

# Education – Improvement Planning Document 2024-25

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Establishment Name: Moorfoot Primary School, Nursery Class and Garvel Deaf Centre

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Signatures:

Head of Establishment	Elyse Buchanan	Date	June 2024
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Quality Improvement Officer	Elaine McLoughlin	Date	June 2024
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# Our Vision, Values and Aims

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## Our Vision:

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



## Our values:

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

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





## **Our aims:**

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



# 3 Year Overview of Establishment Priorities

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

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

Session 2024-2025

Session 2025-2026

Session 2026-2027

Moorfoot Nursery Class and Garvel Deaf Centre specific outcomes and tasks are highlighted.

# Overview of rolling three year plan

National Priorities	Session 2024-2025	Session 2025-2026	Session 2026 - 2027
Improvements in attainment, particularly in literacy and numeracy	<p>Using the Inverclyde Literacy Framework, develop writing pedagogy across all stages.</p> <p>Continue to develop play pedagogy in P1-3.</p> <p>Look outwards in order to further develop writing for Deaf learners.</p> <p>Build staff understanding of emergent writing.</p>	<p>Review progress made in writing and the pedagogy, ensuring consistent approach across the school.</p> <p>Review progress made in play pedagogy and identify strategies to introduce to P1-4.</p> <p>Target problem solving in Maths.</p>	<p>Review reading pedagogy using the Literacy Framework.</p> <p>Review current numeracy strategies and revise SEAL, Number Talks, Concrete-Visual-Abstract processes across the school and nursery.</p>
Closing the attainment gap between the most and least disadvantaged children	<p>Link to PEF plan.</p> <p>Focus on writing pedagogy and support provided for children living in SIM1-2.</p> <p>Engage with the new Early Years data dashboard in order to improve outcomes across the nursery.</p> <p>Further develop observations and planning.</p>	<p>Review sustainability of PEF and put in plans in place to prepare for end of funding.</p> <p>All staff to confidently use the Early Years data dashboard in order to improve outcomes across the nursery.</p>	<p>Review plan for PEF ending and ensuring sustainability.</p>
Improvement in children and young people's health and wellbeing	<p>Revise Restorative Practice and Nurture Principle 5.</p> <p>Track HWB more effectively.</p> <p>Introduce CIRCLE toolkit to further support emotional and social skills in nursery.</p>	<p>Further build on restorative practice and look at nurture principle 4.</p> <p>Review impact of LIAM programme on targeted learners.</p> <p>Review use of CIRCLE toolkit and its effectiveness.</p>	<p>Review progress of restorative practice programme and look at nurture principle 3.</p> <p>Identify progress made using CIRCLE toolkit and PATHS to support children with emotional and social needs.</p>

<p>Improvement in employability skills and sustained positive school leaver destinations for all young people</p>	<p>Review use of meta-skills across the curriculum and build in progression pathways.</p> <p>Introduce the new skills framework tool to monitor progress.</p>	<p>Audit of meta-skills and use of progression planners.</p> <p>Re-establish Young Stem Leaders across school and Garvel.</p> <p>Develop links with businesses in order to develop employability skills, linked with STEM Nation Award.</p> <p>Ensure the new skills framework tool is established across the nursery and all staff are confident in using it to track and monitor.</p>	<p>Focus on STEM Nation Award.</p> <p>Using the skills framework tool, begin to make professional judgements on children's achievement of a level.</p>
<p>Placing the human rights and needs of every child and young person at the centre of education</p>	<p>Continue to develop anti-racist education in the curriculum using critical-thinking.</p> <p>Review rights across the school and nursery against criteria set by UNCRC RRS.</p> <p>Ensure Garvel children have a strong sense of Deaf Identify.</p>	<p>Assess current planning and resources to ensure that racial literacy remains a priority and is addressed across the school, Garvel and nursery.</p> <p>Review charters in place and update as necessary – school, Garvel and nursery.</p>	<p>Begin planning for re-accreditation for gold Rights Respecting School.</p> <p>Look at equality act and protected characteristics in school, nursery and Garvel.</p>

# *Stakeholder's views*

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How were stakeholders views collected?

At Moorfoot, our dedicated efforts revolve around fostering constructive connections founded on trust, dialogue, and compassion. Our utmost priority lies in serving our children, families, and the local community to the best of our abilities. We highly appreciate and welcome all feedback and suggestions as we embark on a continuous path of advancement and expansion. Throughout the year, we actively sought the perspectives of stakeholders through:

- Meetings with class groups
- Feedback sought from parents throughout the session via Microsoft Forms.
- Informal meetings/dialogue with parents, staff and other stakeholders
- Staff meetings and collegiate dates with the staff team
- Parent Council meetings
- Fundraising Group meetings
- Emails/Twitter
- Learning Journals (nursery)

How PEF was spend consulted on?

