



Renfrewshire Council Children’s Services

**Mossvale Primary School and ELCC**

**Improvement Plan**

**2021-2022**

##### Planning framework

As part of Children’s Services, Mossvale Primary and ELCC 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.**

**Renfrewshire’s Education Priorities**

Our priorities will also align with the Renfrewshire Council Plan and Education Improvement Priorities listed on the next page.

**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.

**Renfrewshire’s Council Plan 2017-2027**

Working together for a thriving and connected Renfrewshire, creating opportunities for all

Reshaping our place, our economy, our future

Creating a sustainable Renfrewshire for all to enjoy

Building strong, safe and resilient communities

Working together to improve outcomes

Tackling inequality, ensuring opportunities for all

**Renfrewshire Council’s Values**

We are **fair**, we treat each other and everyone we deal with respectfully and work hard to build trust in Renfrewshire Council.

We are **helpful**, we care about getting things right and are always approachable.

We are great **collaborators**; we work as one team and with people who care about this place.

We value **learning** to help us innovate, improve and deliver better services.

**Children’s Services Vision**

Working together to get it right for children, families and communities – protecting, learning, achieving and nurturing

**Renfrewshire’s Education Improvement Plan Priorities**

Reduce inequalities and deliver improved health and wellbeing outcomes for children and young people

Develop high quality leadership to promote empowerment at all levels

Improve employability skills and support all of our young people to enter positive and sustained destinations

Develop high quality learning and teaching that leads to improved levels of attainment and achievement in all of our establishments

**Our 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 all Staff in our school and ELCC, Pupils, Parents and Community Partners. We used a variety of methods of getting the views of those who are involved in the life and work of Mossvale Primary School and ELCC such as Questionnaires, Google form surveys, Collegiate meetings, Pupil focus Groups, Virtual Parent Council Meetings. We have had to be more creative in gathering views this session due to Covid restrictions but our higher engagement with IT and Seesaw/Google Forms especially has helped us to seek views and feedback.

We have also consulted with our partners across and outwith the Council such as Barnardos to assist us in the delivery of our priorities.

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:

* 3 Tracking Meetings to discuss all pupil progress and wellbeing.
* Termly Shanarri audit
* School Assessment Policy generated data
* Analysis of school dashboard
* Pupil Reading Engagement Survey
* Standard and Quality Report
* Test of Change exemplars
* Pupil, Staff and Parent surveys
* Google Forms
* Parent Council Minutes
* Audit of Planners and jotters
* Classroom Observation policy

