

Moorfoot Primary School, Nursery Class and Garvel Deaf Centre
Standards and Quality Report
2023/2024



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 2023 until June 2024.

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 250. We have 10 classes from Primary 1 to Primary 7.

Our Nursery Class delivers early learning and childcare for 30 children aged 3 - 5 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: SIMD 1-2 14.0% FSM%: ASN%: EAL%:
 SIMD 3-10 85.2%

Roll by SIMD

Deciles	1	2	3	4	5	6	7	8	9	10
Number of Pupils	26	9	11	3	1	46	33	54	65	0
%	10.4	3.6	4.4	1.2	0.4	18.4	13.2	21.6	26.0	0.0

Roll by Stage	P1	P2	P3	P4	P5	P6	P7	ALL	
All	34	21	38	28	47	45	37	250	
Female	14	8	18	13	29	18	18	118	47.2%
Male	20	13	20	15	18	27	19	132	52.8%
FSM	6	0	3	6	6	6	6	33	13.2%
ASN	6	5	8	15	18	13	11	76	30.4%
EAL	0	0	0	0	1	2	0	3	1.2%
Care Exp - Home	0	0	0	0	0	0	1	1	0.4%
Care Exp - Away	0	0	0	0	0	0	1	1	0.4%
Care Exp - Previously	0	0	2	0	1	0	1	4	1.6%

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 2019	92%	87%	86%	92%
June 2021	96%	90%	87%	91%
June 2022	95%	91%	89%	91%
June 2023	96%	92%	88%	95%
June 2024	92.9%	90.9%	89.9%	91.9%

PRIMARY 1	L and T	Reading	Writing	Numeracy
June 2019	95%	90%	90%	95%
June 2021	96%	96%	86%	96%
June 2022	98%	92%	92%	92%
June 2023	96%	96%	91%	96%
June 2024	97.1%	100.0%	97.1%	97.1%

PRIMARY 4	L and T	Reading	Writing	Numeracy
June 2019	93%	87%	83%	90%
June 2021	91%	83%	83%	86%
June 2022	91%	89%	84%	89%
June 2023	96%	87%	83%	94%
June 2024	92.9%	89.3%	89.3%	92.9%

PRIMARY 7	L and T	Reading	Writing	Numeracy
June 2019	87%	85%	85%	89%
June 2021	100%	91%	91%	91%
June 2022	97%	93%	91%	93%
June 2023	97%	92%	90%	95%
June 2024	89.2%	86.5%	83.8%	86.5%

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:

- (i) By May 2024, identified groups of P4, 5, 6 and Garvel learners undertaking the classroom based LIAM project will indicate improved scores (1/2 to 3/4) from their August 2023 baseline in the Leuven Scale of wellbeing.
- (ii) By May 2024, identified children in the Nursery Class following the PATHS programme will show increased success in the use of pro-social skills, emotion understanding, social problem-solving and self-control from pre/post survey against the "Social Competence" Rating Scale.
- (iii) By May 2024, the majority of staff will show increased understanding in the trauma informed practice from pre/post Microsoft Forms surveys.
- (iv) By May 2024, targeted children will show increased attendance in comparison to figures from previous year.
- (v) By December 2023, feedback from ASG and ASNF will state that single agency paperwork is aligned with local authority guidance.
- (vi) By June 2024, all children will see themselves reflected within the environment, compared to the initial audit in September 2023.
- (vii) By December 2023, nursery staff assessment of the environment will show improvement when measured against the ECERS-R baseline measured in September 2023.

