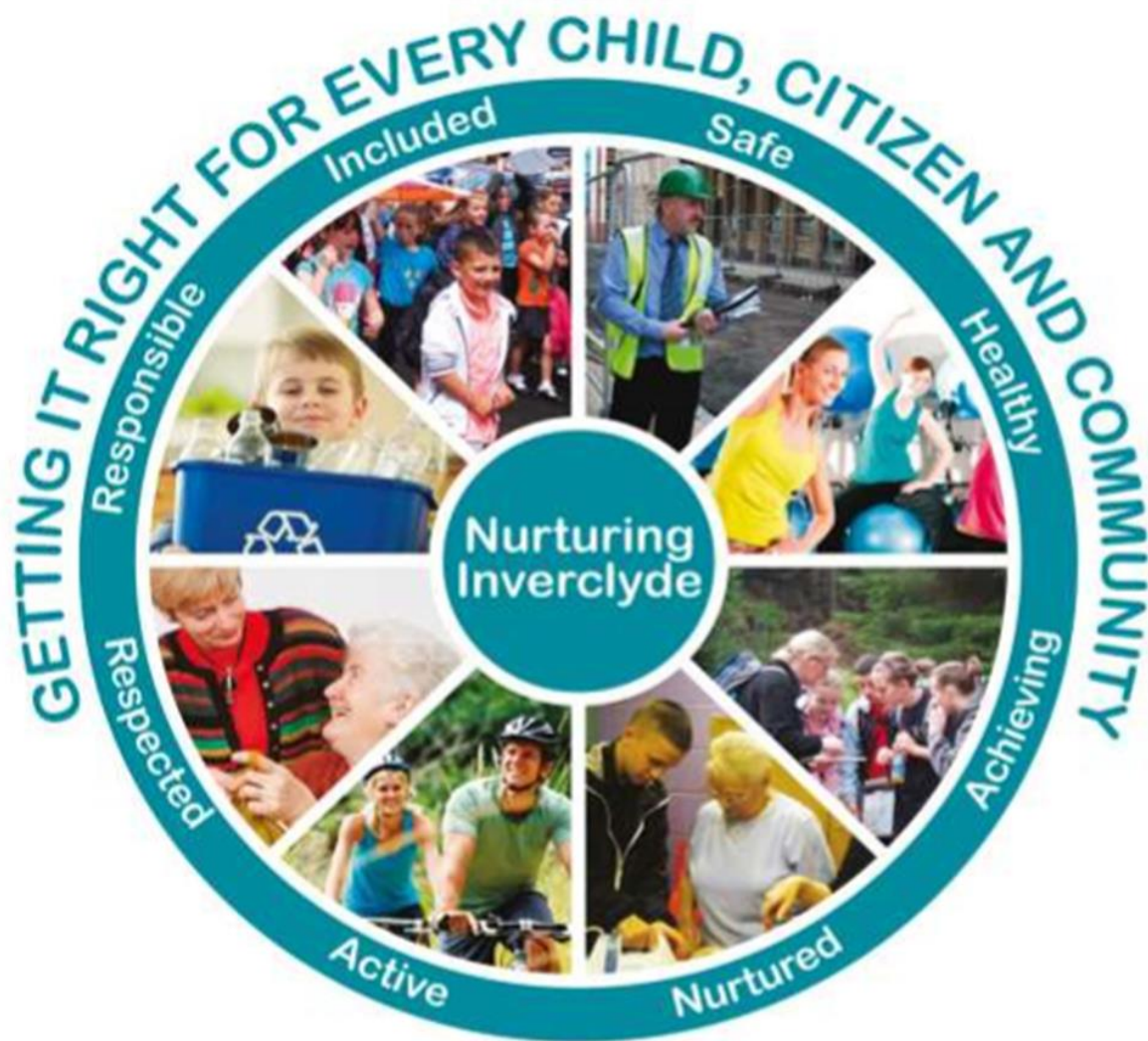


**Moorfoot Primary School, Nursery Class and Garvel Deaf
Centre
Standards and Quality Report
2024/2025**



Inverclyde
council

WHAT IS THIS STANDARDS AND QUALITY REPORT ABOUT?

This report provides information for the parents of Moorfoot Primary School, Nursery Class and Garvel Deaf Centre. It shows how well we are doing and the progress made towards School Improvement Plan priorities. The document also provides an opportunity to share attainment data and school achievements whilst considering next steps.

This Standards and Quality Report covers the period from August 2024 until June 2025.

Context of the school:

Moorfoot Primary School is a non-denominational school in the Trumpethill area of Gourock. The catchment area includes Castle Levan and Faulds Park estates. We are fortunate to have extensive grounds, including a Multi-Purpose Games Area (MUGA) and excellent views across the River Clyde. We have our very own "Secret Garden" which was created with the support of staff, pupils, parents and members of the local community including Clyde Muirshiel Rangers.



Our school roll is presently 240. We have 10 classes from Primary 1 to Primary 7.

Our Nursery Class currently delivers early learning and childcare for 30 children aged 3 - 5 years. Garvel Deaf Centre is also accommodated within the school and these staff provide support for deaf and hearing-impaired pupils within the specialist base and in mainstream classes.

The staffing complement within Moorfoot Primary School is 13.9. This includes members of the Senior Management Team: Head Teacher, Depute Head Teacher and an acting Principal Teacher. We also have Pupil Support Assistants who support learners across the school.