- SLT meetings took place regarding PEF spend
  - Advice sought from staff as to how best the funding could support learners impacted by poverty.
  - Choices for spend shared with staff team who then made decision for spend.
  - PEF plans shared with Parent Council
  - Feedback from parents supported with the planning of the PEF spend.
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# Plan –Session 2024-2025

<b>Priority 1</b> 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		
<b>NIF Driver</b> School leadership Teacher professionalism	<b>HGIOS/ELC QIs</b> 3.1 Ensuring wellbeing, equality and inclusion 3.3 Increasing creativity and employability	<b>UNCRC</b> Article 3 (Best interests of the child): Article 6 (Survival and development):

## Rationale for change based self- evaluation including data and stakeholder views

### **Trauma-informed Practices**

Feedback from staff indicates that they now have a greater understanding of trauma-informed practices and feel more confident in creating a supportive and inclusive classroom environment. However, staff also expressed a desire to further develop their understanding of restorative practices and nurture principles to more effectively foster a trauma-informed school. Finally, feedback from families indicate they would prefer a greater understanding of how children's needs are supported within the school.

### **Promoting Positive Behaviour**

To further support the development of trauma-informed practices, staff require a better understanding of the Promoting Positive Behaviour policy. Staff identified through surveys that they would benefit from greater work around de-escalation strategies.

### **Child Protection**

New child protection toolkit developed by Local Authority will improve procedures and processes.

### **Health and Wellbeing**

This year, the Glasgow Motivation and Wellbeing Profile (GMWP) tracking tool has been instrumental in gathering data on pupil views. This information now needs to be effectively used to target interventions and monitored more rigorously to ensure it meets all needs at both the universal and enhanced universal levels. It is essential for the nursery and school to align their systems and processes to ensure that health and well-being (HWB) are consistently tracked and monitored, incorporating pupil feedback throughout the process. This tool will be then utilised to support the ongoing LIAM project, enabling us to identify children who would benefit from this assistance.

In nursery, feedback and observations suggest that PATHS is embedded across the nursery. However, staff shared that they would prefer to build their confidence in analysing and understanding wellbeing and behaviour so that they can continue to promote positive wellbeing and interactions with others. The CIRCLE Collaboration tool for Early Years would allow staff to better track and understand behaviours.

### **Attendance**

Although our overall school attendance rates consistently exceed both local and national averages, we aim to improve further to guarantee every child's right to a highly consistent education. This will enable each child to achieve their full potential. We will collaborate with families and our cluster secondary to support this goal and ensure consistency across both establishments.



### Garvel Deaf Centre – Deaf Identify

In previous years, the 'Celebration of Sign' was a forum to present the development of BSL across the service and authority to an audience of family, friends, education staff and members of the Deaf community. Such an event developed pupils' ownership of learning where they could take pride in their achievements and share them with the wider community. It was also a valuable opportunity for members of the Deaf and hearing communities to mix. Following lockdown, the event has not taken place, resulting in limited opportunity to highlight our successful learners and the impact of the service. Furthermore, staff feel that a sense of Deaf identity for the pupils in the service has been lost. Following a smaller-scale reinstatement in June 2024, over the next three years we will aim to develop the event to gradually involve a wider range of participants – beginning with Deaf learners from the Resource Bases to mainstream learners of BSL. The celebration of BSL will continue to be a main theme (as reflected in the authority's BSL Plan 24-30). However, there will be a wider focus of 'Deaf Identity' which will allow for greater opportunity for all Deaf learners regardless of mode of communication to share their successes. Staff have also reflected that there needs to be more promotion of the service and recognition of the positive impact for Deaf learners and their families.

#### Expected outcomes for learners - **Who?** **By how much?** **By when?** **What?**

By May 2025, the majority of staff will show an increased understanding in restorative practice from pre/post Microsoft Forms surveys.

By May 2025, surveys conducted before and after participation will show that nursery and school staff have improved their understanding of restorative practices and Nurture Principle 5, 'All Behaviour is Communication'.

By May 2024, the majority of staff will have completed, recorded and shared feedback on a restorative conversation they have led between pupils. Additionally, professional feedback will indicate a decrease in the number of behavioural incidents and referrals made to SMT.

By June 2025, the majority of staff will show an increased understanding in tracking Health and Wellbeing and acting upon the data by regularly using the Glasgow Motivation and Wellbeing tool. Using this data, children will be identified to receive support through interventions including LIAM.

By June 2025, most learners will maintain attendance levels above 90%, supported by the consistent approach created by the cluster.

By June 2025, the majority of staff will engage with the new child protection audit toolkit. As a result, child protection will be strengthened in the establishment and areas of development identified.

By June 2025, all staff will be involved in the process of promoting positive behaviour. As a result, staff will display an increased confidence in using de-escalation techniques.

### **Nursery**

By June 2025, the majority of nursery staff will show an increased understanding and confidence, in analysing behaviour and identifying strategies to support the child, compared to the baseline set in September 2024.

## Garvel

By June 2025, almost all pupils from the Garvel Primary Resource Base and the majority of pupils from the Garvel Secondary Resource Base will participate in the "Celebration of Learning" event and take part in learning opportunities around deaf identify. As a result pupils will show an increased sense of deaf identify in comparison to the baseline set in September 2024.

By June 2025, the majority of Moorfoot staff will show an increased understanding in deaf awareness from pre/post Microsoft Forms surveys. Most deaf learners will share that they feel more supported across the school compared to the baseline set in September 2024.

By June 2025, targeted staff across Inverclyde will receive deaf awareness and deaf identify training in various schools. As a result, teachers working with deaf learners will feel more able to better understand and meet their needs, as show in pre/post Microsoft Forms surveys.

### Measure of Impact: What we will see and where?

How will we measure this? What does "better" look like? How will we recognise better when we see it?