Progress and impact of outcomes for learners:

- (i) Taking advice from Educational Psychology, it was decided that a small number of individual children would instead be targeted as part of the LIAM project. However all teaching staff took part in training to fully understand the strategies. Before and after feedback shows increase in number of strategies used by learners as a result of LIAM project. Leuven Scale scores increased for pupils in comparison to the baseline.
- (ii) Social Competence scale shows an increase in the use of emotional and social skills in nursery children.
- (iii) The majority of teaching staff report increased understanding of trauma informed practice and share that they feel able to create an inclusive environment. According to observations from SLT, teachers, and PSAs, students appear happy and engaged across the school. Fewer parents have referred learners to SLT for issues related to anxiety or low self-esteem, suggesting that they feel well supported in school.
- (iv) The majority of targeted learners showed an increase in attendance.
- (v) Inverclyde's single agency paperwork is being used consistently across all stages.
- (vi) During focus groups, targeted children expressed that they now see themselves reflected in the classroom environment, with one child mentioning that the new books make them feel more included and proud of their heritage, indicating a positive impact. Many pupils learned about different traditions and stories that they didn't know before, and state a new understanding and appreciation of diversity. Parents supported the planning of anti-racism learning through sharing their own experiences and suggested learning experiences.
- (vii) Assessments using the ECERS-R scale suggest a significant improvement in the environment. This is further supported by completed Leuven Scale observations, indicating higher levels of engagement amongst learners. Nursery staff note that as a result they find it easier to engage with children, leading to more meaningful interactions, improved practices, and the ability to better meet individual needs.

Next steps:

- ✓ Continue to use LIAM project in school to support individual children with mild to moderate anxiety. Targeted learners to continue to use their “anxiety toolkit” when feeling anxious or under stress.
- ✓ Monitor attendance of all learners (Local Authority priority) and work alongside Clydeview Academy and cluster primaries to create a consistent approach towards attendance.
- ✓ Continue to embed trauma-informed practice with a focus on the principles of nurture and restorative approaches.
- ✓ Further improve upon the use of the ECERS-R scale to ensure the nursery environment is regularly assessed and developed.

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:

- (i) By June 2024, 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, in comparison to a baseline set in September 2023.
- (ii) By June 24 the majority of learners will be involved in pupil directed learning.
- (iii) By October 23 the majority of learners will be able to talk about the different types of meta skills they are developing.
- (iv) By June 24 most learners will experience clear progression of meta-skills.
- (v) By June 2024, teaching staff feedback from the majority of staff will indicate greater understanding of what constitutes high quality IDL compared to a baseline set in September 2023.
- (vi) By June 2024, majority of staff feedback will indicate increased knowledge and confidence in being racially literate from baseline set in October 2023. By June 2024, majority of staff will begin to explore adaptations to ensure a more inclusive curriculum within their planning documents, in contrast with previous session 2022/2023.
- (vii) By June 2024, P1/P2 staff feedback will indicate through professional dialogue and planning, an increase in confidence when adopting a play pedagogy in comparison to the previous year.
- (viii) By June 2024, the majority of P1/P2 parent feedback will indicate through professional dialogue, an increase in understanding of play pedagogy, in contrast to the parental feedback gathered in September 2023.
- (ix) By June 2024, most learners will provide feedback on careers they are interested in to allow staff to plan for a better and more personalised "World of Work" experience.

Progress and impact of outcomes for learners:

- (i) Feedback from groups of pupils indicate that they have more opportunities to direct their own learning.
- (ii) Throughout the school, the majority of children are regularly involved in this process. As a result teachers report pupils are more engaged in their learning.
- (iii) The majority of learners are able to discuss the various types of meta-skills and are beginning to demonstrate progress in their understanding. This increased awareness has had a positive impact, as classroom observations show learners are now more capable of recognising and articulating their personal growth, leading to a stronger sense of self-directed learning and improved ability to eventually apply these skills in diverse contexts.
- (iv) Through professional dialogue, the majority of all Moorfoot teaching staff state an increase in confidence and understanding of what constitutes high quality inter-disciplinary learning.
- (v) Across the school, all teachers supported pupil led racial literacy projects, ensuring a more inclusive curriculum offer to learners. All children shared their learning with families, further developing the anti-racism message across the community.
- (vi) Staff feedback across the school, Garvel and nursery, indicates an increase in confidence and knowledge of racial literacy, with Moorfoot teachers taking on board additional CLPL with West Partnership.
- (vii) P1 and P2 teaching staff continue to develop their understanding of current research and guidance in relation play pedagogy. During observations, teachers have displayed a greater awareness of using play to assess progress and inform next steps in learning. Termly reflection/tracking meetings with P1-2 teachers, indicates progress for all learners.