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

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| **Improvement Priority 1: To raise attainment in Reading from 64% to 75% as a school and in writing from 46% to 65% through the collegiate creation of a whole school literacy policy and improve Reading Engagement to 80% with our new Reading culture ethos. Almost all PEF children to achieve expected outcomes in Literacy** | | | | |
| **HGIOS/HGIOELC QIs**  *1.2,1.4, 1.5*  *2.2, 2.3, 2.5*  *3.2* | **NIF Priorities**   * Improvement in attainment, particularly in literacy and numeracy * Closing the attainment gap between the most and least disadvantaged children * Improvement in children's and young people’s health and wellbeing * Improvement in employability skills and sustained, positive school leaver destinations for all young people | | **NIF Drivers**   1. School Leadership 4. Assessment of Children’s Progress 2. Teacher Professionalism 5. School Improvement 3. Parental Engagement 6. Performance Information | |
| **Rationale for change** | **Outcome and Expected Impact** | **Measures** | | **Intervention** |
| 1.1 To improve the confidence across all staff in delivering a high quality Literacy Programme which will improve attainment | **All staff** by June will indicate that hey are confident in delivering our ne Literacy programme | Staff Meeting Minutes  Staff Google Form Sept 21 and June 22  Staff self evaluations of reading recorded on Class Observation sheets Sept 21  Staff feedback on Forward Planner audits Sept, Nov, Feb and June | | Discuss policies and processes in place  Gather and analyse data re Literacy using to understand our position.  Identify good practice that can be shared.  Facilitate time for staff to meet in groups and discuss in depth what Literacy looks like now and then should look like.  Work as a whole staff on collating this information and then creating a policy and planning format that will help us achieve this goal.  Consult new members of staff after term 1 on how confidently they could plan for Literacy for their class.  Identify 2 literacy champions in the school to support and mentor staff and provide in house CLPL. They can link with staff from other schools eg St Anthonys to share practice. |
| 1.2 To ensure all staff know the context of our school and can analyse data effectively to plan accurately. | Almost all staff will complete tracking grids Oct 21, Jan 22, March 22 and June 22  All staff will clearly record the actions they are taking to achieve for their pupils the targets set in Oct, Mar and June during Tracking meetings. | Tracking Attainment Overviews for each stage, Tracking Meeting Minutes, Planning Folders to show actions being put in place, Pupil SIF Files, Support Timetables, Dashboard data, School overview data, GLs and SNSAs, PM Benchmarking overviews. | | A school assessment and tracking policy has been introduced by HT.  Staff complete tracking overview 3 times a year.  Staff meet in levels 3 times a year to discuss their tracking, discuss their challenge and support chdn, share planned interventions both universally and targeted supports.  Planning will be adapted to ensure actions are implemented and this will be monitored through class observations, planning and jotter monitors.  Introduce new reading tracker developed by HR and include in policy  SIF files will be updated and any supports required added to pupil plans. Support timetables will be addressed and support staff incl SMT will meet to be clear on adapted interventions. |
| 1.3 Improve all staff incl HT knowledge in the Renfrewshire Literacy approach for consistency. | **All staff** will have contributed to us achieving our attainment goals by June 22 through support from Lit Dev Officer. | Staff questionnaire, Staff meetings minutes, HT meeting calendar with Julie Paterson and supportive HTs, SMT meetings notes, School Data for Literacy, Class Tracking grids, School dashboard. | | HT to read all available documents produced for Literacy.  HT meet Julie Paterson  HT meeting with Jacqui McBurnie and Lynn McGinn  HT working with Lynn McGinn 11/5/21  Staff collegiate sessions to study literacy approaches and create our strategy.  Staff Literacy champions identified and will record CLPL films for staff support. |
| 1.4 Undertake rigorous quality assurance to monitor quality and consistency of approaches and recognise/share good practice and implement support if required. | **All staff ,** through regular consultation, will be clear on expected practice in teaching Literacy to support raising attainment and consistency across the school will now deliver progression. Sept 21 March 22 | Monitoring paperwork enclosing planning, class visits, jotter, pupil views  Tracking paperwork including tracking overviews, tracking meeting minutes, SIF files  Whole school data analysis/Reading Culture survey | | Agree monitoring calendar with staff with 2 of the 4 monitoring sessions focussing on Literacy.  Visit all classes either in person or remotely depending on COVID restrictions/Union agreements to look at planning, teaching, assessing and pupil views on Literacy  Meet staff to engage in professional dialogue around their practice  Tracking meetings in levels to discuss pupil progress and build boost groups  Share good practice sessions  Undertake support plan for any staff where this is required  Staged intervention meetings to look at targeted support |