Garvel Deaf Centre has a Principal Teacher, 2.5 Teachers of the Deaf, 1.6 Support Staff, one EYECO and a Clerical Assistant. A peripatetic service is also offered to pupils in the Inverclyde area who do not attend Moorfoot Primary School. Additionally, Garvel Deaf Centre has a base within our cluster high school, Clydeview Academy, for pupils at secondary level.

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

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

Our school building provides a bright, modern, and inspiring learning environment for our pupils.

Classrooms are spacious and benefit from flexible learning areas just beyond the classroom doors,



supporting a range of teaching and learning approaches. Natural light floods the building through roof lights, creating a calm and welcoming atmosphere. Acoustic insulation throughout ensures a focused and comfortable space for learning. Additional facilities such as our well-equipped ICT suite and inviting library further enhance the learning experience. Outdoors, our entrance, senior playground with dining terrace, and secure nursery play area offer safe and stimulating spaces for pupils to enjoy.

School Statistics

Total Roll:	240	SIMD 1-2	29	12.1%	FSM%:	12.92%	ASN%:	28.33%	EAL%:	0.83%
		SIMD 3-10	209	87.1%						

Roll by SIMD

Deciles	1	2	3	4	5	6	7	8	9	10
Number of Pupils	18	11	8	4	0	46	41	51	59	0
%	7.5	4.6	3.3	1.7	0.0	19.2	17.1	21.3	24.6	0.0

No Decile

2

Roll by Stage	P1	P2	P3	P4	P5	P6	P7	ALL	
All	23	34	22	40	29	48	44	240	
Female	15	14	8	20	14	29	18	118	49.2%
Male	8	20	14	20	15	19	26	122	50.8%
FSM	2	6	1	4	6	6	6	31	12.9%
ASN	4	8	4	9	14	19	10	68	28.3%
EAL	0	0	0	0	0	1	1	2	0.8%
Care Exp - Home	0	0	0	0	0	0	0	0	0.0%
Care Exp - Away	1	0	0	0	0	0	0	1	0.4%
Care Exp - Previously	0	0	0	2	0	2	1	5	2.1%

Our Vision:

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

Vision: At our school and nursery, 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.

To include all members of the school community in the process of school improvement and self-evaluation.

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

P1,P4 and P7	L and T	Reading	Writing	Numeracy
June 2021	96%	90%	87%	91%
June 2022	95%	91%	89%	91%
June 2023	96%	92%	88%	95%
June 2024	92.8%	87.3%	81.3%	89.2%
June 2025	91.6%	93.5%	86%	89.7%

PRIMARY 1	L and T	Reading	Writing	Numeracy
June 2021	96%	96%	86%	96%
June 2022	98%	92%	92%	92%
June 2023	96%	96%	91%	96%
June 2024	97.1%	100.0%	97.1%	97.1%
June 2025	95.6%	95.6%	85.6%	100%

PRIMARY 4	L and T	Reading	Writing	Numeracy
June 2021	91%	83%	83%	86%
June 2022	91%	89%	84%	89%
June 2023	96%	87%	83%	94%
June 2024	92.9%	89.3%	89.3%	92.9%
June 2025	92.5%	92.5%	80%	85%

PRIMARY 7	L and T	Reading	Writing	Numeracy
June 2021	100%	91%	91%	91%
June 2022	97%	93%	91%	93%
June 2023	97%	92%	90%	95%
June 2024	89.2%	86.5%	83.8%	86.5%
June 2025	88.6%	93.2%	86.4%	86.4%

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



Establishment priority 1:

NIF Priority

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

NIF Driver

School leadership
Teacher professionalism

HGIOS/ELC QIs

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

UNCRC

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

Outcome:

- I. By May 2025, the majority of staff will show an increased understanding in restorative practice from pre/post Microsoft Forms surveys.
- II. 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'.
- III. 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.
- IV. 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.
- V. By June 2025, most learners will maintain attendance levels above 90%, supported by the consistent approach created by the cluster.
- VI. 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.
- VII. 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

- VIII. 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

- IX. 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.
- X. 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.
- XI. 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.

Progress and impact of outcomes for learners:

(i) Taking part in professional dialogue before and after CLPL, most staff showed an increased understanding of restorative practice. Staff reported feeling more confident when supporting pupils to resolve conflict, and observations noted an increased use of restorative language across classrooms and playgrounds.

(ii) Surveys completed before and after participation in training showed improved understanding of restorative practices and Nurture Principle 5, 'All Behaviour is Communication', across both school and nursery staff. Staff conversations and planning documentation reflect greater consideration of the underlying causes of behaviour, and observations note calmer, more supportive adult responses to pupil dysregulation. As a result, new nurture guidelines have been created by the Nurture Working Party to support new members of staff.

(iii) The majority of staff completed, recorded, and reflected on a restorative conversation they had facilitated between pupils. Professional feedback indicates a reduction in the number of behavioural incidents and referrals to SMT. Staff noted that learners are increasingly able to express their feelings and repair relationships with support. As a result, children are now facilitating their own restorative conversations.

(iv) Most staff regularly used the Glasgow Motivation and Wellbeing tool to track Health and Wellbeing data, which informed targeted support and timely intervention. Children identified through the data were supported through approaches such as LIAM, Man-On and follow-up observations and feedback show improvements in engagement and relationships.

(v) The majority of learners maintained attendance levels above 90%, supported by consistent messaging and shared expectations across the cluster. The new authority attendance policy alongside the cluster strategy contributed to sustained attendance for targeted children.

