



Renfrewshire Council Children’s Services

**Mossvale Primary School & ELCC**

**Improvement Plan**

**2019-2020**

As part of Children’s Services, **Mossvale Primary School & ELCC Class** has developed this establishment improvement plan which provides a framework for how we intend to achieve Children’s Services’ vision of *working together to get it right for children, families and communities – Protecting, learning, achieving and nurturing.*

**National Priorities**

We also have to take account of the Scottish Government’s national improvement framework which provides a vision for education in Scotland, namely to:

1. **Improve attainment, particularly in literacy and numeracy;**
2. **Close the attainment gap between the most and least disadvantaged pupils;**
3. **Improve children’s health and wellbeing; and**
4. **Improve children and young people’s employability skills so that they move into positive and sustained destinations.**

**Local Priorities**

* **Reshaping our place, our economy and our future;**
* **Building strong, safe and resilient communities;**
* **Tackling inequality, ensuring opportunities for all;**
* **Creating a sustainable Renfrewshire for all.**

**Renfrewshire’s Education Priorities**

Our priorities will also align with Renfrewshire Council’s education strategic priorities listed below.

* **Develop high quality learning & teaching that leads to improved levels of attainment and achievement in all of our establishments;**
* **Reduce inequalities and deliver improved health & wellbeing outcomes for children & young people;**
* **Support self-evaluation and performance improvement throughout our establishments;**
* **Develop high quality leadership for staff at all levels;**
* **Support high numbers of our young people to enter positive destinations and sustained post-school destinations.**

**Pupil Equity Funding**

Our school received Pupil Equity Funding (PEF) to provide targeted interventions in literacy, numeracy and health and wellbeing to close the poverty related attainment gap. This funding enables us to plan additional interventions to those which were already planned. These interventions are highlighted throughout this improvement plan using the (PEF) abbreviation.

The priorities and actions within this improvement plan address the needs of our school and articulate with local and national priorities.

##### Planning framework

**Our school’s Vision, Values and Aims**

Vision All children to be the best they can be!

Values **P**ositivity **R**espect **I**ntegrity **D**etermination **E**quality

Take **PRIDE** in ourselves, our school and our community

Aims To provide a positive and caring environment where everyone follows our values and are encouraged to do their best.

To give children, parents and staff a strong voice which is always valued.

To achieve the best outcomes for pupils and equip them with skills required to lead an active, healthy lifestyle with positive relationships.

To actively involve children in their learning, encourage ambition and celebrate their achievements.



Who did we consult?

To identify our priorities for improvement, we sought the views of staff, parents, carers and pupils. We used a variety of methods of getting the views of those who are involved in the life and work of Mossvale Primary School & ELCC Class such as questionnaires, PTA/PC meetings, workshops, parents’ evenings and Pupil Council meetings.

We have also consulted with our partners across and outwith the Council to assist us in the delivery of our priorities such as Educational Psychology Service and other agencies such as Speech Therapy.

All information gathered is collated and used to assist us to identify next steps and areas for improvement.

How we will know if we are achieving our aims?

We will measure and evaluate the progress we are making to achieve the key outcomes set out in this plan. We do this using quality assurance activities that include: monitoring pupils’ work and targets, monitoring learning and teaching and pupils’ experiences, monitoring forward planning and assessment, attainment tracking meeting, GIRFEC tracking meetings, tracking IEPs and child’s plans, self evaluation using HGIOS4, SEEMIS Data, collegiate sessions and moderation.

Each year we also complete a standards and quality report and self-evaluation document which are monitored by Renfrewshire Council Children’s Services’ staff.

