

Education – Improvement Planning Document 2025-26

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

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Signatures:

Head of Establishment	Elyse Buchanan	Date	June 2025
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Quality Improvement Officer	Elaine McLoughlin	Date	June 2025
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Our Vision, Values and Aims

Our Vision:

Vision Statement: Moorfoot..... Where every child belongs, dreams big, and feels nurtured to shine like a star!

Vision: At our school, every child belongs and feels nurtured in a safe, welcoming environment. We celebrate individuality and encourage pupils to dream big while building confidence and strong relationships. Our engaging, varied curriculum, fosters joy and success in every child's educational journey. Together, we prepare our pupils for a bright future filled with opportunities and growth.

Our values:

Our school and nursery values are integral to our ethos and culture. They are known and referred to by our pupils. Our values help us shine like stars!

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



Our Aims:

- To develop an open, welcoming and caring school and nursery in which all children feel safe, healthy, active, nurtured, achieving, respected, responsible and included.
- To create an environment which reflects our 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 our learners.
- To provide high quality learning experiences in the school and nursery.
- 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 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 community in the process of improvement and self-evaluation.
- To develop an open, welcoming and caring school and nursery in which all children feel safe, healthy, active, nurtured, achieving, respected, responsible and included.



3 Year Overview of Establishment Priorities

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 2025-2026

Session 2026-2027


Session 2027-2028

Moorfoot Nursery Class specific outcomes and tasks are highlighted blue and those which are targeted at both nursery and school are highlighted in purple.

Overview of rolling three year plan

National Priorities	Session 2025-2026	Session 2026 - 2027	Session 2027 - 2028
Improvements in attainment, particularly in literacy and numeracy	<p>Review and build upon progress made in writing and reading, ensuring consistent approach across the school. Further develop the phonic work by addressing evidence based practice around spelling.</p> <p>Review progress made in play pedagogy and identify strategies to introduce to P1-7.</p> <p>Explore Literacy strategies used in nursery including dialogic.</p> <p>Introduce the Inverclyde Numeracy Strategy with a focus on financial education.</p> <p>Strengthen the use of formative assessment to track and support progress in all aspects of literacy, including listening and talking.</p>	<p>Embed a whole-school and nursery approach to listening and talking, ensuring progression from nursery to P7, with links to oracy and vocabulary development.</p> <p>Review current numeracy strategies linked to the strategy and revise SEAL, Number Talks, Concrete-Visual-Abstract processes across the school and nursery.</p> <p>Introduce numeracy across learning approaches, including interdisciplinary contexts that allow for purposeful use of financial and problem-solving skills.</p>	<p>Consolidate consistent approaches in writing and reading across the school using the Literacy Framework, ensuring coherence in planning, assessment, and moderation.</p> <p>Develop and implement a clear progression pathway for listening and talking, aligned to national benchmarks and supported by high-quality classroom talk and pupil-led discussion strategies.</p>

Closing the attainment gap between the most and least disadvantaged children	<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. – maintenance</p>	Review plan for PEF ending and ensuring sustainability.	
Improvement in children and young people's health and wellbeing	<p>Focus on nurture – exploring one principle each year</p> <p>Review use of CIRCLE toolkit and its effectiveness. Continue to embed CIRCLE tool across the school.</p>	<p>Identify progress made using CIRCLE toolkit and PATHS to support children with emotional and social needs across school and nursery.</p>	→
Improvement in employability skills and sustained positive school leaver destinations for all young people	<p>Audit of meta-skills and introduce use of progression planners. Children to begin tracking their meta-skills journey.</p> <p>Refreshed curriculum rationale</p> <p>Financial education focus</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. Continue to moderate with cluster nurseries.</p>	<p>Focus on STEM Nation Award.</p> <p>Re-establish Young Stem Leaders across school.</p> <p>Develop links with businesses in order to develop employability skills, linked with STEM Nation Award.</p> <p>Using the skills framework tool, begin to make professional judgements on children's achievement of a level.</p>	<p>→</p> <p>→</p>

<p>Placing the human rights and needs of every child and young person at the centre of education</p>	<p>Develop an equality policy that addresses our anti-racism work and supports our deaf learners. Embed anti-racist critical lens into planning.</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>	<p>Review our equality policy to include other protected characteristics.</p> 
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Stakeholder's views

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 via weekly “Big Questions”
- Feedback sought from parents throughout the session via Microsoft Forms and questionnaires.
- 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
- Discussions with children about the best ways to use PEF.
- 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.