- (viii) Through dialogue, majority of P1 parents shared that they now have a greater understanding of play pedagogy.
- (ix) Most learners provided valuable feedback on the careers they are interested in, enabling all staff to begin to tailor a more personalised "World of Work" experience. This will lead to more targeted and relevant career exploration opportunities, better aligning educational experiences with pupils' aspirations and enhancing their engagement and preparation for future careers.

Next steps:

- ✓ By May 2024, we aim to enhance the skills of our Nursery and P1 staff in conducting high-quality observations, which will be reflected in our planning processes and lead to better, child-centred outcomes. Nursery and P1 staff will collaborate using the new Inverclyde planning tool alongside progression pathways.
- ✓ The collegiate calendar should provide opportunities for Nursery and Primary 1 staff to collaborate and share practice.
- ✓ Continue to build parental understanding of play pedagogy through parental Stay and Play sessions for all P1-2s, targeting new P1 parents.
- ✓ By June 2025, further develop tools for P1, P2 and P2/3 teaching staff to support planning, assessment, and implementation of play.
- ✓ Develop meta-skills within current planning systems to ensure it is incorporated into learning across the curriculum.
- ✓ **Support nursery staff in developing the use of skills, using the new Inverclyde planning system.**
- ✓ Update Curriculum Rationale in order to personalise it for the Moorfoot pupils, answering the questions "What do we want for our children and how will we work together to achieve this?"
- ✓ Further embed racial literacy across all stages, ensuring our learners have access to an inclusive curriculum. All staff to consider participation in the Education Scotland Racial Literacy Programme if places become available. (Local Authority priority)
- ✓ Pupil led learning based around Developing the Young Workforce (DYW) in session 2024.2025

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:

- (i) By June 2024, the majority of learners will experience high quality learning, teaching and assessment across all stages. Feedback from class and nursery monitoring visits will show an increased understanding of the skills and strategies required to deliver this compared to a baseline set in September 2023.
- (ii) By June 2024, medium term planners, jotters and observations of teaching staff led by SMT will show an increase in challenge and differentiation from the baseline set in October 2023.
- (iii) By June 2024, most staff will undertake a research-based enquiry in order to create a writing programme that is progressive and meets the needs of the learners. Increase attainment in writing for targeted pupils who are behind expectation with a stretch aim of 8.3%
- (iv) By May 2024, an identified group of learners, undertaking a number of strategies, will indicate improved vocabulary through ongoing assessment from the baseline set in September 2023
- (v) By June 2024, feedback from Microsoft Forms will show improvement in the confidence of the majority of nursery staff using the progression pathways and benchmarks for Literacy, will increase from a baseline set in September 2023.

Progress and impact of outcomes for learners:

- (i) All Moorfoot class teachers engaged with "Improving Our Schools" programme, developing a greater understanding of the tools required to provide high quality learning and teaching. This was further evidenced during peer and SMT observations of class lessons and feedback from pupils. While there have been positive developments, it's evident that there are still opportunities to enhance the quality of learning and teaching for a larger portion of our learners.
- (ii) Teachers engaging with the "Dashboard" tool reported a greater understanding of data and using it to better identify needs, track progress and inform next steps. All teaching and nursery staff engaged in moderation at stage, school and cluster level. Discussions with Moorfoot teaching and nursery staff indicate an increased depth of understanding of the process and has supported their professional judgements. The creation of a new medium-term planning and tracking process has enabled more extensive work on challenge and differentiation for Moorfoot and Garvel teaching staff.
- (iii) Most Moorfoot teaching staff undertook an evidence based enquiry approach to using feedback in order to further develop writing across the school. Evidence from classes shows a direct impact on learners' capability to use feedback to enhance their writing. Although there were efforts to improve writing skills, the outcomes suggest that there is still room for growth in achieving our stretch aim for attainment in this area.
- (iv) Nursery staff demonstrate a stronger ability to support vocabulary development, following their participation in the "I can" program training sessions. Using the "I can" program for assessment, staff can now successfully identify a specific group of children in need of further vocabulary interventions, ensuring targeted and personalised support.
- (v) Early years' staff have continued to engage in online training throughout the year and in professional dialogue. As a result, staff shared that they feel more confident in writing observations. Through verbal feedback, it is evident that the majority of nursery staff feel an increased confidence in utilising literacy pathways and benchmarks.