(vi) Most teaching staff engaged with the new child protection audit toolkit. As a result, areas of strength and development were identified, leading to updates in procedures and clearer roles and responsibilities. Confidence in child protection systems has increased.

(vii) Most staff took part in CLPL focused on promoting positive behaviour. As a result, they reported an increased understanding of de-escalation techniques and began to incorporate these strategies into their daily practice. Initial feedback suggests that some staff feel more prepared to respond calmly and consistently to challenging situations.

Nursery (viii) Baseline and follow-up data from September 2024 to June 2025 indicate an increased understanding and confidence among the majority of nursery staff in analysing behaviour and identifying appropriate strategies. The majority of staff reported improved outcomes for individual children, with more settled behaviour, and felt better equipped to reflect on the function of behaviour and respond supportively.

Garvel (ix) The majority of pupils from across the Garvel Resource Bases participated in the "Celebration of Learning" event and engaged with learning opportunities around deaf identity. Feedback from children and families was overwhelmingly positive, highlighting meaningful interaction among pupils, families, and external agencies. This event effectively fostered community engagement and contributed to an increased sense of deaf identity among participants compared to the September 2024 baseline.

(x) The majority of staff demonstrated a measurable increase in deaf awareness, as evidenced by improvements in pre- and post-training Microsoft Forms surveys. Correspondingly, most deaf learners reported through pupil voice activities that they felt better supported and more understood within the school environment, indicating that staff training translated into positive changes in pupil experience. This led to Garvel stakeholders working together to create their own vision and values, establishing a clear direction for the service.

(xi) Targeted staff across Inverclyde received deaf awareness and deaf identity training delivered by peripatetic support staff in multiple schools. Feedback indicates that the training effectively equipped educators with practical knowledge and strategies to enhance inclusion and support for deaf pupils across the authority.

Next steps:

- ✓ Engage with the Inverclyde Positive Relationships policy and use this to develop our own policy within the school and nursery, in line with the Scottish Government action plan.
- ✓ Monitor attendance of all learners (Local Authority priority) and create our own school policy. **Develop a nursery policy to support with attendance.**
- ✓ Develop a strategic approach to implementing nurture principles, building on the restorative and trauma informed work that has begun across the school and nursery class.
- ✓ Revise our anti-bullying charter in line with the new Local Authority Anti-Bullying policy.
- ✓ Introduce processes for monitoring Health and Wellbeing regularly and for tracking the impact of interventions specific to health and wellbeing. This will be in alignment with tracking currently in use for attainment interventions.
- ✓ Enhance pupils' emotional literacy by equipping them with practical self-regulation strategies they can use when they are finding it difficult to regulate emotions. This will include explicit teaching of strategies including mindfulness and yoga. **Build on targeted approaches in the nursery that support children's emotional literacy, including the use of visual tools and emotional check-ins to help children identify and express their feelings confidently.**
- ✓ Opportunities should be developed to gather the voice of specific groups of children with additional support needs. **Continue to extend opportunities for children across the nursery to share their views and ideas in ways that meaningfully inform and influence future improvement priorities**
- ✓ **Further develop Health and Wellbeing across the Garvel service using assessment tools and tracking data.**
- ✓ **Introduce referral system that is formalised and monitored for access to Garvel peripatetic teachers.**
- ✓ **Clarify Garvel staff responsibilities around pastoral care.**

Establishment priority 2:

NIF Priority

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

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

NIF Driver

School leadership

Teacher professionalism

HGIOS/ELC QIs

1.2 Leadership of learning

3.3 Increasing creativity and employability

UNCRC

Article 3 (Best interests of the child):

Article 28: (*Right to education*):

Outcome:

- (i) By June 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.
- (ii) 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.
- (iii) 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

- (iv) 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

- (v) 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

Progress and impact of outcomes for learners:

(i) The majority of learners are able to describe and discuss a range of meta-skills and are beginning to apply them across the curriculum. This increased understanding has supported greater independence, with teachers reporting improved learner engagement and a stronger sense of ownership in learning.

(i) Most pupils are beginning to use the meta-skills self-evaluation wheel and questionnaires with increasing confidence to reflect on their progress. As a result, classroom observations show that learners can now more clearly articulate their strengths and identify areas for improvement.

(i) Most teachers have embedded meta-skills into their planning and tracking processes. This has led to more consistent opportunities for learners to develop and apply skills across different curricular areas, as reflected in learning conversations and professional dialogue. All learners in P4–7 participated in a mixed-stage enterprise initiative, running their own small businesses. This experience further developed their meta-skills and deepened their understanding of the world of work. Staff observations and pupil feedback indicate increased confidence in teamwork, problem-solving, communication, and decision-making as a result of this project.

(ii) Through professional dialogue, the majority of teaching staff report increased confidence in planning interdisciplinary learning with an anti-racist lens. Most teaching staff have reviewed and agreed to adapt

existing documents to include questions which allow them to now plan through an anti-racist lens. Most staff have actively sought new resources and critically reflected on past content, resulting in more diverse and representative learning experiences.

(iii) Through collaborative reflection, all SLT members reported an increased confidence in using self-evaluation processes to support school improvement. This collective approach has contributed to more strategic and focused planning for change.

Nursery (iv) Most EYECOs in the nursery are now confidently using the new planning and tracking tool to monitor children's progress in skills development. Most staff report that the tool supports more focused and responsive planning for learning. Dialogue with most staff indicates increased confidence in identifying children's progress and next steps, compared to the baseline set in September 2024. This has strengthened the nursery's approach to assessment and learning conversations.