| 1.5 Improve Pupil Engagement in Literacy and encourage a reading culture in Mossvale. Implement the Reading School Accreditation project stage 1.  PEF | **Most pupils 75%** are confident and motivated readers who value Literacy and choose to engage in reading.  **Most pupils** 75% achieve the expected levels in writing  June 22 | Pupil engagement survey in Aug and June, tracking of pupil reading in class and access to class library, reading for school project, reading data on dashboard and in tracking overviews. Pupil and staff questionnaires regarding reading environment in school and whole school literacy projects. Writing moderations | | Carry out with support from JP the pupil reading engagement survey in Aug and June.  Create class libraries using PEF funding to encourage social, nurturing spaces with appropriate resources sourced through UKLA and a school library in empty class bay  Class timetables will encourage class reading time.  Whole school Literacy projects planned including whole school study of The Mixer and Mossvale Book Festival.  Participate in the whole school Reading for School project.  Dive into Writing implemented across the whole school with daily writing opportunities for children in low stakes culture.  Create a school Reading council with pupils/staff. |
| 1.6 Encourage Parent Engagement to support the value of reading at school and at home | **Most 75%** of parents participate in literacy events the school/ELCC establishes and provide positive feedback to show they value Literacy. | Parent surveys at the start and end of session 21/22, Participation registers, Engagement in online Seesaw events, Parent Focus group. | | Share a Parent Friendly SIP for parents to highlight the focus for improvement in the school esp in Literacy  Literacy will be an agenda on every Parent Council meeting  Parent Literacy Engagement sessions eg PEEP, Book Bug, Storytelling sessions, Mossvale Book festival, writing challenges. EAL resources and dual language books.  Dolly Parton reading project |
| 1.7 Pupil Learning Conversations to enable pupils to fully understand their learning journey knowing their strengths and focus for improvement.  PEF | Implement a test of change in all classes with a group of 6 incl all PEF pupils to look at how we can establish meaningful learning conversations with pupils to ensure they can talk confidently about their literacy strengths and next steps. | Staff Meeting  Test of change sheets  Pupil Records  Seesaw messages to parents  Pupil questionnaires | | Discuss learning conversation approaches with staff linking to Qis  Research good practice locally and nationally.  Write a test of change model to implement with groups in each class.  Audit before and after implementation and evaluate impact.  Pupil tracking information/Tracking meeting minutes/Collegiate sessions.  Use the new reading trackers to support chdn to identify their targets. |
| 1.8 Improving Literacy in the ELCC | Literacy across learning toolkit audit demonstrates almost all outcomes are met.  Dec 21 | Literacy Toolkit, Staff meetings, Literacy champions established and notes of meetings, Pupil Tracking and monitoring of children’s engagement in Literacy activities | | Staff research what a literacy rich environment looks like in all areas.  Champions visit establishments recognised for this being strength in their setting  Self Evaluation carried out and adaptations made.  Staff monitor pupils engagement with the literacy activities.  Tracking pupil against benchmarks  Senior summative assessments.  Pupil observations  Staff engage with new EY milestones |
| 1.9 Identifying new supports for Literacy incl DFS approaches to close the gap for all children in Literacy.  PEF | **All children** who require targeted support with Literacy are identified and plans written, implement and monitored in SIF files. Oct 21  Universal supports are implemented to address literacy needs for **all** children in an inclusive way with DFS boxes in each class.  **Most** PEF pupils 80% will achieve expected targets in Literacy. June 22 | DHT to audit SIF folders in October 21, May 22 and June 22 to ensure consistency of approach and appropriate targets set and monitored.  DFS class boxes to be audited for impact May 22  Data Dashboard analysis relating to SI Dec 21 Mar 22 June 22 | | SMT have a clear overview of Literacy needs in the school both Universal and Targeted from data and Tracking meetings.  DHT will undertake CLPL in Literacy interventions including IT resources and PEF funding will be used to access them.  DFS boxes with materials to support Literacy will be available in all classes eg ear defenders, coloured overlays, word mats |