Plan –Session 2025-2026

Priority 1 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):
Rationale for change based self- evaluation including data and stakeholder views		
<p>Trauma-informed: Nurture Principles/Promoting Positive Relationships</p> <p>Staff across the school and nursery have engaged in professional learning focused on promoting positive relationships, restorative practice and Nurture Principle 5, 'All Behaviour is Communication'. Pre- and post-training surveys showed improved staff understanding of these approaches. New nurture guidelines were developed to support consistent practice, especially for new staff. The nurture working party highlighted evidence they had gathered to show that nurture should remain a focus and areas they wish to focus on to further develop it across our school and nursery. These improvements affirm the importance of continuing to prioritise positive relationships to ensure a respectful, safe, and inclusive school culture for all. Staff self-evaluation and professional discussion indicated a need for greater clarity and confidence in applying the updated Inverclyde Promoting Positive Relationships policy. As part of our ongoing self-evaluation and commitment to pupil voice, we asked children about their experience of behaviour at Moorfoot Primary. The majority of pupils felt that their peers behave well only some of the time, with very few reporting that this is always the case. These responses suggest that while positive relationships are recognised, it is not yet consistent across the school, highlighting the need for a whole-school and nursery approach to promoting positive relationships and further developing the nurture principles. This in turn will ensure we are able to further develop our work as a trauma-informed school.</p> <p>Health and Wellbeing</p> <p>This year, the Glasgow Motivation and Wellbeing Profile (GMWP) has played a valuable role in gathering pupil views on health and wellbeing. Moving forward, staff shared that they believe termly is too infrequent to gather vital information on children's wellbeing. Moving forward, engaging regularly with pupils to discuss their wellbeing, would allow staff to use these conversations to inform personalised support. The GMWP tool should be adapted to reflect the context and needs of our learners, helping to identify appropriate interventions at both the universal and enhanced universal levels. Greater alignment between nursery and school systems is also needed to ensure a consistent, pupil-centred approach to tracking and responding to health and wellbeing data. The tool will also continue to support the LIAM project by helping us to identify children who would benefit most from targeted support.</p> <p>While PATHS and the Circle Tool are being used across the nursery and has supported children's emotional literacy and relationships, staff have expressed a desire to deepen their understanding of wellbeing and behaviour. Recent observations and wellbeing tracking (e.g. Leuven scales) show that a group of children are consistently scoring low on wellbeing and involvement. Staff feedback and accident/incident records also indicate a lack of language or confidence to express feelings, which can lead to frustration-based behaviours.</p> <p>Signs of Safety Training</p> <p>Signs of Safety training rolled out by HSCP will provide a clear, strengths-based approach that helps staff work effectively with families to keep children safe. This approach supports early intervention by identifying concerns sooner and encourages shared responsibility by involving children and families in decisions. Training SLT will build confidence and consistency across the school, improving collaboration with partner agencies and ensuring all staff understand their role in safeguarding.</p>		

Attendance

Although overall attendance at Moorfoot Primary consistently exceeds both local and national averages, we are committed to improving this further to ensure every child receives a highly consistent education and has the opportunity to achieve their full potential. To support this, we will create a school-specific attendance policy that aligns with Inverclyde Council's guidance and our cluster secondary school's approach. This will ensure consistency in expectations, processes, and support strategies across establishments. Clear, shared messaging and collaboration with families will be central to this, reinforcing the importance of regular attendance and enabling early, targeted intervention where needed. To support this further, a guidance document will be created for the nursery class to support attendance and develop interventions at an earlier stage in the child's life.

Expected outcomes for learners - Who?	By how much?	By when?	What?
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Positive Relationships:	By June 2026, all staff will have engaged with the Inverclyde Positive Relationships policy and will have contributed to the development of a shared, school-specific policy for Moorfoot. Most staff will demonstrate increased confidence in using the approaches, as seen through professional dialogue, class observations, and ongoing quality assurance activities.
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Attendance:	By June 2026, a clear and consistent attendance policy for school and a nursery guidance document for families will be developed and implemented. Children with attendance below expected levels will be identified and supported through early intervention and family engagement, ensuring they receive the help they need to maintain regular attendance. Impact of interventions will show an increase in attendance figures for targeted children.
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Nurture:	By June 2026, most staff will consistently demonstrate nurture principles in their day-to-day practice, with a strong focus on nurture principle 3 (The importance of nurture for the development of wellbeing). This will be evident through positive relationships, inclusive and supportive learning environments, and feedback from children indicating they feel emotionally supported and safe. Observations and learning walks will note the use of nurturing language and strategies that promote emotional wellbeing. Teaching staff will complete the Teacher and Early Years Practitioner Questionnaire at the start and end of term to help measure progress and impact on their understanding. This will be further reflected through assessment using the "Observation Profile" via the "Applying Nurture as a Whole School Approach" framework. Most staff will complete Observation Profiles as part of peer observations in class.
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Anti-bullying:	By September 2025, children and families will be asked for their views on bullying to establish a baseline understanding. We will engage fully with the new Local Authority Anti-Bullying Policy to inform and develop an updated Anti-Bullying policy tailored to our school community. By March 2026, all classes will have introduced and will be actively using the revised policy. Following implementation, children and family's views will be gathered again to evaluate the impact of the new policy.
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Health and Wellbeing:	By March 2026, all class teachers will be using a consistent system to track Health and Wellbeing. Tracking will take place termly, supported by a newly developed regular check-in process for Health and Wellbeing. We will also create a personalised version of the Glasgow Motivation and Wellbeing Tool to measure progress throughout the year. Most children who receive targeted interventions will show improved wellbeing, as evidenced through pupil voice and observation.
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Trauma-informed:	By June 2026, the majority of children from P1-P7, and almost all children in the nursery, will be able to identify and use at least one emotional regulation strategy. These may include breathing exercises, mindfulness, yoga, emotional check-ins, or visuals to support their understanding and expression of feelings. This will be evidenced through observations and pupil voice.
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Signs of Safety: By June 2026, the senior leadership team will demonstrate an increased understanding of identifying concerns and improving collaboration with partner agencies as part of safeguarding. This will be assessed via a baseline gathered in September.

Nursery

By December 2025, the majority of targeted children will show an improvement in wellbeing and self-regulation, as measured by staff observations, Leuven scales and accident/incident logs. Through development of the nursery environment and targeted interventions in line with the *Up, Up and Away* framework to support children to express emotions appropriately using visuals, words or calming strategies. We expect this to lead to reduced incidents of biting and outbursts and increased engagement in creative experiences.

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?