Next steps:

- ✓ Further work on developing a consistent writing pedagogy is required across the school and **Garvel Deaf Centre.**
- ✓ Further develop an enquiry approach to school improvement across the school.
- ✓ Our collegiate calendar has embedded opportunities for Nursery and Primary 1 staff to collaborate and share practice.

- ✓ Introduce the “I can” programme to a group of targeted learners in nursery to support development of vocabulary.

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:

- (i) By June 2024, identified learners will be on track and working beyond expectations in writing, in comparison to figures from session 2022/2023.
- (ii) By June 2024, identified learners will feedback that the support of PSAs have ensured they are making progress and are engaged in learning, in comparison to last session.
- (iii) By June 2024, Pupil Equity Funding will be used to focus on the reduction of the cost of the school day for any families impacted by financial barriers and poverty.

In session 2023 to 2024 targets

Year Group	What would we like to see for our learners impacted by poverty in Writing attainment?	Target (%)
Primary 2	No identified learners at present	0%
Primary 3	8/9 learners on track and at least 1 learner “working beyond” expectations	89%
Primary 3	4/6 learners on track and at least 1 learner “working beyond” expectations	67%
Primary 4	3/5 learners on track and at least 1 learner “working beyond” expectations	60%
Primary 5	5/9 learners on track and at least 1 learner “working beyond” expectations	56%
Primary 6	3/6 learners on track and at least 1 learner “working beyond” expectations	50%
Primary 7	At least 1 learner “working beyond” expectations	86%

Progress and impact of outcomes for learners:

- (i) Overall attainment in writing at P1, 4 and 7 increased by 1.9% Termly reflection meetings focusing on identified pupils’ progress and attainment across Literacy and Numeracy show improvement. Improved tracking and monitoring systems have allowed Moorfoot and Garvel teaching staff to better understand data and use this information to identify next steps for learners. Despite progress being made, children in Garvel affected by poverty continue to show a gap in literacy attainment.
- (ii) Pupil Support Staff (PSA) supported through the Pupil Equity Funding (PEF), implemented intervention strategies to a targeted group of pupil impacted by poverty. Most learners shared that they feel more engaged in learning and evidence shows progress in both Literacy and Numeracy. The majority of pupils impacted by poverty in P1-7 were on track in all areas of Literacy and Numeracy. The focus of learning support across P6 and P7 allowed teaching and recovery teaching staff to better target learners impacted by poverty.
- (iii) Pupil Equity funding was used to support with transport to and from school for families impacted by financial barriers and poverty. As a result, targeted pupils attended school regularly and these patterns continued when the financial support was removed. Furthermore, creation of pupil led group focussing on “Cost of the School Day” has increased pupils understanding of financial barriers. Parents and pupils are now more able to participate in PEF budget decisions.

Next Steps:

- ✓ Timetable PSA staff to support targeted learners impacted by poverty.
- ✓ Garvel staff to develop pedagogy of writing to better meet the needs of their learners impacted by poverty.

- ✓ Continue to use recovery teacher to provide targeted support for learners impacted by poverty. Ensure there is dialogue between class teachers and additional support teacher through a planning log.
- ✓ Further enhance the "Cost of the School Day" initiative within the school and throughout the community, ensuring ongoing involvement of parents and pupils in PEF budget decisions.