Garvel (v) All children attending the Garvel Secondary Base participated in multiple transition events and worked collaboratively with staff at Clydeview. Feedback from all pupils indicates increased engagement and significantly reduced anxiety, reflecting the smoothness of their transition. Post-transition surveys show improved confidence and preparedness to access the S1 curriculum compared to baseline measures.

Next steps:

- ✓ Continue to embed meta-skills through planning and learning throughout the school and nursery.
- ✓ Pupils in the school will regularly assess their meta-skills journeys and set themselves targets.
- ✓ Develop the anti-racist lens planning tool to inform learning across all stages.
- ✓ Create an equalities policy for the school and nursery. Enhance opportunities for nursery children to learn about diversity and rights, ensuring this is meaningfully embedded in daily routines, play experiences, and the environment.
- ✓ Further develop curriculum planning to provide challenging and innovative learning experiences.
- ✓ Garvel should now focus on the development of pupil voice across the service, including a deaf pupil forum led by the peripatetic team. This will ensure children are part of deaf culture across Inverclyde.

Establishment priority 3:

NIF Priority

Improvements in attainment, particularly in literacy and numeracy

NIF Driver

Teacher professionalism
School Improvement

HGIOS/ELC QIs

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

UNCRC

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

Outcome:

- (i) By June 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.
- (ii) 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.
- (iii) 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.
- (iv) 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.
- (v) 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

- (vi) 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

- (vii) 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.

Progress and impact of outcomes for learners:

(i) All stakeholders were meaningfully involved in refreshing the school's vision, values, and aims. As a result, there is now a stronger sense of shared purpose across the school community, which is supporting collaborative engagement in the development of a refreshed curriculum rationale.

(i) Through professional dialogue and curriculum monitoring, the majority of teaching staff demonstrate a deeper understanding of the journey towards the refreshed Curriculum for Excellence. Feedback from learners highlights improved personalisation and relevance in learning experiences, particularly during their recent "World of Work" experience. As a result, the majority of learners are more engaged and can articulate how their learning links to real-life contexts and their own interests.

(ii) The majority of P1 and P2 teachers report increased confidence in tracking and monitoring progress through play. Analysis of tracking documentation and termly reflection meetings shows clearer identification of next steps in learning. Observations indicate that young learners are increasingly able to demonstrate progress in key early level outcomes through play-based experiences.

(ii) All teaching staff engaged in professional learning delivered by the play pedagogy working party, with a focus on developing confidence in observing and tracking play. A revised observation format was introduced and trialled by all teachers. As a result, most teaching staff now demonstrate a more consistent approach to play observations, with evidence from professional dialogue indicating increased confidence in using observations to inform next steps in learning.

(iii) Most staff have engaged with the refresh of writing pedagogy, with classroom observations and jotter monitoring showing more consistent and effective teaching approaches. As a result, the majority of learners demonstrate improved stamina, structure, and quality in their writing. Emerging attainment data supports a positive trend in writing outcomes across most stages.

(iv) As a result of targeted professional learning and collaborative moderation, P1 and P2 teachers have improved their understanding of early reading pedagogy. Most teachers report increased confidence in teaching phonics, and data from tracking meetings indicates a rise in attainment in both reading and emergent writing skills for the majority of learners. In addition, most pupil support assistants are now actively involved in delivering phonics interventions across stages. Feedback from the majority of staff indicates increased confidence and consistency in supporting early reading development, contributing to improved outcomes for learners.

(v) ASN leaders have engaged in relevant CLPL focused on identification and support strategies for additional needs. This has led to earlier identification of pupils requiring support, with interventions implemented in a more timely and targeted manner. Feedback from class teachers and support staff indicates improved confidence and clarity in supporting learners with ASN, leading to more appropriate differentiation and positive learner outcomes.

Nursery

(vi) Most nursery children have made clear progress in phonological awareness and early writing skills, supported by enhanced instructional approaches. Staff have used Inverclyde progression pathways and professional judgements to track development. Observations show that children are increasingly engaging in mark-making and sound-play activities with confidence and purpose.

Garvel

(vii) Two Garvel staff members are set to begin the Teacher of the Deaf qualification in August 2025, demonstrating the service's commitment to building specialist capacity and enhancing the quality of support for deaf learners. This development is expected to strengthen expertise within the team and positively impact teaching and learning outcomes.

Next steps:

- ✓ Continue with the development of writing pedagogy in line with the Inverclyde Literacy Framework.
- ✓ Build on the existing work around reading pedagogy and phonics by further aligning practice with the Inverclyde Literacy Framework, ensuring consistency and progression across the early level.
- ✓ Prioritise opportunities for staff to collaborate across the nursery and school to share expertise in play pedagogy and outdoor learning.

- ✓ Optimise opportunities for children within the school to engage consistently in play and innovative learning experiences, including facilitating more child led activity and outdoor learning.
- ✓ Further develop Quality Assurance procedures to ensure new pedagogical approaches are having impact on children's achievement and attainment.
- ✓ Due to a change in teaching staff, there is a need to continually review and refresh writing pedagogy each year to ensure consistency and attainment.
- ✓ The school and nursery will continue to develop quality assurance procedures.
- ✓ Continue to strengthen quality assurance processes in the nursery to ensure that approaches are having a positive impact on children's progress in play, learning, and development.
- ✓ The Garvel service should now build current quality assurance systems to ensure a robust self-evaluation process cross the service. This should include a "Garvel lesson" for mainstream and for base and learning walks and learning observations measured against this criteria.
- ✓ Garvel will develop a comprehensive tracking system across the service. This will ensure all aspects of children's achievements are recorded and celebrated.
- ✓ Garvel children will work with staff to develop current target setting approaches.
- ✓ Further develop moderation across the service.