We will see all staff actively engaged in developing and applying a Moorfoot-specific Positive Relationships policy, demonstrated through contributions in meetings, confident use of approaches in classrooms, and positive professional dialogue. This will be measured via observation notes, quality assurance activities, and staff confidence surveys. Staff will consistently use positive relationship strategies, resulting in improved classroom climate and fewer behavioural incidents, recognised through observation and feedback.

A clear, consistent attendance policy and nursery family guidance will be fully implemented and visible to all stakeholders. Children with attendance below expectations will be identified early and supported through targeted interventions and family engagement, leading to measurable attendance improvements. We will track attendance data and intervention outcomes termly. Higher attendance rates for targeted children and positive family feedback, recognised through data trends and engagement records.

Observation Profiles of nurture by teaching staff, alongside positive pupil feedback on emotional safety, and increased staff confidence measured by self-assessments will allow us to evidence practice. Most staff will demonstrate nurture principles daily, creating emotionally supportive classrooms. The school will become a more inclusive, emotionally safe learning environment where children feel supported..

The updated Anti-Bullying Charter will be actively used across all classes, informed by pupil input gathered in September 2025. Impact will be measured by comparing baseline and follow-up pupil surveys, monitoring bullying incident reports, and use of the charter. As a result children will feel safer and more confident in addressing bullying, with fewer reported incidents, recognised through pupil feedback and behavioural data.

The majority of teachers will consistently use a termly Health and Wellbeing tracking system with regular pupil check-ins and a personalised wellbeing tool. Progress of children receiving interventions will be measured via pupil voice and observation. Timely identification and support for wellbeing needs, with improved wellbeing scores for targeted pupils, recognised through tracking data and pupil feedback.

The majority of P1–P7 pupils and almost all nursery children will independently identify and use at least one emotional regulation strategy during the school day (when needed). This will be evidenced through observations and pupil voice. Children will demonstrate confidence and ability to manage emotions effectively, recognised when staff observe children using strategies proactively and pupils can explain their use.

All SLT will attend the Signs of Safety training. SLT will use training as a way to develop better processes and systems. As a result, there will be improved understanding of safeguarding across the service.

Nursery

Completed assessments using the Up, Up and Away wellbeing tool to consistently monitor and enhance wellbeing for targeted pupils in nursery. Wellbeing Strategies will be tailored to the targeted group's needs and staff will be able to evidence progress via the assessment tool and observations. A reduction in incidents across the nursery will evidence improvements for targeted children.

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
<u>Promoting Positive Relationships</u> Gather staff's current understanding of Promoting Positive Relationships via professional dialogue. <ul style="list-style-type: none"> - Share the updated Inverclyde policy with all staff and gather feedback to support creation of a Moorfoot policy. - Ensure pupil voice and feedback from families are gathered to add to Moorfoot policy. - Guidance poster will be created based on the new Moorfoot policy and will be shared with the community and displayed in classrooms. 	By end of October By end of October By end of October By end of January		Head Teacher to lead All staff Pupils Stakeholders	Inverclyde Council policy – Promoting Positive Relationships
<u>Attendance</u> <ul style="list-style-type: none"> - Continue to closely monitor attendance of learners (Local Authority priority) - Families struggling with attendance identified and supported by SMT. 	Monthly from Aug 2025 to June 2026 By end of December 2025		HT/ DHT/Office Staff/Teaching Staff/PSA Staff/ Nursery	Local authority "Attendance at School" policy. Meetings Unexplained Absence Tree

Tasks to achieve priority	Timescale	RAG	Those involved/responsible – including partners	Resources and staff development
<ul style="list-style-type: none"> - Track interventions used to support attendance, e.g. letters, meetings. - Create an attendance policy that fits with the agreed cluster approach. - Develop an attendance guidance document for nursery families. 	<p>By end of December 2025</p> <p>By end of December 2025</p>			Cluster policy
<p>Nurture</p> <ul style="list-style-type: none"> - Share the nurture principle 3 focus with all staff, explaining its importance for wellbeing. - <i>Set up nurture working party who will focus on the following aspects:</i> - CLPL with a focus on principle 3. - Provide practical examples of nurturing language and strategies that support emotional wellbeing. - Model nurturing interactions and language in leadership communication with staff and pupils. - Create visual reminders or prompts around the school to reinforce nurturing approaches. - Build time into collegiate sessions for staff to reflect on their current practice against nurture principle 3. - Distribute and collect the Teacher and Early Years Practitioner Questionnaire at the start and end of each term. - Analyse questionnaire responses to identify strengths and areas for development. - Support staff in using the "Observation Profile" from the "Applying Nurture as a Whole School Approach" framework. 	<p>By September 2025</p> <p>By September 2025</p> <p>Ongoing throughout the year</p>		HT/ DHT/Office Staff/Teaching Staff/PSA Staff,	<p>Applying nurture as whole school approach from Education Scotland</p> <p>NurtureUK websites</p> <p>Observation Profiles</p>

Tasks to achieve priority	Timescale	RAG	Those involved/responsible – including partners	Resources and staff development
<ul style="list-style-type: none"> - Organise peer observation opportunities and timetables for completing Observation Profiles. - Ensure feedback from peer observations includes reference to nurturing practice and emotional support. - Collect and review pupil feedback regularly to gauge their sense of emotional safety and support. - Collate evidence from observations, pupil feedback, and questionnaires to track progress. - Celebrate and share examples of positive nurturing practice across the school to encourage consistency. - Provide targeted support or coaching to any staff who need help developing nurturing approaches. - SLT will use learning walks to observe the use of nurturing strategies and provide constructive feedback 	<p>By June 2026</p> <p>Terms 1 and 4</p>			