Data

Key Strengths:

- Attendance levels remain above local authority and national statistics.
- Attainment in "Listening and Talking" remains above 90% across the school.
- At the end of June 2023, 100% of learners in Primary 1 and 2 were on track or beyond expectation in reading. This is a significant increase compared to last year's P1 and 2 classes which dipped below 90% in reading.
- The P1, 4, 7 cohort attainment in Numeracy remains above 90%. Additionally 100% of learners in P2 working on track or beyond in Numeracy.
- In comparison to Inverclyde schools, Moorfoot remains above the average in Literacy and Numeracy. Furthermore, this year's figures are above the national average across Scotland in 2022-2023.

Points for Reflection:

- Overall attainment at end of levels in P1,4 and 7 is above 90% but notably there is a slight dip in writing at 89.9%.
- The average for writing across the school is at 81.3%.
- Writing in P5 and P6 has dipped below 70% attainment.

Key Priorities:

- Continue to work on writing processes and pedagogy across the school.
- Ensuring all staff engage with the new Inverclyde Writing Toolkit in order to further develop a consistent pedagogy across the school.
- Ensuring **all staff** within the school are trauma informed.
- Further develop the data strategy by implementing the Early Years Dashboard. This will allow greater tracking and awareness of progress, providing more opportunities for early interventions and consistency across the Early Level. Increased understanding of prior learning will also ensure a positive impact on future planning to ensure appropriate pace, progression and challenge within Early Level.
- In writing attainment across P1, 4 and 7, there is an overall gap of 18% between pupils who reside SIMD 1-2 compared to those residing in SIMD 3-10. There is a need to revisit our writing pedagogy for these stages, with a particular focus on our deaf learners.

National Improvement Framework Quality Indicators

1.3 Leadership of change

Nursery: Good School: Good

Key Strengths

- We have high expectations and ambition for our learners.
- In session 2023-2024, we were recredited as a gold level Rights Respecting School. 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.
- Through termly data and tracking meetings, staff gain a comprehensive understanding of the social, economic, and cultural context of our nursery and school.
- Our values are embedded across the school, with staff continuing to refer to these as part of class charters, restorative conversations, assemblies etc.
- Through evidence based enquiry approach, staff are able to use research and data with greater confidence. Thus resulting in sustainable and embedded improvement.
- Garvel staff have shared that they are eager to take on additional leadership roles.
- 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.
- Carry out a robust consultation with all stakeholders to renew the school vision and aims, whilst also assessing the effectiveness of our current values.
- Foster a culture of enquiry among teaching staff as part of our continuous improvement efforts, utilising established working parties embedded within the collegiate calendar.
- Continue to focus on child voice and child leadership across the school and nursery.
- Ensure robust methods of involving parents and pupils in the self-evaluation process are embedded across the school, nursery and Garvel Deaf Centre.
- Continue to provide families with the opportunities to become involved in our IDL.

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 were reaccruited as a Gold Rights Respecting School, where staff have a strong commitment to children's rights and encourage children to feel empowered in their learning.
- Wider achievements are celebrated across the school and nursery.
- Children are confident in leading their own learning.
- Trio observations allowed staff to observe practice across the school, inspiring them to incorporate new techniques into their own practice and fostering continuous professional growth. This also enhanced collaboration across stages.
- Quality assurance, including observations, jotter monitoring and focus groups showed that the majority of staff use a range of teaching strategies to support learning. This was enhanced due to our involvement with the West Partnership: Improving Our Schools programme. This has provided staff with an opportunity to gain a deeper understanding of the elements that constitute high-quality learning and teaching.
- The majority of teaching staff have displayed a firm understanding of pupil needs and will share this information at tracking and monitoring meetings. This has allowed for quicker identification of children who require additional support.
- As a result of engaging with the "Dashboard", staff are more confident in analysing data for impact and this is further supported at tracking meetings.
- Range of assessments are being used effectively across all stages to provide additional data and target gaps in learning.