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| **Improvement Priority 2 To improve school attainment in Numeracy for P1, P2, P3, P4 and P7 to 80% and P5 and P6 to 70%** | | | | |
| **HGIOS/HGIOELC QIs**  *QI 1.2, 1.3, 2.2, 2.3, 3.2 & 3.3.* | **NIF Priorities**   * Improvement in attainment, particularly in literacy and numeracy * Closing the attainment gap between the most and least disadvantaged children * Improvement in children's and young people’s health and wellbeing * Improvement in employability skills and sustained, positive school leaver destinations for all young people | | **NIF Drivers**   1. School Leadership 4. Assessment of Children’s Progress 2. Teacher Professionalism 5. School Improvement 3. Parental Engagement 6. Performance Information | |
| **Rationale for change** | **Outcome and Expected Impact** | **Measures** | | **Intervention** |
| 2.1 All staff participate in Numeracy CLPL assessment and agree classroom practice which will be added to the school policy. | **All staff** will understand the expectations for high quality assessment and gain confidence in planning those experiences collegiately to support our learners to achieve targets set for each stage. | Staff audit prior to CLPL and follow up survey on Google Forms May 22  Pupil tracking data from class trackers, GLs and SNSAs for P1,4,7. | | HT to link with Lee Gray to arrange CLPL for September and school is being put forward for course Limitless Learning with Lee Bowler. Lee is also creating a bespoke CLPL training program for the school.  Staff Collegiately agreed WTA to mark out focus periods of time for staff to come together. |
| 2.2 Staff work collegiately to plan a moderated assessment task for all pupils at each level which will provide opportunities to assess their ability to assess a numeracy word problem. | **All** staff will work together on the same outcomes to create word assessments that **all** children will undertake at their appropriate level with appropriate levels of support. Sept 21 | Staff confidence monitored.  Each teacher will have an assessment prepared for their pupils and analysis sheet to accurately assess.  Pupil attainment results. | | Moderation activity with all staff discussing assessments from P1-P7 Sept 21 and preparing learning and teaching experiences to agree whole school approach and consistent expectations.  Staff working together to prepare assessments.  Sept -Dec MCO support from Danny Barrett who will deliver probationer CLPL, work on Limitless Learning with P5-7 staff and Maths Recovery with P3-5 staff. This will be through team teaching, joint planning and CLPL. |
| 2.3 All pupils participate in numeracy assessment to evaluate the ability to apply their knowledge appropriately and select the correct strategies. | **All Children** will experience an assessment which requires them to apply knowledge they have learned in a holistic assessment which bundles a few outcomes together to build their capacity in Numeracy confidence. Oct 21 | Assessments will be assessed by each class teacher.  Staff collegiate session to look at 2 top 2 middle 2 support pupils from each class for staff to engage in professional dialogue about their professional judgements.  Class assessment overviews  Updated tracking to identify all pupils capacity to apply numeracy skills in holistic assessments. This will be used to monitor progress against in May showing impact. | | Pupils will undertake assessments staff have created from collegiate work in class.  Pupils will be asked for their thoughts on the assessment after completing.  Staff will assess using the agreed assessment tracker each pupil’s task and record outcomes.  Staff will analyse this data and identify gaps.  PEF children will be tracked separately and this will be analysed to identify supports that may be required. |
| 2.4 Staff plan collegiately a set of holistic assessments to utilise through Finance Fortnight. This will be added to through STEM Single Steps Learning course using STEM grant applied for. | **All Staff** will include in their planning for Finance Fortnight Nov 21 holistic assessments that will demonstrate understanding and then moderate them with colleagues and SMT to demonstrate consistent understanding of expectations.  The aim will be by June 22 to achieve Numeracy targets set. | Finance Fortnight IDLs with outcomes recorded in planning file.  Class observations in NOV 21  Moderation of assessments  Results overview and actions  Pupil focus group feedback | | Reflect on last sessions first finance fortnight project and how we can use existing plans and what needs to be adapted.  Undertake Single Steps Learning STEM project  Look at Numeracy outcomes involved and as a staff create assessments that will allow for application of skills and knowledge.  Assess tasks and make analysis of progress and what improvements can be seen and what needs to be now addressed.  Identify and record next steps. |
| 2.5 All pupils will undertake the GL assessments in Nov and SNSAs in May to assess their competency in solving word problems.  PEF | **Almost all pupils** will complete the GLs and P1,4,7 SNSAs in Numeracy in Nov and May respectively and we will closely monitor their attainment in problem solving at both times but aim to achieve the targets set by May | Assessment timetable for access to ICT  Data collated and analysed  Tracking meetings to discuss impact minutes  Analysis drilled down specifically into progress in worded problems information collated | | Set up sittings for Gls and SNSAs  Timetable in slots to carry out these assessments  Support almost all pupils to undertake standardised assessments.  From collated data for assessments create a school profile and identify progress and what has made the difference to add this to numeracy policy. |
| 2.6 Staff will meet collegiately to share experiences of assessments and how we can further develop our practice.  We will use the good practice in the ELCC to model approaches. | May 22 collegiate meeting will look at tracking and data from focussed assessments and discuss improvements and how they have been achieved. The focus for QA will be Numeracy for all staff with peer visits, planning and jotter audits and pupil focus groups. | Staff meeting minutes  Whole school numeracy overview  Class observations  Pupil group notes  Literacy champion identified  File in staff shared area with assessments, policies and videos of good practice | | All data gathered across the year relating to numeracy assessments will be collated by HT and discussed as a staff.  School policies will be updated to reflect all learning and actions that we require to apply consistently.  Collate bank of assessments in staff shared area.  Identify Numeracy champion and record CLPL videos to use for further training  Use the good practice in the early years to model quality approaches and ELCC staff can share this with school staff.  Engage with new EY milestones |