Tasks to achieve priority	Timescale	RAG	Those involved/responsible – including partners	Resources and staff development
Anti-Bullying <ul style="list-style-type: none"> - Design and share a short survey or consultation activity for children and families to gather views on bullying. - Analyse responses to identify key themes and areas of concern or misunderstanding. - Review the new Local Authority Anti-Bullying Policy as a leadership team and identify key elements relevant to your context. - Develop an updated school Anti-Bullying Charter based on policy guidance and community feedback. - Support class teachers to introduce and embed the new charter in class practice. - Re-consult children and families after implementation to evaluate the impact and identify any next steps. 	<p>By October 2025</p> <p>By February 2025</p> <p>By February 2025</p> <p>By June 2025</p>		HT/ DHT/Office Staff/Teaching Staff/PSA Staff,	Local Authority Anti-Bullying Policy as Respect Me website
Health and Wellbeing Working Party would focus on the following: <ul style="list-style-type: none"> - Develop and agree on a consistent Health and Wellbeing tracking system for all class teachers./Create and implement a regular check-in process for Health and Wellbeing to be used termly. - Adapt the Glasgow Motivation and Wellbeing Tool into a personalised version suitable for ongoing progress measurement. - Train staff on using the tracking system, check-in process, and personalised tool effectively. 	<p>By March 2026</p> <p>By March 2026</p> <p>By March 2026</p> <p>By March 2026</p>		HT/ DHT/Office Staff/Teaching Staff/PSA Staff	Glasgow Motivation and Wellbeing Tool

Tasks to achieve priority	Timescale	RAG	Those involved/responsible – including partners	Resources and staff development
<ul style="list-style-type: none"> - Monitor and support the use of these tools through observations and data collection each term. - Gather pupil voice and observational evidence to evaluate improvements in wellbeing for children receiving targeted interventions. 	By June 2026			
<p><u>Trauma-informed</u></p> <ul style="list-style-type: none"> - Identify and select a range of evidence based emotional regulation strategies suitable for P1–P7 and nursery children, such as breathing exercises, mindful grounding, mindfulness, and yoga. - Mrs Rasmussen will attend training on mindfulness and children's yoga to then model and support staff to deliver this as an effective emotional regulation strategy. - Integrate regular sessions for practising these strategies into the daily or weekly timetable for all classes and nursery. - Create visual aids and resources to support children's understanding and use of emotional regulation techniques. - Develop a calm area within the school for yoga and mindfulness. - Assess children's ability to identify and use at least one emotional regulation strategy by June 2026 through observations. 	<p>By end of October 2026</p> <p>By end of December 2026</p> <p>By May 2026</p> <p>By May 2026</p> <p>By June 2026</p> <p>By June 2026</p> <p>By June 2026</p>		<p>Class teacher – Debbie Rasmussen</p> <p>Head Teacher</p>	<p>Mindfulness training</p> <p>Yoga teacher training for children</p>
<p><u>Signs of Safety</u></p> <p>Training: SLT to attend</p>	By June 2026		HSCP	

Tasks to achieve priority	Timescale	RAG	Those involved/responsible – including partners	Resources and staff development
Nursery <ul style="list-style-type: none"> - New members of staff to familiarise themselves and attend training on “Circle Collaboration: Up, Up and Away!” - EYECOs should implement the “Up, Up and Away” wellbeing framework with a selected group of children identified for targeted support. This involves observing the children across various settings and gathering insights in collaboration with parents and carers. - Following the observation phase, EYECOs should work jointly to compile each child’s profile and develop an action plan tailored to the group’s needs, drawing on the suggested approaches outlined in the resource. 	Baseline assessment – September 2025 Revisit plan and profile progress by December 2025		Nursery staff Parents	Circle Collaboration: Up, Up and Away! Education Scotland: Nait Circle – Train the Trainer: Up, Up and Away https://youtu.be/KmxqR7iWesc?si=Ot_JhgkbIkwFg6ul

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

Curriculum Rationale

Scotland's refreshed curriculum highlights the need to prepare learners for a fast-changing world by developing skills for learning, life and work. In response, we will collaboratively refresh our curriculum rationale to reflect our shared vision, values and context, clearly showing how we support the development of the four capacities and provide meaningful, relevant learning experiences for all.

Developing the Young Workforce – Meta-skills and Outdoor Learning

Following a recent review, it was recommended that we increase opportunities for innovative, play-based and child-led learning, including outdoor learning. In response, we will develop a clear, progressive approach to outdoor learning that supports the development of meta-skills and aligns with the National Improvement Framework. Outdoor learning provides real-life, engaging contexts for children to develop essential meta-skills such as problem solving, communication, creativity and resilience—skills that are crucial for future learning, life and work. As highlighted in Developing the Young Workforce and the refreshed Curriculum for Excellence narrative, a planned and systematic approach to skills development is vital.

Equalities/Racial Literacy/Deaf Awareness

In response to our ongoing commitment to inclusion and equity, we will develop a school and nursery equalities policy that reflects our values and the needs of our community. This work will ensure alignment with national guidance and will be shaped by the voices of staff, families and learners. Building on the positive impact of our anti-racism work to date, and recognising the importance of meeting the needs of all learners, the policy will have a particular focus on anti-racism and deaf awareness. It will support staff in embedding inclusive practice and planning through an equalities lens.