Key Priorities:

- Develop an assessment calendar and robust tracking tool for interventions to allow us to ensure impact upon learning.
- Review medium term planning to reduce bureaucracy and allow for greater focus on high quality learning, teaching and assessment. Continue to ensure data is not only measured but used effectively to plan learning.
- Focus on the assessment of writing and the consistency of approaches used, aligning these to the benchmarks and progression pathways.
- Teaching staff involved in cluster moderation exploring the joint planning of learning, teaching and assessment
- Quality calendar will continue to ensure staff are aware of jotter monitoring, focus groups, learning walks and observations. This will be used across school, nursery and Garvel.
- Review the use of Nursery observations linked to the new Inverclyde planning tool.
- Focus on the new Nursery "Dashboard" to allow for greater identification of next steps and gaps in learning.

3.1 Ensuring wellbeing, equity and inclusion

Nursery: Good School: Good

Key Strengths:

- We continue to ensure relationships are at the heart of everything we do and remain positive across all stages.
- The use of the Glasgow Health and Wellbeing tracking tool has allowed us to identify areas of support for individual children.
- Our focus on anti-racism was a tremendous success, impacting not only our school community but all of Gourock. Pupils took charge of their learning, gaining a deeper understanding of racism, forced migration, and refugees. This initiative led to a collaboration among all Gourock schools, spreading the anti-racism message throughout the community. The effort culminated in the unveiling of a stained glass window at Gourock Train Station, celebrating the partnership of pupils against racism. The project was further endorsed by a song created by the pupils and recorded by a local band.
- Working alongside Gourock Schools, we created an anti-racism charter for all pupils.
- The use of LIAM allowed for a targeted approach towards a pupil with anxiety.
- The PATHS program is well-integrated into our Nursery class, resulting in children becoming more articulate in their emotional literacy.
- We are further developing staff capacity in de-escalation strategies and trauma informed practice.
- Transitions are a continual focus across the school, **nursery** and **Garvel Deaf Centre.**
- Our nursery consistently stays up to date with Care Inspectorate policy guidance.
- Child protection procedures are implemented throughout our Nursery and school, with pastoral notes effectively utilised to document the chronology of events when necessary.

Key Priorities:

- Refine the tracking of our health and wellbeing to ensure a thorough understanding of their needs which in turn will support the use of interventions.
- Despite our reaccreditation of Gold Level Rights Respecting School, we should continue to ensure this remains a priority across our community, with a particular emphasis on Garvel Deaf Centre.
- Expanding upon the foundation of trauma-informed practices, staff will deepen their comprehension of restorative conversations, employing them school-wide to foster positive relationships.
- Explore the Principles of Nurture to further enhance understanding of trauma and build upon existing positive relationships.
- Continue to use LIAM as a tool to support children with anxiety.
- Ensure a continued focus on Racial Literacy, further developing this area using self-evaluation tools in collaboration with all stakeholders.
- As a school, explore Deaf Awareness and Deaf Identify in order to further develop our inclusion of deaf learners in Moorfoot.

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

Key Strengths:

- Most learners are attaining appropriate levels of attainment in Listening and Talking, and Numeracy. The majority are attaining appropriate levels of attainment in Reading and Writing.
- Staff now possess greater ability to articulate potential 'Gaps' in attainment, with targeted support aligned to data.
- Despite a slight decrease in writing attainment, efforts are focused on improving writing skills across all stages.
- School data demonstrates that most children receiving additional support are progressing well from their individual starting points, with some achieving nationally expected levels.
- Staff are regularly encouraged through data meetings to consider raising expectations for pupils who exceed initial potential and ensure they are planning for challenge within Literacy and Numeracy.
- Pupils are given opportunities to take on leadership roles in a variety of ways. The use of "Big Questions" linked to How Good is OUR School, has allowed almost all children to evaluate their school at home and in class. The feedback is shared with the Head Teacher and used as part of the improvement cycle.
- Children enjoy organising and running their own lunch time clubs. These include – drama, athletics, gymnastics and art.
- Our learners lead their own learning through rich tasks by sharing their knowledge with the teacher and then collaboratively identifying relevant experiences and outcomes.
- Our "Cost of the School Day" working party has ensured a greater awareness of financial barriers.
- The uniform bank is well used and supported by the Moorfoot community.
- Improvements in the nursery environment have led to increased levels of engagement.