**Action Plan**

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| 1. **School priority 1: improve attainment, particularly in literacy and numeracy;** | | | | | |
| **NIF key driver** | **HGIOS4 /**  **HGIOELC**  **QIs** | **What are we going to do?** | **Who will be responsible for implementation?** | **What is the expected impact?**  **(on children & young people; staff; families etc)** | **How will we measure this?** |
| 2  4  5 | 2.3 | Implement recognised **Reading Strategies** consistently across all stages based on Renfrewshire’s Dive Into Reading approaches.  Liaise with other establishments and plan Learning Visits to enable teachers to share good practice. August – December 2019.  Plan Reading Open Days P3 – 7 for children to showcase and share reading response work with parents | PT | **Learners:**  All pupils will have improved reading outcomes and demonstrate increased engagement in reading  All pupils will have improved reading skills  **Staff:**  Will implement an agreed range of reading opportunities that promote children as readers  Will demonstrate increased equity of provision through use of ‘Dive into Reading’ strategies & the 3 Domain model  Will be more confident about the teaching of reading  **ELCC Staff:**  Will continue to embed a literacy-rich approach in their practice  **Families:**  Will have increased engagement &  interaction with their child’s reading response work through planned Open Days | Monitoring of forward planning  Attainment tracking meetings  Monitoring of pupils’ work  Monitoring of pupil experiences  Pupil surveys on reading  First Minister’s Reading Challenge  Learning conversations with pupils  Staff self-evaluation of learning & teaching  Assessment data including Accelerated Reading, SNSA and writing benchmarks  Playroom environment monitoring |
| 2  4 | 2.3 | Consistently implement SEAL and Number Talks approaches across all stages with support of Numeracy Development Officer  Use **Numeracy Blueprint Boards** to support mental maths sessions in SEAL/Number Talks.  Provide CPD sessions for all teaching staff in use of Blueprint Boards  Provide ongoing CPD for staff to visit other establishments to increase skills numeracy approaches  Purchase numeracy resources including boards across school (PEF) | HT | **Learners:**  All pupils will have improved mental agility skills  Will apply numeracy skills in a range of contexts  Will consistently engage in a range of active numeracy activities which provide support and challenge  **Staff:**  Will develop and demonstrate an increased confidence in the teaching of numeracy, particularly mental agility, across all stages | Monitoring pupils’ progress through Early, First and Second Level Renfrewshire Numeracy Planners  Increased attainment in numeracy – attainment tracking meetings  Renfrewshire pathways assessments  Monitoring of pupil experiences  Learning conversations with pupils  Peer Learning visits (school/authority) |
| 4 | 2.2  2.3 | Extend key features of Early Years Play Pedagogy to other stages to support **pupil-led learning** across all stages  Plan collegiate sessions to discuss pupil-led learning approaches  Plan collegiate session to further develop AifL approaches and visible learning  Provide ongoing CPD for staff to visit other establishments to share good practice in pupil-led learning approaches  Agree and implement shared approaches across early, first and second level to ensure consistent practice and pupil experiences | HT | **Learners:**  Will engage in a wider range of personalisation and choice activities  Will apply skills through planned challenge activities in relevant contexts  **Staff:**  Develop a shared understanding of pupil-led learning approaches  Consistently implement AifL approaches to support pupil-led learning | Monitoring of pupil experiences  Learning conversations with pupils  Peer Learning visits (school/authority)  Monitoring of Forward Planning  Monitoring of pupils’ work |
| 3  4 | 2.3  2.5 | Implement new **reporting format** for pupils and parents with a focus on pupil personalised targets in Literacy, Numeracy and Health and Wellbeing. | Class Teachers  HT | **Learners:**  All pupils will identify their strengths and next steps in learning across literacy, numeracy, HWB  Will track their own progress in relation to personal targets  Will report their progress to parents termly  **Staff:**  Will provide high quality feedback to pupils which will support them to identify next steps in their learning  **Families:**  Will have a greater engagement in pupil progress through regular reporting of pupil achievement | Monitoring of teacher feedback – pupils’ work, learning visits  Learning visits to monitor pupil experiences  Monitoring of reporting |
| 1  2  4 | 2.2  2.3  3.2 | Review and update **Forward Planning** & Assessment process  Create new **Assessment & Data** system to provide a consistent approach to gathering assessment evidence to inform next steps in learning | SMT | **Learners**  All pupils will be engaged in learning and will make progress in attainment appropriate to their individual needs  All pupils will be supported and challenged through a range of learning experiences including pupil-led learning  **Staff:**  Will plan pupil-led learning tasks which provide support and challenge  Will identify planned assessment tasks (say, write, produce, do) through IDL  Gather and analyse a range of agreed assessment data to inform next steps in learning and teacher judgement of a level . | Monitoring Forward Plans  Monitoring Tracking and Assessment Data Folders  Target setting Meetings information |

**Action Plan**

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| **School priority 2: improve children’s health and wellbeing** | | | | | |
| **NIF key driver** | **HGIOS4 /**  **HGIOELC**  **QIs** | **What are we going to do?** | **Who will be responsible for implementation?** | **What is the expected impact?**  **(on children & young people; staff; families etc)** | **How will we measure this?** |
| 1  2  5 | 3.1 | Consistently implement identified nurturing strategies outlined in “**Renfrewshire Nurturing Relationships Approach**”.  Plan time for Core Group to lead identified action (monthly) | HT  P7 Class Teacher | **Learners**: The social and emotional needs of all learners will be met through consistent application of nurturing approaches across the school & ELCC. Learners will feel safe, supported and included in Mossvale Primary School & ELCC  **Staff**: Through the use of improvement methodology (PDSA) in nurture, staff will be more confident to take forward practitioner enquiry across all areas in the future All staff will consistently implement and evaluate agreed nurture approaches identified by the Core Group | Staff Questionnaires  Pupil Surveys  HGIOS self-evaluation 3.1  Attendance Data  Attainment Data  Thinking Break data  Monitoring of pupil experiences |
| 1  2  5 | 3.1 | All nursery staff will undertake **PATHS** Training  Plan PATHS coffee morning for parents to share PATHS approaches  Apply to become a **PATHS Model School.** | DHT | **Learners**: Almost all children will develop an increased awareness of emotional literacy through regular PATHS sessions and approaches  Almost all children will be able to use basic emotions language to label and discuss feelings **Staff**: Confidently implement PATHS approaches to develop emotional literacy and wellbeing within the Early Years setting. Employ PATHS skills in the school’s leadership **Families**: Develop an understanding of PATHS approaches used in Early Years/Whole school through attendance at PATHS coffee mornings to communicate the use of PATHS skills at home. | Monitoring of PATHS sessions in partnership with PATHS leader  Monitoring of pupil experiences in early years  Staff questionnaires  Staff meetings  Parent questionnaires |