- Through questionnaire feedback, the majority of staff will show improved knowledge and understanding restorative practice and nurture principle 5. This will be further evidenced through monitoring of practice by SMT. Observations will show staff facilitating restorative conversations while also tracking and recording these. There will also be a reduction in the number of behavioural incidents being referred to SMT as children and staff develop this practice. Pupils will demonstrate positive communication by using constructive language and actively listening to one another. They will express their feelings and concerns in a respectful manner and engage in open, honest dialogue.
- Observations and feedback will show evidence of teaching staff using the Glasgow Motivation and Wellbeing Tool to regularly measure and track wellbeing in their class. Interventions to support with wellbeing will be matched to the child's needs and staff will be able to evidence progress. Data from the GMWT will show an increase in wellbeing across the school.
- Feedback from most Moorfoot staff and targeted staff across Inverclyde will show they feel an increased understanding of deaf awareness. Learners will share they feel more supported and included across their school.
- Attendance support from SMT will ensure increased rates on SEEMIS. Targeted families will gain a better understanding of the advantages of attendance. Consistent approach across cluster will ensure clear expectations.
- Progress will be measured through regular audits and feedback from staff, with improvements reflected in increased compliance and more effective child protection practices. This will mean a safer environment for children with clear protocols and swift responses to identified issues.
- Staff confidence in applying de-escalation techniques and their effectiveness in managing behavioural situations will be assessed regularly via observations. This will result in a reduction in incidents of escalated behaviour.

## Nursery

- Completed assessments using the Up, Up and Away wellbeing tool to regularly measure and support wellbeing in nursery. Strategies to support with wellbeing will be matched to the child's needs and staff will be able to evidence progress via the assessment tool.

<b>Garvel</b>
<ul style="list-style-type: none"> <li>Feedback from almost all Garvel primary pupils and from the majority of Garvel secondary learners will show they feel an increased sense of deaf identity. Observations of pupils will show increased levels of self-esteem and resilience from the two groups.</li> </ul>
<b>If PEF spend is supporting – how much and what?</b>
N/A

Tasks to achieve priority	Timescale	RAG	Those involved/responsible – including partners	Resources and staff development
<ul style="list-style-type: none"> <li>Upskill all staff in their understanding of restorative practice.</li> <li>Enhance staff skills in facilitating restorative conversations between children.</li> <li>Develop the use of tracking folders for P4-7 and the facilitation of conversations.</li> <li>Conduct parental information sessions on Restorative Practices and distribute conversation prompt cards for lanyards to all stakeholders.</li> <li>Create playground signs with restorative prompts for students to use during breaks.</li> </ul>	<p>By end of October</p> <p>By end of June</p> <p>By end of January</p> <p>By end of March</p> <p>By end of June</p>		<p>Principal Teacher to lead</p> <p>All staff</p> <p>Pupils</p> <p>Stakeholders</p>	<p>Education Scotland – Restorative Practice resources</p> <p>Explore resources being used in other establishments</p> <p>PT led training</p>
<p>Review the current use of the Glasgow Motivation and Wellbeing Tool.</p> <p>Revise tracking and monitoring and using the online form to record pupil's results.</p> <p>Working party identifies method to use GMWT to check in daily and record/track results.</p>	<p>By end of September</p> <p>By end of September</p> <p>By end of December</p>		<p>Working party to lead</p> <p>All staff</p> <p>Pupils</p> <p>Stakeholders – as part of interventions</p>	<p>Glasgow Motivation and Wellbeing Tool</p> <p>Education Scotland GMWT videos</p> <p>Seasons for Growth</p> <p>A Toolbox of Wellbeing – Tina Rae</p>

Tasks to achieve priority	Timescale	RAG	Those involved/responsible – including partners	Resources and staff development
<p>Introduce daily check ins linked to the wellbeing tool and record significant changes.</p> <p>Track and monitor daily check ins.</p> <p>Working party to identify interventions that match the GMWT.</p> <p>Introduce interventions for targeted group of pupils (including LIAM), using GMWT to measure progress of interventions.</p>	<p>By end of February</p> <p>By end of February</p> <p>By end of March</p> <p>By end of May</p>			<p>Learner participation in educational settings – Education Scotland resource</p>
<ul style="list-style-type: none"> <li>Staff will be introduced to the child protection toolkit.</li> <li>Staff to measure the current provision against the toolkit to identify strengths and areas of development.</li> </ul>	<p>By December 2024</p>		<p>All staff</p>	<p>Child Protection Toolkit and Audit</p>
<ul style="list-style-type: none"> <li>Revise PPB policy with staff.</li> <li>Staff to attend PPB training.</li> </ul>	<p>By December 2024</p>		<p>Teaching staff</p> <p>PSAs</p>	<p>Local authority training</p> <p>PPB policy</p>
<ul style="list-style-type: none"> <li>Initial 'Deaf Awareness' input to all Moorfoot Staff and then revision input later in the year.</li> <li>Garvel Teaching staff use the Specialist Deaf Curriculum Framework (BATOD, 2024) to develop progressive learning opportunities around 'Deaf Identity' and</li> </ul>	<p>August 2024</p> <p>August 2024</p>		<p>PT to lead</p> <p>HT</p> <p>Garvel Staff</p> <p>Moorfoot Teaching staff</p> <p>Staff across Inverclyde</p>	<p>SDCF (BATOD)</p> <p>Microsoft Forms</p>