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

NIF Priority

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

HGIOS QIs

3.2 Securing Children's Progress

3.1 Ensuring wellbeing, equality and inclusion

UNCRC

Article 3 (Best interests of the child):

Article 28: (Right to education):

Spend: £25 000

Outcome:

- (i) By June 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.
- (ii) 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.
- (iii) 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
- (iv) 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

Garvel

- (v) 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

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

Progress and impact of outcomes for learners:

(i) Targeted support and a clear focus on pedagogy have led to measurable gains in writing attainment for learners in SIMD 1–2 across key stages. 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%.

(i) While the majority of P4, P6 and P7 SIMD 1–2 learners are making progress, continued focus on targeted support, collaborative planning, and the effective use of PSAs will be required to ensure sustained and aspirational outcomes for all.

(i) The target to maintain expected progress in writing for P4 pupils living in SIMD 1–2 was successfully achieved, supporting a stable trend in attainment.

(ii) Pupil Support Staff (PSA) supported through the Pupil Equity Funding (PEF), implemented intervention strategies to a targeted group of pupils living in SIMD 1-2.

(ii) There is strong evidence via observations of increased pupil engagement and confidence in P6, with PSA-led interventions contributing meaningfully. Learner voice indicates that the majority of identified P6 pupils feel better supported and more motivated in writing as a result of focused adult support.

(iii) Feedback from Garvel teaching staff indicates increased confidence in writing pedagogy since baseline data collection in September 2024. Most Garvel learners are now making progress in writing, as demonstrated in teacher judgement and assessment evidence. This suggests improved staff capacity is positively influencing learner attainment.

(iv) Awareness of the cost of the school day has been promoted through a range of strategies, including regular communication, targeted support, and through the use of our uniform/clothing bank. Activities organised by the Parent Council support the Cost of the School Day. Feedback from families indicates a growing understanding of how the school supports equity through uniform recycling, low-cost events, and reduced-cost trips. There is emerging evidence via use of the uniform bank that key messages are being received and that families feel more able to approach the school for support when needed. This area remains a priority for further development. Continued consultation, alongside more visible examples of cost-reducing actions and increased pupil voice, will support deeper engagement with the wider parent body and help ensure that all families feel the benefit of a cost-aware school culture.

(vi) In P7, the percentage of pupils living in SIMD 1–2 who made progress in writing exceeded expectations. The original target of 73% was surpassed, with 77.8% achieving the expected standard.

Similarly, in P7, progress in reading was stronger than predicted. 88.9% of pupils were on track, surpassing the original projection by 18.7%.

In P4, 100% of pupils living in SIMD 1–2 made expected progress in reading, exceeding the original target by 16.7%.

In P4, 87.5% of pupils living in SIMD 1–2 achieved expected progress in writing, surpassing the original target by 4.2%.

In P6, 80% of pupils living in SIMD 1–2 made expected progress in writing, exceeding the original target by 10%.

Garvel

(vi) Most Garvel teaching staff engaged with Hamilton School for the Deaf to explore effective writing pedagogy, contributing to increased staff confidence in teaching writing compared to the September 2024 baseline. This collaboration has informed ongoing development, supporting improvements in learner progress in writing compared to session 2023/2024, with plans to continue refining these approaches.

Next Steps:

- ✓ Continue with the use of PSAs to implement reading and writing interventions in order to ensure progress is made by identified learners in SIMD 1-2. Further build upon this by regularly evaluating the impact of PSA interventions on individual learners' progress, using tracking tools, regular dialogue with teachers, and pupil voice to refine approaches in real time. Include short, focused feedback loops that evaluate what's working and adapt support as needed. Create opportunities for SIMD 1–2 learners to reflect on and evaluate the support they receive, using child-friendly feedback tools.
- ✓ Offer one-to-one or small group support via PSAs to SIMD 1-2 children experiencing emotional or social challenges. Helping to build emotional regulation, resilience, and positive relationships—key foundations for improving children's readiness to learn and engage meaningfully with the curriculum.

Data

Key Strengths:

- Attendance levels remain consistently above local authority and national statistics.
- Attainment in “Listening and Talking” is now over 95% across the school.
- Reading attainment has significantly increased and is now at 90% across school.
- 13.75% of our learners across the school are achieving beyond in Numeracy while 12.5% are working beyond in Reading.
- Writing attainment has increased across the school by almost 2.5%
- In comparison to Inverclyde schools, Moorfoot remains above the average in Literacy and Numeracy. Furthermore, this year's figures are above the national average across Scotland in 2023-2024.
- Reading attainment is at the highest in over five years.
- There has been a notable increase in attainment for children living in SIMD deciles 1–2, with an 11.6% rise in the number of learners achieving expected levels in reading and an 11.1% increase in writing.”

Points for Reflection:

- Overall attainment has increased across P1, P4, and P7. Although Listening and Talking has dipped slightly by 1.2%, attainment in this area remains high at 91.6%.
- Writing attainment has shown significant improvement, but it remains below levels recorded in previous years.
- Numeracy attainment has risen, yet it has not yet returned to the levels achieved in 2023. We are also not seeing the same level of improvement in attainment for children in SIMD deciles 1–2 in this area as we are in Literacy.