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| **Improvement Priority 3 HWB: As a focus for Recovery we aim to Improve Pupil’s Resilience and encourage a positive attitude to Learning to support each child to reach their full potential. Almost all 75% of children will have a positive and resilient attitude to Learning. Support staff HWB as we enter this period of Recovery.** | | | | |
| **HGIOS/HGIOELC QIs** | **NIF Priorities**   * Improvement in attainment, particularly in literacy and numeracy * Closing the attainment gap between the most and least disadvantaged children * Improvement in children's and young people’s health and wellbeing * Improvement in employability skills and sustained, positive school leaver destinations for all young people | | **NIF Drivers**   1. School Leadership 4. Assessment of Children’s Progress 2. Teacher Professionalism 5. School Improvement 3. Parental Engagement 6. Performance Information | |
| **Rationale for change** | **Outcome and Expected Impact** | **Measures** | | **Intervention** |
| 3.1 Resilience audit to gather data on pupil confidence and attitudes to learning in Aug and June | We aim for almost all – 80 %pupils to recognise by June that they feel more resilient than at the start of the year and can identify the key strategies they will use. | Pupil Google Form questionnaire in Aug 21 and June 22 | | Data analysis of support children require.  Staff Collegiate meeting to understand the concerns across the school and with the individual children in their class and dialogue about actions to be recorded in planners.  Data analysis of results in June 22 to record and understand impact of support and what we will take forward to next session and what other areas we need to identify as requiring support. |
| 3.2 Shanarri Project implemented on return to highlight the wellbeing outcomes for all pupils across the school and gather data. | All pupils will complete their wellbeing web at least 4 times in the session.  Almost all children will be feeling confident in all SHANARRI outcomes by June 22  SIF Files will show targets for any child not meeting SHANARRI have been included as part of their support plan. | SHANARRI Webs  Class Boards  Class observations  Tracking meeting notes  Planners  SIF Files and DHT notes | | Staff handbook issues on In Service day and HWB policy shared.  Wellbeing webs created for all pupils  Staff meet with all pupil individually in Aug 21 to complete web and record issues in overview sheet provided which will be discussed at first tracking meeting. SHANARRI web is revisited every term and outcomes monitored. |
| 3.3 Tree of Knowledge Project on resilience for all staff parents and P5-7 pupils to empower all stakeholders building confidence and resilience.  PEF | All P5-7 Pupils will engage with the TOK team on Resilience strategies to enable them to approach learning with confidence and determination.  All staff will have CLPL from TOK to develop in their classes supporting positive attitudes to learning and impact positively on attainment..  All parents will have the opportunity to access TOK support. | Staff Pupil and Parent Questionnaires  Workshop Feedback forms  Attainment Data  Classroom Observations  Planners | | Staff In Service input Aug 21  P5-7 surveys pre and post input from TOK  TOK project with P5-7 Oct-Nov 2021  Parents feedback and engagement  Class floor books and assembly input for younger pupils to share strategies.  Single Steps learning project |
| 3.4 Reading engagement project to encourage a love of and confidence in Reading to assist raising attainment priority and encourage leadership at all levels.PEF | All P4-7 will be involved in a school committee linked to the school improvement plan in term 3. | Staff meeting minutes, Plan for SIP in pupil friendly format, Identified groups and pupil registers where pupils select the group they wish to be part of, committee minutes and project outlines, project evaluations, pupil achievement tracker. | | Identify staff to participate in and lead SIP committees eg Reading, HWB, Learning for Sustainability, House Captains etc  Groups will meet in term 3 to trial the approach on 5 Friday afternoons  Minutes of committee meetings will be held and reps will meet HT after each meeting to update on projects and progress.  Audit the trial and look at extending for next session. |
| 3.5 Positive behaviour policy will be updated to highlight and celebrate achievements for all. This will include ensuring all staff are using RNRA approaches, all classes having class boxes for the playground and PRIDE mascot introduced to highlight our values. | All children will have opportunities to be recognised for and celebrate their achievements.  There will be no exclusions from Mossvale in session 21/22 building on the nurture focus embedded across the school and with the new nurture space.  Almost all chdn will be fully included in their class and in the playground with clear records kept | Planners with achievement trackers  Believe to Achieve wall  Seesaw/Twitter  CA/ASNA Achievement Book  Pupils  Star Pupil Record sheet  Assemblies  Staff Meeting notes  School Handbook | | Pride the Bear school mascot launched on social media/Seesaw. School Positive behaviour policy will be amended to incorporate new achievement strategies eg Class of Assembly who will then get Pride the Bear for the week and extra break, Pupil of the Week and their pictures at the achievement board, meet with HT and parents notified on Seesaw, all achievements will be logged in school file by CA/ASNAs.  Positive Mindset award weekly with recognition. |
| 3.7 Whole school events to build community, team building and resilience.  PEF | All pupils in the school will participate in at least 3 whole school team building/community projects in the session. | Resilience audit  Staff observations  Tracking meetings  Attain | | Finance Fortnight, Resilience project, Diversity project, Mossvale Book Festival, End of year celebration event.  P7 on Residential trip and whole school experience City of Play  Single Steps Critical Skills program. |
| 3.8 Focus on supporting staff HWB as we recover from the unprecedented stress from last session. | All staff will have tools and supports they require to allow them to undertake their role positively. | Staff surveys 3 times throughout year  Tree of Knowledge  Time for Talk  Sharing Good practice sessions  Staff leadership opportunities  Coffee and Chat drop in sessions  Staff Team Building sessions eg August In Service  Staff wellbeing fitness sessions  Staff Handbook will have a section on wellbeing | | Focus on staff wellbeing during August In Service with handbook shared. Team building exercise.  Staff given handbook which will list all supports they can access either in school or external  SMT will offer Thursday afternoon drop in sessions  Staff will be encouraged to share good practice that has been recognised to build confidence  HT/P1 teacher will look at running after school fitness sessions |