Tasks to achieve priority	Timescale	RAG	Those involved/responsible – including partners	Resources and staff development
<p>'Deaf Awareness', in consultation with pupils and families.</p> <ul style="list-style-type: none"> <li>Garvel Teaching staff to deliver progressive learning opportunities around 'Deaf Identity' and 'Deaf Awareness'.</li> <li>Event held, with feedback sought via Microsoft Form and informal dialogue.</li> <li>Pupil self-evaluation of learning and participation in the event</li> <li>Monitor requests for 'Deaf Awareness' training across the authority.</li> <li>Deliver training on "Deaf Awareness" across the authority.</li> </ul>	<p>August 2024</p> <p>February 2025</p> <p>June 2025</p> <p>June 2025</p> <p>Throughout the year</p>			
<p>Continue to closely monitor attendance of learners (Local Authority priority)</p> <p>Families struggling with attendance identified and supported by SMT.</p> <p>Work with Clydeview cluster to create a consistent approach to monitoring and supporting families.</p>	<p>Monthly from Aug 2024 to June 2025</p> <p>By end of December 2024</p>		<p>HT/ DHT/Office Staff/Teaching Staff/PSA Staff, Garvel PT</p>	<p>Local authority "Attendance at School" policy.</p> <p>Meetings</p> <p>Unexplained Absence Tree</p> <p>Cluster paperwork</p>
<p>Staff to familiarise themselves with "Circle Collaboration: Up, Up and Away!"</p> <p>EYECOs to use "Up, Up and Away" wellbeing tool with a group of targeted</p>	<p>Baseline assessment – September 2024</p>		<p>Nursery staff</p> <p>Parents</p>	<p>Circle Collaboration: Up, Up and Away!</p> <p>Education Scotland: Nait Circle – Train the Trainer: Up, Up and Away</p>

Tasks to achieve priority	Timescale	RAG	Those involved/responsible – including partners	Resources and staff development
<p>children. Observing children in a range of contexts and complete the tool in consultation with parents.</p> <p>Once observations are complete EYECOs should work together to create the profile and plan for the targeted group, using the relevant strategies from the document.</p>	<p>Revisit plan and profile progress by December 2024</p>			<p><a href="https://youtu.be/KmxqR7iWesc?si=0t_JhgkblkwFg6ul">https://youtu.be/KmxqR7iWesc?si=0t_JhgkblkwFg6ul</a></p>

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**Priority 2** 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):

**Rationale for change based self- evaluation including data and stakeholder views**

**Developing the Young Workforce – Meta-skills**

Building the Curriculum 3 and 4 established the need to weave skills through Scotland’s curriculum. The refreshed narrative on Scotland’s curriculum reinforces the imperative for a systematic and progressive approach to skills development. Developing children’s knowledge of meta-skills will provide a strong foundation for our learners in a rapidly changing and increasingly unpredictable future. These skills will help them cope with change and equip young people with the skills required to thrive. The majority of parents shared that they believed skills for life, learning and work were a very important part of our development of the curriculum.

**Racial Literacy**

We have had a great deal of success from our work on anti-racism. Pupil voice and feedback from families suggests that children have a greater understanding of what it means to be actively anti-racist. Furthermore, the number of recorded racist incidents has decreased across all stages. However, it is important that we continue to build upon this work and look at inclusion across the curriculum adopting an anti-racist critical thinking approach to our planning.

**Self-evaluation**

Senior Leadership team would benefit from greater understanding of the self evaluation process and methods.

**Nursery - Skills Development Planning and Tracking Tool**

The Local Authority have created a tool to allow staff to understand the stages of development linked to the curriculum. This tool will help staff to plan and ensure they are planning for what children need to learn, linked to a skills based tool.

**Garvel**

This session, we will be targeting pupils for extended transition to S1 for 25/26. Pupils will require a significantly amended curriculum to access learning in line with their level of development. Currently, assessments show pupils are learning at First Level. To ensure a smooth transition, staff from both resource bases agree that year-long transition observations and sessions in both establishments will be valuable.

**Expected outcomes for learners - Who?**

**By how much?**

**By when?**

**What?**

- By June 2025, most learners will demonstrate clear progression in meta-skills across the curriculum and most teachers will integrate these in planning and tracking processes. Pupils will use the meta-skills self-evaluation wheel to assess their development, showcasing the progress made against the observations made by teachers in September 2024.
- By June 2025, all staff will engage with anti-racist critical thinking when planning interdisciplinary learning. An audit of our approaches will show progress in creating an inclusive curriculum by comparing current practices to the curriculum materials and lesson plans used previously.
- By June 2025, all members of the Senior Leadership Team will be involved in the process of self-evaluation. This will ensure a greater depth of understanding of self-evaluation methods and will provide a more robust foundation for continuous improvement and accountability.

**Nursery**

- By June 2025, all EYECO staff will engage with the new skills development planning and tracking tool. Staff will share an increase in confidence when planning and tracking nursery children's progress, compared with the baseline set via dialogue in September 2024.

**Garvel**

- By June 2025, children attending the Garvel secondary base in 2025 will experience a smooth transition to ensure they will be able to access the curriculum in S1. Pre and Post surveys after the transition period will measure changes to in confidence and preparedness levels.