Financial Education – Cluster Priority (Nursery and School)

Our cluster is focusing on embedding financial education to improve numeracy and writing attainment while developing essential life skills, supporting the shared ambition to build the young workforce. National guidance highlights that early, consistent financial education is crucial for closing the poverty-related attainment gap and fostering financial resilience, especially for children in SIMD 1–2. Aligning with Education Scotland, the Scottish Government, and Inverclyde's Town Fund Planner, we will deliver this through Scotland's Financial Schools programme, which promotes high-quality, experiential learning to enhance financial wellbeing and literacy for all pupils.

Expected outcomes for learners - Who? By how much? By when? What?			
<p>Curriculum Rationale: By June 2026, all staff will contribute to the development of a refreshed curriculum rationale that reflects our shared vision, values and context, with a clear focus on developing the four capacities and providing meaningful, relevant learning experiences. This will include a commitment to supporting learners' employability and meta-skills. The updated rationale will be consistently evident in planning, learning conversations and classroom practice, with pupil voice showing increased understanding of how their learning connects to the wider world and future opportunities.</p> <p>Outdoor Learning: By June 2026, all staff will increase the quality and frequency of innovative, play-based, child-led outdoor learning experiences across the school and nursery through a progressive, skills-focused approach that supports the development of meta-skills such as problem solving, communication, creativity, and resilience. Impact will be measured through learning walks and observations, tracking increased use of outdoor learning and evidence of meta-skill development in children. Pupil feedback and reflections will also be gathered to assess engagement and perceived skill growth in outdoor learning contexts.</p> <p>Equalities: By May 2026, the Senior Leadership Team will create and implement an equalities policy for the school and nursery, ensuring alignment with national guidance and input from staff, families, and learners. The policy will focus on anti-racism and deaf awareness and aim to improve staff confidence in these areas. The impact will be measured through a baseline staff confidence survey and a follow-up survey for comparison, alongside professional dialogue focusing on staff confidence in delivering an anti-racist curriculum and supporting deaf learners.</p> <p>Financial Education: By June 2026, the majority of primary and nursery pupils across the cluster will show an increased understanding of financial education. Cluster pupils will demonstrate an increased capacity to engage in meaningful discussion in their skill development around financial education. This will be assessed via cluster voice group and observations in class and nursery. By June 2026, the majority of teaching staff and nursery staff will show an increased confidence in delivering financial education in comparison to the baseline set in August 2025. By June 2026, the majority of 3-18 year olds across the cluster will be able to identify the link between meta-skills and financial education. This will be assessed via pupil voice.</p>			
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?			
<p>Curriculum Rationale: Learning experiences across the school will reflect the shared curriculum rationale through relevant, purposeful contexts that align with the school's vision, values, and the four capacities. Teaching and learning will promote inclusivity, progression, and coherence while developing essential skills for life, learning, and work—including literacy, numeracy, digital skills, and meta-skills. Classroom observations and learning conversations will show that pupils are increasingly able to articulate the purpose of their learning, make meaningful connections to real-life situations, and understand how their learning supports their wellbeing, personal growth, and future opportunities. Displays, pupil work, and dialogue will evidence progression in the use of curriculum language and the application of knowledge, skills, and values.</p> <p>Outdoor Learning: Outdoor learning will be regularly planned and delivered across the school and nursery. Observations and learning walks will show increased frequency and quality of outdoor learning, with pupils demonstrating meta-skills such as creativity, resilience, communication and problem solving. Pupil feedback and reflections will show increased engagement and awareness of these skills. We will know we're improving when outdoor learning is regularly delivered across all stages, with pupils actively demonstrating and reflecting on meta-skills like creativity, resilience, communication, and problem solving.</p>			

Equalities: Planning, observations and professional dialogue will show that staff are implementing the equalities policy in practice, with a focus on anti-racism and deaf awareness. Classroom environments and interactions will reflect inclusive practice. Staff will describe increased confidence in promoting equality, and pupil voice will show an improved understanding of inclusion, representation and accessibility.

Financial Education: We will see the majority of pupils across the cluster demonstrating increased understanding of financial education, using appropriate vocabulary and applying concepts confidently in real-life and play-based contexts. This will be evident through classroom observations, learning conversations, and pupil voice groups. At the same time, teaching and nursery staff will show increased confidence in delivering financial education, reflected in planning, professional dialogue, and observed practice. Impact will be measured through pre- and post-confidence reflections, moderation, and learning visits.

Financial Education: We will see the majority of 3–18 year olds across the cluster identifying clear links between meta-skills and financial education, evident in class discussion, pupil voice, and reflection activities. This will be measured via pupil voice feedback, learning conversations, and cross-sector sharing events. Pupils will articulate how skills such as problem-solving, collaboration, and creativity help them in financial learning, recognised through their ability to make these connections independently and meaningfully across contexts.

Nursery

Financial Education: We will see the majority of targeted pupils in nursery and ELC demonstrating an increased understanding of financial education through their interactions and play, tracked using the cluster's agreed skills tracker. This will be measured through termly tracking, professional observations, and evidence gathered from learning journals. Children will be observed using financial language and concepts during role play and daily routines, with increasing independence and understanding, recognised through practitioner judgement and documented learning.