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| **Improvement Priority 4 To fully support our Recovery process we will embed new Staged Intervention processes to ensure pupils who require support are tracked with appropriate and measurable targets as part of their classroom experiences. DHT Responsible** | | | | |
| **HGIOS/HGIOELC QIs**  *QI 1.3,1.4,2.4,2.5,3.1,3.2* | **NIF Priorities**   * Improvement in attainment, particularly in literacy and numeracy * Closing the attainment gap between the most and least disadvantaged children * Improvement in children's and young people’s health and wellbeing * Improvement in employability skills and sustained, positive school leaver destinations for all young people | | **NIF Drivers**   1. School Leadership 4. Assessment of Children’s Progress 2. Teacher Professionalism 5. School Improvement 3. Parental Engagement 6. Performance Information | |
| **Rationale for change** | **Outcome and Expected Impact** | **Measures** | | **Intervention** |
| 4.1 Mossvale staff have a shared understanding of Renfrewshire’s vision of working together to get it right for children, families & communities  4.2 We work to ensure equity for all pupils  4.3 Staff are responsive to family circumstances   * 1. Whole school consistent approach to identifying & meeting learners needs   4.5 Provision of high-quality targeted support  The wellbeing of pupils is prioritised | **All** teaching staff are proactive & take account of the GIRFEC approach when planning for & assessing children’s needs  Implementation of whole school new ASN policy  RNRA embedded  **All** PEF pupils with recognised ASN have improved attainment/ achievements  System for tracking achievement of pupils with recognised ASN devised  In line with Improvement Priority 1 above, ‘Dyslexia Friendly Schools’ policy produced to enhance universal support of pupils  **All** teaching staff ensure barriers to learning are addressed in a timely fashion  **All** teaching staff implement Staged Intervention Process accordingly in line with school policy  Teaching staff intervene early to identify ASN needs/ barriers to learning of **ALL** pupils  **ALL** identified ASN pupils have appropriate level of support plans in place  **ALL** Parents/ Carers & pupils are fully involved in decisions about learners’ needs & attend TAC meetings  Teaching staff guide support staff effectively to meet the needs of pupils; clear expectations are shared by all  Staff audit tool regarding quality of pupil support devised | Staged Intervention Class Folders (SIF)  Wellbeing Wheels  Pupil ASN Chronologies  Pupil ‘HaveYour Say’  Staff Meeting Minutes  DHT TAC Notes  School Literature  Thinking Break Records  Staged Intervention Class Folders  IEP’S  Achievement Trackers  Believe to Achieve wall  Seesaw/Twitter  CA/ASNA Achievement Book  Pupils  Star Pupil Record sheet  IDL/ Tracking Data  Dyslexia Gathering Process Paperwork  Attendance Data  Boost/ Support Group-Pupil Registers  Staged Intervention Class Folders  IEP’S  TRACKING DATA  ASN / Confidential Chronologies  SEEMIS Pastoral & Wellbeing Notes  Attendance Data  Wellbeing Wheels  Staged Intervention Class Folders  IEP’S  TRACKING DATA  ASN Chronologies  SEEMIS Pastoral & Wellbeing Notes  Attendance Data  Wellbeing Wheels  SIF  IEP/PSP Overview  TAC – Notes of Meetings  Staff Meeting minutes  DHT notes of joint campus working  Diaries | | * DHT has led development of new school policies for ASN & Staged Intervention * DHT to oversee adaptation of new ASN policy * Staff collegiate consultation sessions throughout session on new school policies * Staff pass-on information/ transition meetings each June * Ongoing account is taken of any new advice from the current ASN Review * Staged Intervention recording system now giving teachers more ownership in meeting pupil support needs * Staged Intervention recording system includes Monitoring Forms/ PSP & IEPS * Staff involved in Level Tracking Collegiate discussions 3x annually * Effective partnership working with for example Home-Link, EP, LISN * School supporting identified pupils’ attendance ( pick up/ drop off) * Teachers consistently updating DHT when new ASN identified * DHT responsibility for ASN / Confidential Chronologies * DHT meeting regularly with Home-Link staff * RNRA/ Nurture approaches e.g Soft Starts/ Nurture Area/ Breakfast * New school policies for ASN & Staged Intervention * Staff pass-on information/ transition meetings each June * Ongoing account is taken of any new advice from the current ASN Review * Teachers now implementing new policies * DHT monitoring SIF files each term * Staff moderation exercise of new Staged Intervention Process, i.e., moderation of SIP Recording Formats * DHT to work with joint campus DHT on development of Dyslexia approaches * SMT supporting staff with class environment/ resource/ programme planning * DHT part of authority group looking at development of reading * Teachers ensure SIP forms/ IEPS etc. are reviewed regularly * DHT to produce & have responsibility for TAC Calendar /Meetings * DHT to organise ‘Dyslexia Friendly’ Class Boxes * Regular collegiate discussions of staff audit feedback * DHT to work with joint campus DHT on development of Dyslexia approaches * Autism Transition Training for ASNAs |
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**Staff Leadership**