**Measure of Impact: What we will see and where?**

**How will we measure this? What does "better" look like? How will we recognise better when we see it?**

- IDL planning will indicate that staff have engaged with anti-racism critical thinking to inform planning. The majority of IDL planners will include a variety of perspectives and narratives, including new or diverse examples. Review of pupils' work and classroom discussions will evidence engagement with diverse perspectives and narratives, displaying an increased awareness of anti-racism in different contexts.
- Evidence in meta-skills evaluation wheel, will show the majority of learners are now able to recognise meta-skills and discuss the progress they have made in this area. Learners will be able to apply these skills in new situations and identify ways they can further develop these.
- Senior Leadership Team involvement in self-evaluation will be measured through professional dialogue on understanding and application of self-evaluation methods. Better outcomes will include a stronger foundation for continuous improvement and increased accountability across the school. Staff will be able to easily identify areas of improvement across the school.

**Nursery**

- Observations, pre/post questionnaires and planning will show evidence of EYECOs using the skills development planning and tracking tool. Most nursery children will show progress in skills development and staff will share that they feel better equipped to measure children's progress in this area.



**Garvel**

- Feedback and surveys from pupils will show that pupils feel better equipped to begin S1 at Garvel Secondary base. S1 assessment results will show expected progression in Literacy and Numeracy. Staff feedback will indicate a better understanding of pupil needs and curriculum development.

**If PEF spend is supporting – how much and what?**

N/A

Tasks to achieve priority	Timescale	RAG	Those involved/responsible – including partners	Resources and staff development
<ul style="list-style-type: none"> <li>• Staff will undertake observations of pupils using meta-skills framework.</li> <li>• Working party to develop progression framework for all stages. Progression framework will be incorporated into tracking and monitoring meetings.</li> <li>• Pupils will assess themselves using the meta-skills evaluation wheel.</li> </ul>	<p>By September 2024</p> <p>By February 2025</p> <p>By June 2025</p>		<p>All teaching staff</p> <p>Pupils</p>	<p>Skills Development Meta Skills Toolkit</p>
<ul style="list-style-type: none"> <li>• Explore “Anti-racist critical thinking” document and ensure staff engage with the questions during planning future learning with pupils.</li> <li>• Staff to attend BRL training to further support them with Racial Literacy in the school.</li> <li>• Comparison of previous plans to new plans to ensure impact of anti-racist critical thinking.</li> </ul>	<p>By September 2024</p> <p>Throughout the year</p> <p>By June 2025</p>		<p>All teaching staff</p> <p>Pupils</p>	<p>Anti racism: Improving School Staff Knowledge and Confidence</p> <p><a href="https://blogs.glowscotland.org.uk/glowblogs/promotingraceequalityandantiracisteducation/home/professional-learning/">https://blogs.glowscotland.org.uk/glowblogs/promotingraceequalityandantiracisteducation/home/professional-learning/</a></p>
<ul style="list-style-type: none"> <li>• SLT will engage in CLPL of self-evaluation.</li> <li>• Local Authority Review</li> </ul>	<p>Aug-June 2025</p> <p>February 2025</p>		<p>All staff</p>	<p>Local authority CLPL</p>

Tasks to achieve priority	Timescale	RAG	Those involved/responsible – including partners	Resources and staff development
<ul style="list-style-type: none"> <li>• Pre/post surveys on confidence in planning and tracking nursery children's progress.</li> <li>• Staff to engage with new document and undertake moderation activities relating to the outcomes.</li> </ul>	<p>October 2024 to June 2025</p> <p>October 2024 to June 2025</p>		All Nursery EYECOs	<p>New Local Authority Skills Development: Planning and Tracking Tool.</p>
<ul style="list-style-type: none"> <li>• Extended Transition TAC meetings</li> <li>• Collegiate meetings and moderation opportunities with a focus on Curriculum Development of Literacy and Numeracy</li> <li>• CVA secondary staff to visit Garvel primary base to shadow staff for Literacy and Numeracy lessons.</li> <li>• CVA secondary staff to produce and deliver a block of subject-specific lessons. Sessions to take place in both establishments.</li> <li>• P7 pupils to have regular opportunities to visit CVA Garvel base and engage with staff and current pupils.</li> </ul>	August to June 2025		<p>All Garvel staff</p> <p>Pupils</p> <p>Clydeview Guidance Staff</p>	<p>Time set aside in the Working Time Agreement to allow for this.</p> <p>Timetable flexibility to facilitate travel and preparation.</p> <p>Transport</p>

**Priority 3** Improvements in attainment, particularly in literacy and numeracy

Choose an item.

**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):**Rationale for change based self- evaluation including data and stakeholder views****Play Pedagogy**

Quality Assurance data indicates that staff have increased capacity and understanding in the implementation of a play-based approach. However, feedback from tracking and monitoring meetings suggest that there needs to be focus on further development of planning from observations. Nursery will also continue to develop their observations alongside the Primary 1 staff.

**Additional Support Needs**

To better meet the needs of all learners, those leading ASN should improve their knowledge and understanding of processes.

**Writing**

A focus on writing last year allowed us to develop feedback across all stages. However, we identified through professional dialogue that further work was required around our writing pedagogy. This was further evidenced through attainment levels.