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
Curriculum Rationale - Facilitate whole-school sessions to review and refresh the nursery and the school's curriculum rationale, involving staff, learners, and families. - Audit current practice against the refreshed rationale to identify strengths and areas for development. - Support all staff in aligning learning contexts with the rationale through collegiate planning and moderation sessions.	By October 2025 By October 2025 By February 2026 By May 2026		DHT to lead All stakeholders involved and partner agencies	Education Scotland – Curriculum Rationale Working Party

Tasks to achieve priority	Timescale	RAG	Those involved/responsible – including partners	Resources and staff development
- Share examples of effective practice across stages through learning walks, class visits, and team meetings.				
Outdoor Learning/Meta-skills - Provide CLPL opportunities to build staff confidence in delivering outdoor, play-based, and child-led learning. -Establish a bank of outdoor learning resources and context ideas across curricular areas. - Embed outdoor learning opportunities in stage and IDL planning using the skills framework. - Develop partnership working across the two Gourock primaries to further develop outdoor learning as a community. - Begin to develop a progression framework for outdoor learning across all stages, linking it explicitly to meta-skills and CfE Es and Os.	By December 2025 By March 2026 By June 2026 By June 2026		Working Party to lead Love Outdoor Learning Ltd Gourock Schools and Churches Together	Training from Love Outdoor Learning Education Scotland
Equalities Policy -Co-design an equalities policy with input from staff, families and pupil voice, using national guidance as a framework. -Create an inclusive practice checklist to support learning visits and planning reviews. -Use IDL planning audits and class visits to monitor how inclusive practice is being embedded, offering support and feedback as needed.	By June 2026 By June 2026 Ongoing throughout the year		HT to lead All stakeholders	Education Scotland – Equalities Policy resource Revise use of IDL planning through anti-racism critical lens.
Financial Education -Cluster representative to meet with Gavin Brown (QIO) and Chris Bateman (Town Fund Planner) to explore partnership working with Scotland's Financial Schools. -Offer high-quality CLPL sessions to all staff, delivered in partnership with Chris Bateman and Scotland's Financial Schools. These sessions will focus on financial wellbeing, links to the poverty-related attainment gap, and how financial	By August 2025 By February 2026			

Tasks to achieve priority	Timescale	RAG	Those involved/responsible – including partners	Resources and staff development
<p>education strengthens numeracy, literacy, HWB, and meta-skills. Practical, experiential approaches will be modelled and shared.</p> <p>-Support staff to integrate financial education into planning by embedding it within numeracy and interdisciplinary frameworks. Practitioners will be encouraged to plan progressive, age-appropriate learning linked to CfE experiences and outcomes, as well as skills for learning, life, and work – using the new Inverclyde Numeracy Strategy.</p> <p>-Share and moderate plans within the cluster. Collate and share a bank of high-quality, engaging resources and exemplars across the cluster. Resources will include real-life financial contexts, play-based activities for ELC, and across the school, including enterprise activities.</p> <p>-Introduce a financial education skills tracker for use with targeted learners in nursery and early primary. This will support practitioners to monitor progress over time through professional judgement and observation.</p> <p>-Implement regular pupil voice activities across the cluster to gather insights into understanding, engagement, and confidence in financial learning. Pupil voice will be used to inform planning and assess impact.</p> <p>-Make links between financial education and meta-skills explicit within learning and teaching. Staff will be supported to model and highlight these connections, and pupils will be encouraged to reflect on how they use skills such as problem-solving, creativity, and collaboration during financial tasks.</p> <p>-Organise a cluster-wide celebration event or showcase to share and celebrate learning in financial education. Pupils will present their work, staff will share good practice, and partners</p>	<p>By May 2026</p> <p>By May 2026</p> <p>By June 2026</p> <p>By June 2026</p> <p>By June 2026</p> <p>By June 2026</p>			

[illegible]

Priority 3 Improvements in attainment, particularly in literacy and numeracy				
Choose an item.				
NIF Driver		HGIOS/ELC QIs		UNCRC
Teacher professionalism		2.3 Learning, teaching and assessment		Article 3 (Best interests of the child):
School Improvement		3.2 Raising attainment and achievement		Article 28: (Right to education):
3.2 Securing Children's Progress				
Rationale for change based self- evaluation including data and stakeholder views				
Writing				
A focus on writing during session 2024 – 2025 reaped rewards of increases across the school. Notably, the percentage of P7 pupils living in SIMD 1–2 making expected progress in writing rose significantly from 33.3% to 55.6%, reflecting a positive impact of targeted interventions. Overall writing attainment in P1, 4 and 7 has also increased from 81.3% to 86%, with 86.4% of P7 learners now on track for writing, an improvement on last year’s figure of 83.8%. Although this shows good progress we are still seeing children not on track so it is important to continue focusing on writing pedagogy. Ongoing development will help maintain consistency, support all pupils to improve, and ensure strong writing skills that will benefit them across the curriculum and beyond school.				
Reading				
With 90.8% of pupils across all stages meeting expected reading standards, our school has made strong progress in promoting reading and developing phonics skills. To maintain and improve this, it is important to continue focusing on effective reading pedagogy that supports early phonics development and fosters a lifelong love of reading. This approach ensures that all pupils build strong foundational skills and develop confidence in reading, which is essential for success across the curriculum.				
Numeracy				
Current numeracy attainment at Moorfoot Primary School is strong, with 89.7% and 89.2% of pupils meeting expected standards. To sustain and build on this success, the Inverclyde Numeracy Strategy provides a clear, evidence-based framework that supports consistent teaching approaches across all stages. The strategy helps ensure progression in key numeracy skills, addresses individual learning needs, and promotes confidence and problem-solving abilities. Continuing to implement this strategy will support all pupils to achieve their full potential in numeracy, preparing them for lifelong learning and real-world applications				
P1,P4 and P7	L and T	Reading	Writing	Numeracy
June 2025	91.6%	93.5%	86%	89.7%
All stages	L and T	Reading	Writing	Numeracy
June 2025	94.2%	90.8%	81.7%	89.2%
Play Pedagogy				
We recognise the value of play in supporting children’s engagement, curiosity, and learning. This year, we have improved how we use observations to inform child-led provocations. Our review highlighted the need to "optimise opportunities for children within the school to engage consistently in play and innovative learning experiences." To address this, we will strengthen our approach to play across early, first and second levels by increasing collaboration between nursery and school staff. Our nursery team has strong expertise in play and outdoor learning, and the nursery lead teacher will support staff through professional learning, modelling, and shared observations. This will help create a more consistent, developmentally appropriate play pedagogy across the school and support smoother transitions for learners.				

