and strive to make the world a “more fair place to live”.
- The use of LIAM in P7 provided children with strategies to support their emotional wellbeing.
- Use of nursery padlet ensures staff are aware of all policies and risk assessments, and any updates.
- Transitions are a continual focus across the school, nursery and Garvel Deaf Centre.
- Outdoor learning is embedded across all stages.

Key Priorities:

- Develop and embed the use of the LIAM anxiety toolbox across the school.
- Ensure practice across all three sectors is “trauma informed”.
- Review our current approaches to an inclusive curriculum with a particular focus on anti-racism.
- Develop and embed the use of PATHS within the Nursery Class.
- Use of single agency planning tool will allow for greater planning for pupils with additional support needs. Working with Garvel PT to further embed this across their service.

3.2 Raising attainment and achievement/Securing children’s progress Nursery: Good School: Good

Key Strengths:

- Almost all learners are attaining appropriate levels of attainment in Listening and Talking, and Numeracy. Most learners are attaining appropriate levels of attainment in Reading and Writing.
- Staff feel more confident in identifying gaps and targeting support based on the evidence.
- Our focus on raising attainment in literacy and numeracy has had a positive impact on attainment.
- Teachers are confident in their use of teacher professional judgements through benchmarking, use of assessments and moderation procedures. Further, they feel more equipped to judge when a child is “beyond expectation”.
- Assemblies and Twitter allow us to celebrate achievements outwith school.
- “Job Vacancies” allow for leadership roles across the school.
- The clothing bank has been a successful way of reducing the cost of the school day for our families.

Key Priorities:

- Review our school and Nursery Class tracking systems.

- Develop our nursery environment to ensure it is engaging and appealing to our children, completing the ECHR-S audit tool to help us improve.
- Continue to develop ways to track and record pupil achievement.
- Maintain high level focus on improving attendance for all pupils – establishing a multi-agency review group.
- Work with our children to find new ways of reducing the cost of the school day.
- Garvel staff to develop their knowledge of play pedagogy to enhance engagement with learning.
- Use our PEF to employ PSAs in order to target children impacted by poverty.

Other quality indicators evaluated from 3 year plan:

2.2 Curriculum

Key Strengths:

- All stakeholders contributed to our curriculum rationale.
- Collegiate time has been used to explore the Refreshed Curriculum Narrative this session which has ensured our staff are mindful of the four contexts for learning within the curriculum when planning learning experiences.

Key Priorities:

- Continue to develop and explore our understanding of IDL
- Continue to develop pupil leadership of learning and involve all stakeholders
- Develop approaches to ensure an inclusive curriculum with a focus on anti-racist education.

Key Achievements of the Establishment

- Deaf Identity Workshop for Garvel Deaf Centre pupils
- BBC Filming Project
- Participation in the Boccia Festival
- LIAM Project undertaken by P6 year group supported and delivered by Inverclyde Education Psychological Services
- P6 participation in Gourock Schools production of “Great Scots” in collaboration with Gourock Schools and Churches Together Group.
- P5,6,7 took part in the Benedetti music session at Clydeview Academy
- Moorfoot Learning Explorations
- All learners took part in four school IDL projects
- Participation in the Young Leaders of learning Project and worked alongside Inverkip primary pupils involved in self-evaluation procedures.
- Introduction of “Playground Performance” led by a group of P5 pupils on Friday lunchtimes.
- Gaining the Silver Reading Schools Award
- Developing pupil voice as part of our Oracy Projects: Question of the Week
- STEM Morton in the Community Project.
- Developing International links through “Penpal” projects in Primary 6 and Primary 7