Overall Attainment at end June 2024	Listening and Talking	Reading	Writing	Numeracy
P1, P4, P7	92.9%	90.9%	89.9%	91.9%
P1 to P7	92.8%	87.3%	81.3%	89.2%

**Refreshed Curriculum**

As updates and improvements are made to Curriculum for Excellence, it is important that at Moorfoot we remain responsive to the changing needs of our learners. Developing our curriculum rationale would allow us to ensure that we are providing better educational outcomes for our pupils. This should also be personalised to our children, answering the questions "What do we want for our children and how will we work together to achieve this?"

**Nursery**

Following significant improvements to the nursery learning environment, practitioners will now focus on embedding approaches to enhance phonological awareness. Additionally, they will raise writing attainment by increasing their professional knowledge of the phases of emergent writing. Another key focus will be boosting practitioners' confidence in making professional judgements on attainment in line with Inverclyde progression pathways. This will have an impact upon attainment as they progress through school.

### Garvel Deaf Centre

Deaf pupils within our service have experienced financial, educational and linguistic deprivation, each issue being compounded by the others. It is vital that our staff have an extremely high skill level in order to meet pupils' complex needs, both in terms of levels of deafness and access to the curriculum. As stipulated in the 'Guidance on appropriate qualifications for teachers of children and young persons who are hearing impaired' (Scottish Executive, 2007), those practitioners working with Deaf learners must be further qualified. The Postgraduate Diploma in Inclusive Education (Deaf Learners) achieves this mandatory requirement. It would benefit the learners for more staff to complete this qualification.

#### Expected outcomes for learners - **Who?** **By how much?** **By when?** **What?**

- By June 2025, stakeholders will collaboratively update and improve the curriculum rationale, ensuring the majority of learners receive personalised, high quality educational outcomes. Feedback from monitoring visits will demonstrate an increased understanding and implementation of the refreshed curriculum rationale compared to a baseline set in September 2023.
- By June 2025, Primary 1 and 2 teachers will indicate an increase in confidence and knowledge of tracking and monitoring play. Tracking documents and professional dialogue will evidence the improvement and impact made upon the learners.
- By June 2025, most staff will engage in the review and refresh of writing pedagogy. Teaching of writing will become more effective, leading to raised attainment across the majority of stages.
- By June 2025, Primary 1 and 2 teachers through the review and refresh of reading, the teaching of phonics will be more effective and lead to raised attainment in reading and writing.
- By June 2025, ASN leaders within the school, will engage with relevant CLPL to better identify the needs of ASN pupils. Consequently, children with additional support needs will be identified sooner, allowing for timely interventions and strategies to support them.

### **Nursery**

- By June 2025, most nursery children will make progress in phonological awareness and writing skills through enhanced instructional approaches and increased professional knowledge of emergent writing phases. This progress will be measured by regular assessments and professional judgements aligned with Inverclyde progression pathways.

### **Garvel**

- By June 2025, one teacher from the Garvel service will begin the qualification training. Deaf learners will benefit from their developed knowledge and understanding of the issues impacting curriculum access and achievement. The teachers' practice, and ultimately pupil engagement, will also be enhanced as staff engage in QToD mentor discussion and observation.

## Measure of Impact: What we will see and where?

How will we measure this? What does "better" look like? How will we recognise better when we see it?

- Observations, trio visits, feedback from pupils, data and planning will show evidence that teachers are using a range of strategies to ensure personalised, high quality educational outcomes through a refreshed curriculum rationale. The majority of pupils will become more engaged in learning and share that they feel supported in class. There will be an increase in the number of learners working beyond expectations in comparison to those in previous sessions. Learning will be tailored to the child's needs and this will improve attainment across the school. The curriculum rationale will reflect the knowledge, skills and attributes needed for our Moorfoot pupils in the 21<sup>st</sup> century.
- Tracking and monitoring processes will provide evidence of the P1 and P2 teachers' enhanced knowledge of play. Staff will have informed judgements and a deeper understanding of each child's learning progress. Teachers will express greater confidence through professional discussion and via their play-based learning lessons.
- Evidence in pre and post phonic assessments will show that the majority of P1 and P2 pupils are able to use phonics to complete literacy tasks effectively. Staff will feel confident in teaching phonics and this will be reflected in overall attainment scores at the end of the school year. This will have a further impact as the children progress through the school due to the firm foundations being built.
- Enhanced identification of ASN pupils' needs and the effectiveness of interventions will be measured through ongoing tracking and assessments. Improved outcomes will include more timely and tailored support resulting in greater engagement and improved attainment.

### Literacy:

- To increase the percentage of pupils in **P4** making expected progress from 89.3% to 93.3% in Reading
- To increase the percentage of pupils in **P4** making expected progress from 89.3% to 93.3% in Writing
- To increase the percentage of pupils in **P7** making expected progress from 86.5% to 88.9% in Reading
- To increase the percentage of pupils in **P7** making expected progress from 83.8% to 88.9% in Writing

### Nursery

- Regular assessments and evaluations aligned with Inverclyde progression pathways will gauge improvements. Better outcomes will include enhanced phonological awareness and writing skills, reflected in higher attainment levels at Early Level.