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| **Staff member/Stage** | **Priority/Leadership Group** | **Leadership Role** |
| Jane Houston HT | 1, 2 and 3 with PT who will look at ELCC | Raising attainment across the whole school meeting targets set |
| Margaret Maclean DHT | 4 ASN lead | To lead the full integration of new SIF files and look at class universal supports for Literacy eg DFS boxes |
| Kate Bain PT | 1-3 focus on ELCC and Reading Culture Lead | Work with ELCC/EY staff to develop Literacy esp outdoors, engage with parents after Covid, resilience and work with school staff re our reading culture focus |
| Lauren Cavine P1 | 1 Literacy | EY Literacy and play |
| Susan Holland P2/1 | 2 Numeracy Champion | Link with Lee Gray and plan CLPL |
| Hazel Ritchie P3/2 | 2 STEM and ICT | Part of school Numeracy WP |
| Debbie Purves P4/5 4 days | 2 Literacy approaches | Part of school Literacy WP |
| Karen Gray P4/5 NCCT and 1 day | As Debbie |  |
| Jen Campbell P4/3 | 4 ASN | Support DHT with DFS |
| Suzanne McCrum P5 | 1 Literacy | Literacy WP and creating Reading culture |
| Heather Mulheron P6 0.6 | 2 STEM and Numeracy | STEM Bid lead |
| Hazel Dundas P6 0.4 and NCCT 0.2 | As Heather |  |
| Caroline Henderson P7 | 1 Literacy and 3 Resilience | Support staff with dive into reading and writing, resilience work |
| Jennifer Norris NCCT | 1 Literacy | As an Authority Litercay champion bring this knowledge to support colleagues esp through NCCT |
| Michelle Morrison CA | 3 Resilience and Behaviour | Implement positive behaviour routines eg star of the week certificates, photos and lanyards, PRIDE awards, share on social media |
| Tracy Murray ASNA | 3 Resilience and Behaviour | Playground behaviour policy, resources and rota for staff |
| Louise Swanson ASNA | 4 DFS | Work on supporting creation of nurture/break out space in spare class |
| Bal Kaur ASNA | 4 DFS | DFS class boxes |
|  |  |  |
| **ELCC** |  |  |
| Linda Cunningham Senior | 3 Learning for Sustainability |  |
| Angela McGregor ELCO 0.5/Senior 0.5 | 4 ASN and Care Plans |  |
| Margaret Winters | 4 IEPs |  |
| Kim Trotter Graduate | 1 Literacy responsibility incl PEEP and Transitions. |  |
| Literacy WP -Kirstine, Nicola and Wilma. Wilma will focus on family engagement. | 1 |  |
| Numeracy WP – Laura, Karen J, Sam and Lynn | 2/3 |  |
| Resilience WP – Linda will lead with Karen McD and Rachel | 3 |  |
| ASN – Angela will lead with Margaret W, Joanne, Pamela. | 4 |  |