Key Priorities:

- Implement a robust tracking system is implemented to ensure targeted support, monitoring, and resource allocation.
- Enhance the existing termly tracking and monitoring system to deepen staff understanding of strategies for raising attainment.
- Ensure pupil voice gathered in session 23-24 is incorporated in to our "World of Work" week.
- Continue with a whole school focus on writing pedagogy.
- Develop the "Cost of the School Day" working party in order to identify a long term strategy that would reduce financial barriers to families.
- Introduce the nursery "Dashboard" and begin to use this tool alongside learning journals to track and monitor learning.
- Continue to enhance our nursery environment to make it more engaging and appealing for our children, using the ECHR-S audit tool to guide our ongoing improvements.

Other quality indicators evaluated from 3 year plan:

2.2 Curriculum

Key Strengths:

- Learners actively participate in the school, frequently assuming leadership roles, including leading learning initiatives like Young Leaders of Learning.
- The learning environment in the school and nursery fosters positive, and nurturing relationships.
- Staff are now utilising and implement relevant educational research to enhance learning and teaching.
- Learners' achievements, both in and out of school, are celebrated.
- Staff utilise and implement relevant educational research findings to enhance learning and teaching.
- Assessment methods are becoming more tailored to learners' needs, helping them demonstrate their learning progress.
- New tracking and monitoring processes are well-understood and effectively used to achieve better outcomes for all learners.
- All teachers possess solid data analysis skills aimed at driving improvement.
- Greater understanding of IDL across all stages.

Key Priorities:

- Ensuring planning is balanced and manageable.
- A robust system which provides a body of evidence that supports assessment decisions and planning for next steps
- Greater links between wider achievements and how they contribute to the development of skills for life, learning and work.
- Refresh the curriculum rationale alongside all stakeholders.
- Continue to develop an inclusive curriculum through anti-racist education and deaf awareness focus.

Key Achievements of the Establishment

- Maintained our GOLD Rights Respecting school accreditation.
- Success at the Burns Federation Inverclyde competition.
- Triumph at the Inverclyde Music Festival, including first-place awards for the recital of a Scots poem and Inventive Storytelling.
- Engaged in an Anti-Racism initiative alongside Gourock Schools and Churches Together, resulting in a song composed by pupils and the unveiling of a new stained glass window designed by children, showcased at Gourock Train Station.
- We are continuously building partnerships to support our pupils, including collaborations with Barnardo's, Active Schools, Youth Music Initiative and Action for Children.
- Pupils from Moorfoot and Garvel collaborated with Creative Scotland to produce animated videos featuring an eco-superhero who uses BSL.
- Working in partnership with Scottish Opera, our P5 and P6 pupils delivered an outstanding performance of "Vikings: The Quest for the Dragon's Treasure" for families and fellow pupils.
- Our whole school show "Bethlehem Ballroom" was well attended and feedback was incredibly positive.
- P6 participation in Gourock Schools production of "Tall Ships Tales" in partnership with Gourock Schools and Churches Together Group.
- All learners took part in two school IDL projects and invited families to "share the learning".
- Our choir performed at many events including the Gourock Garden Party.
- Engagement in the Young Leaders of Learning Project involved collaboration with Inverkip Primary pupils, contributing to self-evaluation procedures.
- Continuing to develop pupil voice as part of our Oracy Projects: Question of the Week
- STEM events including P7 visiting West College and P5 pupils taking part in Sonappa Music workshops.
- Participation and success in sporting events across Inverclyde. This included winning the P5 rugby tournament, being awarded second place at the Gourock Highland Games, winning second place at Inverclyde Sportshall Athletics and first place for P6 girls cross country.
- Successful completion of Seasons for Growth programme, supporting children with loss.
- Stay and Play sessions in nursery and Primary 1 have been well attended and positively received by families