### Garvel

- Completion of ToD qualification by the teacher will enhance their ability to provide richer, more tailored learning and teaching opportunities for Deaf learners. This will be evident through observations and further quality assurance throughout the year. Quality Assurance activities will highlight consistent and improved educational practices.

**If PEF spend is supporting – how much and what?**

N/A

Tasks to achieve priority	Timescale	RAG	Those involved/responsible – including partners	Resources and staff development
<ul style="list-style-type: none"> <li>Continue to develop play pedagogy approaches in Primaries 1-3</li> <li>Working party will be formed to develop understanding of observations and using these to plan for learning and next steps.</li> <li>Working party to create a tracking and monitoring system for play.</li> <li>Continue to build on parental understanding of play pedagogy through parental “workshops” and onsite “Stay and Play” sessions for all P1 and P2 parents.</li> </ul>	<p>August 2024 to June 2025</p>		<p>HT, P1-3 Teachers to lead</p> <p>P2 Class Teacher</p> <p>P3/2 Class Teacher</p> <p>P1,2 parents</p>	<p>Nursery Staff</p> <p><a href="https://education.gov.scot/resources/early-level-play-pedagogy-toolkit/">https://education.gov.scot/resources/early-level-play-pedagogy-toolkit/</a></p> <p>Play Inverclyde Resource links</p> <p><a href="https://glowscotland.sharepoint.com/:w/s/CMOTeam/Eepo2nTv-jZEtlzDVfj46ScBwz4qg8WsG0eEnc9yyUxL7w?e=gC6gda">https://glowscotland.sharepoint.com/:w/s/CMOTeam/Eepo2nTv-jZEtlzDVfj46ScBwz4qg8WsG0eEnc9yyUxL7w?e=gC6gda</a></p> <p>Play Inverclyde Self Led Learning Tool</p> <p><a href="https://glowscotland.sharepoint.com/:p/s/CMOTeam/ESblaD4Tz3VKrb-hsq7CqS4BSrgh2r_sg8Q4Z_gNoU-Bg?e=HwIjN9">https://glowscotland.sharepoint.com/:p/s/CMOTeam/ESblaD4Tz3VKrb-hsq7CqS4BSrgh2r_sg8Q4Z_gNoU-Bg?e=HwIjN9</a></p>
<ul style="list-style-type: none"> <li>Identify current writing pedagogy approaches across all stages.</li> <li>Working party will be formed to develop understanding of pedagogy using the Inverclyde Framework for writing as a foundation for development.</li> <li>Working party support classroom teachers to undertake a writing enquiry.</li> </ul>	<p>August 2024</p> <p>September 2024</p> <p>September 2024 – December 2024</p>		<p>DHT to lead</p> <p>Working Party</p> <p>All teaching staff</p>	<p>Literacy Framework</p> <p>Alex Quigley – The Writing Gap</p>

Tasks to achieve priority	Timescale	RAG	Those involved/responsible – including partners	Resources and staff development
<ul style="list-style-type: none"> <li>Working party to monitor progress of pedagogy. SLT will support with this through jotter monitoring.</li> <li>Staff to track writing assessments throughout the year. Interrogating data and reflecting on patterns and trends, identifying interventions or barriers to learning.</li> <li>Review of pedagogy and ensure continuity of approach. Update current school writing policy.</li> </ul>	<p>Aug – June 2025</p> <p>Aug – June 2025</p> <p>May 2025</p>			
<ul style="list-style-type: none"> <li>Review the teaching of reading at P1 and P2 and upskill teacher knowledge and understanding of the implementation of phonics.</li> <li>Follow a consistent approach to phonics with clear tracking and monitoring of progress.</li> <li>Assessment of phonic progress through decoding and encoding.</li> </ul>	<p>September 2024</p> <p>Sept – June 2025</p> <p>Sept – June 2025</p>		<p>DHT to lead</p> <p>P1 and P2 teachers</p>	<p>Phonics International</p> <p>Synthetic Code</p>
<ul style="list-style-type: none"> <li>ASN leaders to attend local authority CLPL.</li> <li>Review current ASN processes.</li> </ul>	<p>Aug – June 2025</p>			
<ul style="list-style-type: none"> <li>Teacher to enrol and begin ToD course.</li> <li>Allocation of mentor and tutor roles to QToD</li> </ul>	<p>August 2024</p> <p>Aug – June 2025</p>		<p>PT to support</p> <p>Garvel teacher</p>	<p>Edinburgh University – Post Graduate Diploma</p>
<ul style="list-style-type: none"> <li>Staff to attend training on phonological awareness.</li> <li>Staff to develop understanding of emergent writing through training sessions.</li> <li>EYECOs to take part in moderation activities around writing.</li> </ul>	<p>Aug – June 2025</p>		<p>EYECOs</p>	<p>I can toolkit</p>

Tasks to achieve priority	Timescale	RAG	Those involved/responsible – including partners	Resources and staff development
<ul style="list-style-type: none"><li>• Work alongside P1 staff to gain a better understanding of introducing phonics at Early Level.</li></ul>				



**Priority 4** Closing the attainment gap between the most and least disadvantaged children and young people

Choose an item.