Nursery

We are focusing on early reading to build strong foundations in literacy and support our whole-school aim of developing reading. By strengthening engagement with books, storytelling, and language-rich play in nursery, we ensure all children begin their reading journey with confidence, curiosity, and key early skills. We have seen a rise in incidents due to struggles with communication and reviewing this data suggests we need to continue to work on developing vocabulary. Frequent shared storybook reading is known to lead to vocabulary growth and, in turn, later success in reading and other academic areas (e.g. [Bus, van IJzendoorn, & Pellegrini, 1995](#); [Crain-Thoreson & Dale, 1992](#); [Debaryshe, 1993](#); [Senechal, LeFevre, Hudson, & Lawson, 1996](#); [Whitehurst et al., 1999](#)). Dialogic Reading uses a set of standardized prompts to more explicitly target young children's oral vocabulary and listening comprehension skills ([Justice & Pullen, 2003](#); [Whitehurst, Arnold, et al., 1994](#)).

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

- By June 2026, most teaching staff will continue to engage in the development of writing pedagogy. Teaching of writing will become more effective, leading to raised attainment across the majority of stages.
-
- By June 2026, most teachers through continued development of reading and the teaching of phonics will provide more effective instruction, leading to raised attainment in reading.
- By June 2026, all teaching staff will engage with the Inverclyde Numeracy Strategy. Monitoring and professional dialogue will demonstrate strengthened teaching approaches and sustained attainment across all stages.
- By June 2026, the nursery depute will deliver regular professional learning sessions for teaching staff to build confidence and competence in play pedagogy against feedback from a baseline. As a result, most teaching staff will ensure play-based learning experiences will be adopted across early, first and second levels, demonstrated through the inclusion of play pedagogy in forward plans and evidenced during learning walks.

Literacy and Numeracy Outcomes and Measures

- To increase the percentage of pupils in P1-7 making expected progress in Writing by 2.5% by June 2026
- To increase the percentage of pupils in P1-7 making expected progress in Reading by 3% by June 2026
- To increase the percentage of pupils in P1-7 making expected progress in Numeracy by 2% by June 2026

Nursery

- By June 2026, nursery staff will have identified key strategies to support early reading, with increased engagement in reading activities observed across the nursery.
- By June 2026, nursery staff will show an increase in confidence in using dialogic teaching in comparison with the baseline set in September.

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, jotter monitoring, and professional dialogue will provide evidence that most teaching staff are consistently using agreed writing pedagogy. Pupil's classwork will show progress and confidence in writing. Writing attainment data will show improvement across the majority of stages.

Attainment data, planning, and classroom observations will demonstrate that most teachers are delivering high-quality reading and phonics instruction. The majority of pupils will show improved reading outcomes. Staff will express greater confidence in their approach through ongoing professional dialogue.

Monitoring and professional dialogue will demonstrate all teaching staff are implementing the Inverclyde Numeracy Strategy. Observations and pupil assessments will show strengthened teaching approaches. There will be sustained or improved attainment in numeracy across all stages.

Staff feedback and observations will show increased confidence in play pedagogy following regular professional learning sessions delivered by the nursery depute. Improvements will be seen in the quality and consistency of play-based learning across the school. More staff will adopt play-based pedagogy in their daily practice.

Nursery

- Nursery staff will increase children's engagement in early reading activities, measured through observations and planning records. Staff will identify and embed key strategies such as dialogic storytelling, songs and rhymes, role play, and shared reading. Reading will be more visible across the nursery, with more children independently engaging with books and story-based play.

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
Writing <ul style="list-style-type: none"> - Facilitate regular writing moderation sessions across stages using agreed criteria. - Refresh work on sentence-level instruction, Single Paragraph Outline (SPO) and Multi Paragraph Outline (MPO). - Conduct peer observations focusing on writing lessons and provide structured feedback. - Provide time for staff to collaboratively analyse writing data and plan targeted interventions. 	Ongoing By October 2026 By June 2026 By June 2026 By February 2026		PT to lead All teachers	Writing Revolution Inverclyde Literacy Framework

Tasks to achieve priority	Timescale	RAG	Those involved/responsible – including partners	Resources and staff development
<ul style="list-style-type: none"> Create writing jotter samples for display and discussion to celebrate and model effective pedagogy. 				
Reading <ul style="list-style-type: none"> Deliver refreshed training on progression in phonics and effective decoding strategies. Develop a shared bank of phonics and reading comprehension resources. Ensure regular paired planning opportunities to align phonics and reading instruction. Run termly reading assessments and use the data to inform next steps in teaching. Incorporate reading for enjoyment activities to boost pupil engagement. 	By October 2026 By June 2026 Ongoing Ongoing By June 2026		DH to lead All teachers PT to lead	Reading Schools Award
Numeracy <ul style="list-style-type: none"> Engage in professional learning linked to the Inverclyde Numeracy Strategy. Embed daily number talks across stages to improve mental agility. Track numeracy attainment using agreed formats and discuss at termly attainment meetings. Share good practice through team teaching and peer visits. 	By October 2025 By June 2026 Ongoing Ongoing		Numeracy lead All teachers	Inverclyde Numeracy Strategy
Nursery <ul style="list-style-type: none"> Deliver CLPL sessions led by the nursery depute focusing on high-quality play experiences. 	By June 2026 By June 2026		Nursery depute All teachers	Education Scotland - Play