Key Priorities:

- Strengthen and extend the work on writing processes and pedagogy across the school.
- Ensuring all staff continue to engage with the new Inverclyde Writing Toolkit in order to further develop a consistent pedagogy across the school.
- Continue to apply rigorous and consistent approaches to interventions to sustain high attainment in reading and drive further improvement beyond current levels.
- Further develop our data strategy by refining the Early Years Dashboard to enhance tracking and deepen our understanding of progress at Early Level. A stronger grasp of prior learning will positively inform future planning, supporting appropriate pace, progression, and challenge.
- A gap in writing attainment persists between children living in SIMD deciles 1–2 and those in deciles 3–10. Continued targeted focus on writing is needed to address this disparity and support equity for our most disadvantaged learners.
- Ensure all staff engage meaningfully with the Inverclyde Numeracy Strategy to support continued improvement in attainment. This includes using high-quality planning, consistent pedagogical approaches, and effective assessment to identify and close gaps.

National Improvement Framework Quality Indicators

1.3 Leadership of change

Nursery: Very Good School: Very Good

Key Strengths

- Vision, values and aims were reviewed in consultation with stakeholders, ensuring they remain relevant and aspirational.
- The new school vision “*Where every child belongs, dreams big, and feels nurtured to shine like a star*” is widely understood, consistently referenced, and genuinely lived out in practice by staff, pupils, and families.
- The five-star values (Be Kind, Be Safe, Be Fair, Try Your Best, Look After Your School) are deeply embedded and influence pupil decision-making, staff relationships, and approaches to behaviour and learning.

A recent local authority review highlighted several key strengths of Moorfoot Primary and Nursery Class:

- The SLT are well respected; they listen and act upon the views of all stakeholders across the Moorfoot community.
- The Head Teacher and Senior Leadership Team (SLT) demonstrate a strong commitment to improving outcomes for children and building sustainable capacity for continuous improvement.
- The values are integral to the ethos and culture of the school and are known and lived by all within the school community.
- A culture of respect is being fostered through meaningful engagement with stakeholders, leading to a shared sense of ownership and community across the school.
- Staff feel empowered to lead change, participate in professional enquiry, and take on leadership roles aligned with both school priorities and personal strengths.
- There are regular opportunities which afford children the autonomy to influence positive changes across the setting.
- Improvement planning is based on rigorous and regular self-evaluation, with the SLT recognising the need for strategic patience in embedding meaningful change.
- Improvement priorities are presented in accessible formats, helping to ensure understanding and engagement across the school community.
- Staff have a strong understanding of the school’s socio-economic and cultural context, using this to inform improvement priorities and ensure equity.
- Digital technologies, including Padlet and Sway, are used innovatively within the nursery to support communication, reflection, and continuous improvement—particularly supporting part-time staff.
- There is high value placed on leadership opportunities for children across the setting leading to increased confidence and self-esteem. Children influence decision-making through initiatives like “Big Questions,” pupil-led groups, and leadership roles, promoting voice, agency, and citizenship.

Key Priorities:

- Build upon the recent work carried out with the vision, values and aims to ensure these are relevant and identifiable to all within Moorfoot’s unique learning community.
- Further strengthen quality assurance processes, to include improvement priorities, which will guide and manage the school and nursery’s strategic direction and pace of change.
- Develop further opportunities for children to influence improvement priorities.
- Continue to strengthen professional dialogue and moderation across sectors, building consistency and shared understanding of high-quality pedagogy and progression.
- Support the effective implementation of the Inverclyde Early Level Tracking Tool and new writing approaches through ongoing CLPL, peer support, and careful monitoring of impact.

Key Strengths:

- The SLT's commitment to drive forward high-quality teaching and learning. There is a clear strategic vision for improving the quality of teaching and learning, with staff engaging in professional learning to enhance their practice—particularly in writing, where positive impact is evident.
- The positive learning climate and ethos across the setting.
- Strong relationships between staff and pupils, underpinned by the school vision and values, contribute to calm, purposeful learning environments with high levels of engagement across all classes.
- Learning journals are used effectively in the nursery to track progress and share achievements with families. High parental engagement supports continuity of learning between home and school.
- The development of the *Moorfoot Lesson* has promoted consistency in lesson structure and delivery, resulting in well-planned lessons with clear explanations, instructions, and shared learning intentions.
- The high level of pupil engagement. Children access relevant, real-world learning opportunities, such as regular visits to the local dementia café, which they value and enjoy.
- Staff engage in moderation at school, cluster, and authority levels, which is building confidence in assessment judgments. The school has also streamlined its assessment calendar to support a more consistent approach.
- The wide range of indoor and outdoor learning environments which are ready to support enhanced learning and teaching opportunities.
- Whole school weekly pupil voice sessions ensure children know their views are sought, valued, and acted upon, fostering a strong sense of ownership and belonging.
- The development of pedagogical approaches in writing is having a positive impact on teacher confidence and predicted outcomes for children.
- Digital tools, including interactive boards and targeted supports, are used effectively to enhance engagement and support identified learners.
- Streamlined planning, tracking and monitoring systems are now in place, supported by progression pathways across the curriculum.
- Children and parents co-construct learning through “Learning Explorations,” ensuring relevance and engagement while valuing children's interests and promoting choice.