<b>NIF Driver</b> Assessment of children's progress School leadership	<b>HGIOS/ELC QIs</b> 3.2 Raising attainment and achievement 3.2 Securing Children's Progress	<b>UNCRC</b> Article 3 (Best interests of the child): Article 28: (Right to education):
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**Rationale for change based self- evaluation including data and stakeholder views**

Most pupils impacted by poverty are making expected progress. Feedback from PSA staff indicated increased levels of confidence in ability to deliver interventions and support pupil learning. Observations showed identified learners were more consistently staying on task and showing greater levels of perseverance with learning, when supported. Additional PSA staff provided support for learners who found challenge around self-regulating and accessing the curriculum.

Our ambition is to close the gap between SIMD 1& 2 and SIMD 3-10 in writing. Data indicates that a focus on writing is required for some of those pupils. We will achieve this by ensuring the pupils in SIMD 1 & 2 have been correctly identified and relevant, evidence-based interventions for this cohort have been effectively planned and implemented. Additionally, we aim to evidence pupil progress through an updated rigorous monitoring and tracking system.

**Expected outcomes for learners - Who? By how much? By when? What?**

- By June 2025, the majority of identified p7, p6 and P4 learners in SIMD 1-2 will be on track and working beyond expectations in writing, in comparison to figures from session 2023/2024.
- By June 2025, the majority of identified P6 learners in SIMD 1-2 will feedback that the support of PSAs have ensured they are making progress and are engaged in learning, in comparison to previous sessions.
- By June 2025, most Garvel teaching staff will feedback that their confidence has increased in the teaching of writing compared to the baseline set in September 2024. Most Garvel learners will show an increase in attainment in writing, in comparison to figures from session 2023/2024
- By June 2025, most families will show an increase in awareness of the cost of the school day in comparison to a baseline set in September 2024

**Literacy Outcomes and Measures**

- To increase the percentage of pupils in P7 living in SIMD 1-2 making expected progress in Writing from 68.8% to 73% by June 2025
- To maintain the percentage of pupils in P4 living in SIMD 1-2 making expected progress in Reading at 83.3% by June 2025
- To maintain the percentage of pupils in P4 living in SIMD 1-2 making expected progress in Writing at 83.3% by June 2025
- To increase the percentage of pupils in P6 living in SIMD 1-2 making expected progress in Writing from 68.2% to 70% by June 2025
- To increase the percentage of pupils in P7 living in SIMD 1-2 making expected progress in Reading from 68.4% to 70.2% by June 2025

### Measure of Impact: What we will see and where?

How will we measure this? What does “better” look like? How will we recognise better when we see it?

- Tracking & monitoring data (BGE dashboard) show identified pupils have made progress in writing. The majority of pupils will show higher levels of engagement and confidence in writing. Data demonstrates identified pupils impacted by poverty, are attaining or exceeding expectations in writing.
- Observations and data will show identified pupils have made progress and are engaged in learning. Attainment data will demonstrate that targeted pupils have made progress in Literacy and Numeracy.
- Questionnaires and feedback from pupil group will show their actions and budgeting have made an impact on the “Cost of the School Day”. All stakeholders will have a better awareness of reducing costs in their schools and contributing to change. Children will continue to be passionate about school costs and reducing these for all families.
- Feedback from Garvel teaching staff will show an increase in confidence in the teaching of writing. As a result, attainment data will demonstrate that Garvel pupils will make progress in writing targets.

### If PEF spend is supporting – how much and what?

Additional Pupil Support Assistant (PSA) to provide targeted support across the school to pupils who are at risk of not attaining the expected levels in writing. Approx cost £17, 666: 20 hours.

Additional Pupil Support Assistant (PSA) to provide targeted support across the school to pupils who are at risk of not attaining the expected progress in learning due to challenge around self-regulation. Approx cost £8, 833: 10 hours.

Supply cover bought in to allow Garvel staff to attend other establishments in order to further upskill their knowledge of writing pedagogy. This will allow staff to provide to enhance the quality of writing instruction, thereby raising the attainment of most Garvel pupils in SIM1-2.

Invest in supply cover to enable Garvel staff to attend other establishments and enhance their knowledge of writing pedagogy, thereby improving the quality of writing instruction and raising most Garvel pupils' attainment in SIM1-2.

Tasks to achieve priority	Timescale	RAG	Those involved/responsible – including partners	Resources and staff development
<p>Review current writing pedagogy in Garvel.</p> <p>Establish opportunities with other Deaf schools in order to observe good practice in the teaching of writing.</p> <p>Staff working party established.</p>	<p>August 2024 – May 2025</p>		<p>PT Garvel</p> <p>Hamilton School of the Deaf</p>	<p>Termly tracking and monitoring/GIRFEC meetings to focus on progress data of identified pupils.</p> <p>Inverclyde Literacy Framework.</p>

Working party to use research and observations to update writing pedagogy in Garvel.				
Update our monitoring and tracking systems for pupils requiring support.  Identified learners given targeted support by PSAs and learning support teacher.  Writing working party to identify areas of additional input that would benefit identified learners.	August 2024 – May 2025		Head Teacher  Class teachers	Termly tracking and monitoring/GIRFEC meetings to focus on attainment data of identified pupils.  Inverclyde Literacy Framework.
Cost of the School Day group to be established.  Group to undertake training sessions.  Group to create a plan of action.  Deliver plan and review impact.	August 2024 – May 2025		Principal Teacher  Pupils  Parents	Cost of the School Day training materials – West Partnership