**Breakdown of PEF Spending to achieve our Planned Outcomes.**

|  |  |  |
| --- | --- | --- |
| **PEF Focus** | **Priority** | **Cost Total is £71,858** |
| Staffing | All | £58,638.02  Tracy C and Kay N until August  ASNA  Top up staffing for 21/22 require to pay 0.3 for Lauren and 0.4 for Probationer |
| Literacy incl GLs | 1 | £14,000  UKLA  New Books  Resources for class and school libraries |
| Numeracy and STEM incl GLs | 2 | £3,000  Single Steps Learning- this does cost £6.000 but school applied for STEM grant. |
| Resilience | 3 | £7,000  Tree of Knowledge |
|  |  | Total is £82,638  This would mean we would be spending £68,638 so would have some additional capacity for any extra requirements to achieve our outcomes. |

**Mossvale School Improvement Plan 2021-2022**

 **Key Points**



As a school community it is so important that everyone feels part of the School Improvement Journey and understands what we want to achieve for everyone who is part of our family. This is written as a school improvement plan and this sets out what our priorities for Session 21-22 are. How can you play your part?



Our Priorities are:

1. Encourage all our children to be excited to read, be confident and successful readers and encourage reading in all settings for children and for reading to be valued by all our community.
2. Be more confident in working through Numeracy challenges and apply their skills in unfamiliar tasks, knowing what strategies are available to them and when to use them.
3. Develop a can do attitude to learning and look at challenges as opportunities and mistakes as positive learning experiences. Always back yourself!
4. Value yourself, respect others and know that you will be supported to be the best version of yourself as an individual but also be a valued and effective contributor to our community.
5. Respect our Planet and know how we can look after it and use this knowledge to make a difference.