Key Priorities:

- Further develop Quality Assurance procedures to ensure new pedagogical approaches are having impact on children's achievement and attainment.
- Prioritise opportunities for staff to collaborate across the nursery and school to share expertise in play pedagogy and outdoor learning. Build on emerging play-based learning in the upper primary stages by creating structured opportunities for nursery and primary staff to collaborate, share expertise, and further develop indoor and outdoor environments.
- Develop curriculum planning to provide challenging and innovative learning experiences.
- Further develop the children's range of skills through digital technology approaches across the curriculum.
- Continue to make effective use of children's voice when planning learning.
- Support staff to consistently use success criteria to both challenge and support learners, ensuring all children understand how to improve. Ensure all teachers provide consistent, high-quality feedback that clearly communicates what children have done well and what their next steps are.

Key Strengths:

- The ethos and relationships evident across the setting are highly effective and are noted as a strength of the establishment by staff, children, partners and parents.
- All staff feel valued and supported by senior leaders, contributing to a positive and inspiring school ethos.
- Very positive relationships exist between staff and children, strengthened by training in restorative practice, trauma-informed approaches, and understanding positive relationships.
- Children confidently apply restorative approaches in the playground.
- Calm corners, nurture room and play pod promote positive behaviour and regulation.
- Almost all children understand their rights through learning about the UNCRC. Staff and children co-create class charters, promoting shared expectations.
- Children and staff share a strong understanding of wellbeing indicators.
- There is a clear and robust process for tracking attainment interventions for children with additional support needs. The Glasgow Motivation and Wellbeing Profile is being used to track pupil wellbeing and inform supports.
- PATHS is embedded in nursery, supporting emotional literacy.
- Majority of staff completed “Keeping the Promise” training and the school was awarded with the “Promise Award”, showing our commitment to care-experienced learners.
- Partnership working supports individual needs effectively.
- Well-planned transitions from nursery to P1 and P7 to secondary, including family events and strong communication.
- Strategies and resources are consistently in place to support children with additional support needs across the establishment.
- The establishment has an effective process in place for tracking wider achievement and children are encouraged to celebrate their achievements.
- Children feel included in the life of the establishment.
- Children are given significant opportunities to lead and participate in extracurricular activities and the wider life of the school.
- Exclusions reduced to zero; critical incidents also decreased.
- Anti-racism focus, including diverse texts and partnership projects, has reduced racist incidents and empowered pupils to challenge discrimination.
- All children learn BSL to support communication with deaf peers.
- Nursery staff adapt policies responsively to ensure inclusion and support.

Key Priorities:

- The establishment should now prioritise reviewing the single agency planning to ensure it reflects school-based support for those with ASN. Strategies should be reflected in plans and reviewed regularly by all stakeholders.
- A strategic approach to implementing nurture principles should be a focus across the setting, building on the restorative and trauma informed work that has begun.
- A process for tracking the impact of interventions specific to health and wellbeing should be implemented to align with tracking currently in use for attainment interventions.
- Opportunities should be developed to gather the voice of specific groups of children with additional support needs.

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

Key Strengths:

- The school has good attainment in literacy and numeracy, with almost all children in P1, P4 and P7 achieving appropriate levels in listening and talking, and most children achieving expected levels in reading, writing, and numeracy.
- Almost all children are achieving expected levels in listening and talking, reflecting the school's sustained focus on developing oral language skills. This strong performance is consistent with previous years and exceeds pre-pandemic levels.
- Almost all children are on track in reading, demonstrating a positive trend. This reflects the impact of consistent reading pedagogy and targeted supports for identified cohorts.
- Most children are achieving appropriate levels in writing.
- In numeracy, most (89.58%) children are making expected progress. This demonstrates a positive overall picture, with improvements evident year on year.
- A positive proportion of children are working beyond expected levels, with 3.75% exceeding expectations in listening and talking. In reading, a notable minority of 12.5% of pupils are achieving at levels beyond those expected for their stage. Over 5% of children are working beyond expected standards in writing, while in numeracy, nearly 14% of learners are demonstrating achievement beyond expected progress.
- Interventions are in place to support children residing in SIMD 1–2 and those with additional support needs, enabling them to make good progress from their prior levels of attainment.
- Children's wider achievements are valued and celebrated in various ways, and pupil leadership is strong, with children confidently articulating their contributions and using meta-skills language effectively.
- In the nursery, most children are making good progress in early language, mathematics and health and wellbeing. Practitioners are using Word Aware, SEAL, and PAThS effectively to support developmentally appropriate learning.
- The learning environment in the nursery is well developed and supports responsive, high-quality experiences.
- Equity is a clear strength across the school and nursery. Staff understand their context and use PEF funding strategically and effectively to remove barriers.
- Systems are in place to track children's participation in wider activities and identify those requiring additional encouragement.
- Partnership working is strong and supports both children and families well, particularly in the nursery where relationships are built on mutual respect and trust.

Key Priorities:

- Continue to raise attainment in writing, where there has been a slight decline, and sustain improvements in reading to reach and exceed pre-COVID levels.
- Extend the use of moderation and benchmarks to ensure teacher judgements are robust, particularly for children achieving beyond expected levels.
- Further develop staff data literacy so that teachers confidently use data to plan interventions and evaluate their impact.
- Ensure tracking systems for interventions are refined and consistently used to show clear progress over time.
- In the nursery, embed use of the new early level tracking tool to consistently support decision-making around support and challenge.
- Build on strong foundations in wider achievement by ensuring these contributions are reflected in planning and recognised as part of children's learning journeys.