Tasks to achieve priority	Timescale	RAG	Those involved/responsible – including partners	Resources and staff development
<ul style="list-style-type: none"> • Provide opportunities for joint planning between nursery and early level primary staff. • Conduct play environment audits and support staff to adapt classrooms accordingly. • Schedule learning walks with feedback focused on play-based learning. • Include time in collegiate sessions to evaluate and refine play-based planning. 	<p>By June 2026</p> <p>By June 2026</p> <p>By June 2026</p>			
<p>Nursery: Reading</p> <ul style="list-style-type: none"> - Undertake baseline to assess confidence and knowledge with developing reading and dialogical approach. - Staff to take part in reading research and training in dialogic approaches, with a focus on PEER strategy. Also looking outwards to explore existing good practice in the authority. - Undertake an assessment of literacy in the environment. - Refresh reading areas. - Create a bank of questions to support dialogic approach. - Develop a prompt sheet for the PEER strategy. - Introduce story sacks to take home with suggestions of questions to ask children. - Reflection opportunities – what went well and what we'd do differently with dialogic. - Complete baseline to assess improvements. 	<p>By October 2025</p> <p>By October 2025</p> <p>By December 2025</p> <p>By December 2025</p> <p>By February 2026</p> <p>Ongoing</p> <p>By June 2026</p>		EYECOs	<p>EEF – Oral language Interventions</p> <p>Inverclyde Literacy Framework</p> <p>Early Years Scotland modules</p> <p>PASE</p>

Priority 4 Closing the attainment gap between the most and least disadvantaged children and young people Choose an item.		
NIF Driver Assessment of children's progress School leadership	HGIOS/ELC QIs 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		
<p>PSA Support The majority of pupils affected by poverty are making progress in line with expectations. Feedback from PSA staff reflects continuing growing confidence in delivering interventions and supporting pupil learning effectively. Observations highlight that targeted learners are more consistently remaining on task and demonstrating increased perseverance when receiving support. Additional PSA staffing has enabled focused support for pupils who experience difficulties with self-regulation and accessing learning.</p> <p>Targeted Approaches Our ambition is to further close the attainment gap in writing between pupils living in SIMD 1–2 and those in SIMD 3–10. Current data highlights writing as a key area requiring targeted support for some pupils in SIMD 1–2. To address this, we will ensure that all pupils within this cohort are accurately identified and that appropriate, evidence-based interventions are carefully planned, implemented, and monitored for impact. This approach will be supported by ongoing professional dialogue, use of assessment data, and regular review to ensure progress is sustained.</p> <p>The school will continue to use the new writing pedagogy to support pupils in SIMD 1-2.</p> <p>Staff will continue to be supported in developing their confidence and skills in using data to inform decisions about next steps for targeted learners. They will work collaboratively with the Support for Learning teacher and PSAs in order to plan and implement appropriate interventions, ensuring that children living in SIMD 1–2 are well supported and making measurable progress.</p>		
Expected outcomes for learners - Who? By how much? By when? What?		
<ul style="list-style-type: none"> By June 2025, the majority of identified learners in SIMD 1-2 will be on track in writing, in comparison to figures from session 2024/2025 By June 2025, the majority of identified learners in SIMD 1-2 will report that targeted support from PSAs has helped them make progress and feel more engaged in their learning, in comparison to previous sessions. This will be supported by attainment data showing measurable progress at their level. By June 2025, the majority of teaching staff, will demonstrate increased confidence and skill in using data to identify appropriate next steps for targeted learners living in SIMD 1-2. Observations and planning will evidence a more focused approach to interventions planned in collaboration with the Support for Learning teacher, resulting in improved outcomes for children living in SIMD 1-2. 		
<p>Literacy and Numeracy Outcomes and Measures</p> <ul style="list-style-type: none"> To increase the percentage of pupils living in SIMD 1-2 making expected progress in Writing by 28.57% by June 2026 To increase the percentage of pupils living in SIMD 1-2 making expected progress in Reading by 7.69% by June 2026 To increase the percentage of pupils living in SIMD 1-2 making expected progress in Numeracy by 7.14% by June 2026 		

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.

Quality assurance activities including observations, planning and jotter sampling along with staff feedback, will demonstrate increased confidence and skill in using data effectively. Most teaching staff will confidently use data to drive tailored interventions that are visible in planning and reflected in professional discussions. We will see more purposeful planning, stronger collaboration with SfL staff, and attainment data showing progress for targeted SIMD 1-2 learners.

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.

Tasks to achieve priority	Timescale	RAG	Those involved/responsible – including partners	Resources and staff development
PSA Support Continue to upskill PSAs and support them with the targeted approaches (as below).	By June 2026		PSAs DH	Weekly tracking systems
Targeted Approaches Develop and implement a streamlined tracking system that enables all staff working with targeted SIMD 1-2 learners to record and share interventions and progress with the Support for Learning teacher and PSAs, ensuring this information is reviewed collaboratively at termly tracking meetings. Use of writing pedagogy to target SIMD1-2 learners, including the use of SPO and MPO to help children with structure.	By October 2025 August 2025 – May 2026		All teaching staff All PSAs SfL teacher HT/DH/PT	New tracking system Termly tracking and monitoring/GIRFEC meetings to focus on attainment data of identified pupils. Inverclyde Literacy Framework.