Other quality indicators evaluated from 3 year plan:

2.2 Curriculum

Key Strengths:

- The curriculum is well planned and designed to meet the needs of all learners, reflecting the context of the school community.
- There is a clear commitment to developing skills for learning, life, and work, including meta-skills, across all stages
- Children benefit from a broad and balanced curriculum that includes opportunities for interdisciplinary learning and real-life contexts, e.g. our successful enterprise work
- Effective use of digital technologies enhances learning experiences and supports engagement
- The school actively promotes rights respecting principles and sustainability, which are integrated across learning. We are a Rights Respecting Gold School.
- Nursery practitioners use evidence-based approaches such as Word Aware and SEAL, supporting early language and numeracy development
- Children are encouraged to take ownership of their learning, supported by responsive and skilled practitioners
- Progression pathways and curricular frameworks are used confidently by staff to ensure continuity and challenge
- Learners actively participate in the school, frequently assuming leadership roles, including leading learning initiatives.
- Staff regularly engage with and implement relevant educational research to enhance learning and teaching.
- Learners' achievements, both in and out of school, are celebrated. Greater links between wider achievements and how they contribute to the development of skills for life, learning and work.
- Assessment and tracking processes are far more rigorous and staff use these more effectively in order to achieve better outcomes for learners. A robust system is now in place which provides a body of evidence that supports assessment decisions and planning for next steps.
- All teachers possess solid data analysis skills aimed at driving improvement.
- Greater understanding of IDL across all stages.
- Deaf awareness focus has improved the understanding of the experiences of our deaf learners and helped us to continue on our journey to an inclusive curriculum.
- The school community has actively engaged in developing a shared vision, values, and aims, fostering a strong sense of belonging and purpose. Gathering comprehensive data from stakeholders demonstrates a collaborative and inclusive approach, laying a solid foundation for the curriculum rationale. This ongoing work reflects a clear commitment to ensuring the curriculum is relevant and meaningful for all learners.
- Our school has proactively engaged with Education Scotland's refreshed curriculum initiatives, demonstrating a commitment to continuous improvement and alignment with national standards. By participating in the Curriculum Improvement Cycle (CIC), we are ensuring that our curriculum remains relevant, coherent, and responsive to the evolving needs of our learners. This engagement underscores our dedication to providing high-quality education that prepares students for future success.

Key Priorities:

- Continue to build on this strong foundation by finalising the curriculum rationale, ensuring it fully reflects the unique needs and aspirations of the Moorfoot community. This will strengthen

coherence and provide clear guidance for all staff, supporting consistently high-quality learning experiences across the school.

- To further enhance our curriculum, we aim to deepen our involvement in the Curriculum Improvement Cycle by actively contributing to the development and refinement of curriculum frameworks. This will involve collaborating with Education Scotland and other educational stakeholders to ensure that our curriculum not only meets national expectations but also reflects the unique context and needs of our school community.
- Continue to develop further coherence and consistency in curriculum delivery across all stages.
- Strengthen opportunities for children to influence curriculum planning and learning experiences
- Further embed interdisciplinary learning to deepen connections between curricular areas
- Build on existing partnerships to provide enriched learning opportunities and wider achievement
- Review and refine the curriculum to ensure it remains relevant and responsive to the evolving needs of the school community and external context

Key Achievements of the Establishment

- Our pupils were crowned Inverclyde Athletics Champions and also came first in the Inverclyde Relay Championships. They also celebrated third place at Sportshall, second place at the Highland Games, and were runners-up in the Inverclyde Netball Tournament.
- We had a very successful local authority review which recognised the strength of our vision, values, and leadership at all levels.
- All learners participated in two whole-school interdisciplinary learning projects, culminating in "share the learning" events for families.
- P4–7 pupils demonstrated enterprise skills by designing and running their own businesses in sport, art and cooking – including the launch of a successful pupil led café.
- We celebrated creative success at the Inverclyde Music Festival, including winning the trophy for Inventive Storytelling.
- Our partnerships continue to grow, with strong collaboration from organisations including Anchor, Active Schools, Youth Music Initiative, and Action for Children.
- Our whole school production, "The Magical Christmas Jigsaw" was a huge success, with excellent attendance and very positive feedback from families.
- The school choir performed at various community events, including a well-received performance at the Gourock Garden Party.
- Pupil voice continues to be a strong feature of our school, supported by the "Big Question of the Week" as part of our Oracy Projects.
- STEM learning continues to thrive with P7 visiting West College and P5 taking part in Sonappa Music workshops.
- Pupils worked with the Watt Institute and the Herds Project to create a STEAM puppet parade for all of Inverclyde, showcasing creativity and collaboration.
- We began a new partnership with the Burns Club, taking a group of pupils to a dementia café to engage with people living with dementia through singing, poetry, and games.
- Our deaf children have been part of the Garvel celebration of learning, sharing their achievements across our community.
- We were proud to be the first school to present at the Inverclyde Refugees Festival, supporting our forward drive for an inclusive curriculum.
- Moorfoot is the only school in Inverclyde to extend Bikeability training onto the roads, further developing pupils' cycling skills and road safety awareness.
- A number of children successfully completed the Seasons for Growth programme, helping them to understand and cope with change and loss.
- Stay and Play sessions in both Nursery and Primary 1 have been popular and well attended, building strong links with our families.