



Mossvale Primary School and ELCC. School Improvement Plan 2023/24

Participation Right 12 Be Listened to and have opinions heard.

Participation Right 15 Meet together and join groups.

Development Right 13 Get and share information.

Development Right 28 Free Primary Education.

Provision Right 42 Know what is in the convention.

Commented [LM1]: This is really nice touch Jane with the rights included on front page.

Planning framework

As part of Children's Services, Mossvale Primary School 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. place the human rights and needs of every child and young person at the centre of education;**
- 2. improve attainment, particularly in literacy and numeracy;**
- 3. close the attainment gap between the most and least disadvantaged pupils;**
- 4. improve children's health and wellbeing; and**
- 5. 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 pages 3 and 4.

Pupil Equity Funding

Our school receives 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 Council Plan Strategic Outcomes

← Cross cutting theme: Improving outcomes for children and families →

We will encourage kind and connected communities—where our citizens take pride in their **place**, attracting others to move here and share in the opportunities Renfrewshire has to offer.

We will support a strong and flexible local **economy**—with Renfrewshire able to adapt after the pandemic, building up resilience to support good green jobs and skills for all local people to enjoy the benefits of both living and working here.

We want Renfrewshire to be a **fair** place—where all our people have the best chances to live happy, healthy and fulfilled lives, to feel safe, supported and empowered to unlock the strength of our collective potential.

We are working towards a **greener** future—taking responsibility for our impact on the planet and taking brave, bold steps to protect the natural environment that supports and benefits us all.

We want our employees to feel proud to work for Renfrewshire Council because we are a **values** driven organisation, where we all understand and value our contributions, and we are passionate about making a difference for Renfrewshire.

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

<p>Protecting the most vulnerable members of our communities including children and young people who are at risk. Work will progress to ensure Renfrewshire keeps the Promise and delivers improved outcomes for individuals who are care experienced. Where possible children will be kept within their families and priority given to securing provision for kinship care.</p>	<p>Family supports and focussing on early intervention, by equipping parents and carers with the information, skills and support they need to ensure positive outcomes for children and young people in their care, whilst providing opportunities for parents and carers to shape the services that impact them.</p>	<p>Enhancing supports around mental health and wellbeing, including the school-based mental health and wellbeing programme and the Ren10 network of staff and volunteers who provide early help services to those in need.</p>	<p>Enhance learning and teaching, delivering a meaningful, relevant and progressive curriculum that supports a wide range of learner pathways by placing the rights and needs of every child and young person at the centre of education. Efforts will focus on raising attainment while ensuring equity for all. There will be a sustained focus on delivering a curriculum that equips all children and young people to achieve success in life.</p>	<p>Through a shared vision and understanding of inclusion, children and young people will experience inclusive learning experiences and supportive relationships which lead to positive life outcomes</p>

Our Vision, Values and Aim

Vision	All children to be the best they can be!
Values	Positivity Respect Integrity Determination Equality Take PRIDE in ourselves, our school and our community
Aims	<p>To provide a positive and caring environment where everyone follows our values and are encouraged to do their best.</p> <p>To give children, parents and staff a strong voice which is always valued.</p> <p>To achieve the best outcomes for pupils and equip them with skills required to lead an active, healthy lifestyle with positive relationships.</p> <p>To actively involve children in their learning, encourage ambition and celebrate their achievements</p>

Who did we consult?

To identify our priorities for improvement, we sought the views of Staff, 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 PS and ELCC such as:

- Google Form Survey for all Staff, P4-7 Pupils and Parents.
- Partnership Feedback Book and MCO Feedback
- Parent Council Virtual Meetings and recent in person meeting
- Staff Collegiate meetings, In Service Days and Tracking Meetings
- Pupil Focus Groups and Parent Focus Groups
- Feedback for Parent Learning Together Events.

We have also consulted with our partners across and out with the Council to assist us in the delivery of our priorities. We have linked with Cluster Primaries regarding Literacy, MCO Partnership working, Home-Link and Social Work, Network of schools across Scotland through Growth Mindset Course, St Mary's PS for HWB, Schools across the west Partnership that have contacted us after we presented at their Maths Conference and, in our ELCC, close partnership working with Health has supported many families as well as our new Partnership working with Todholm ELCC. Early years Teacher has also been a huge support in sharing information and sharing good practice.

All information gathered is collated and used to assist us to identify next steps and areas for improvement. HT has this collated in a Full Self Evaluation overview to ensure all data, feedback and support is transparent and demonstrates our focus for improvement.

Commented [LM2]: Well detailed

How will we 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 following our agreed quality assurance calendar which includes:

- Termly Tracking Meetings- in school and ELCC
- Data Analysis using school information and Data Dashboard and ELCC Tracker and Milestone tracker
- Regular feedback e.g. pre and post surveys for improvement priorities
- Annual Staff, Pupil and Parent Surveys. Parent Council meeting minutes.
- Classroom Observations which include coaching model Professional Dialogue, Jotter and Planning audits.
- Feedback from external partners especially when delivering CLPL
- Regular stakeholder focus groups
- Termly HWB audits for pupils and bi annual staff HWB audits

Each year we also complete a Standards and Quality report and self-evaluation document which are monitored by Renfrewshire Council Children's Services' staff.

Statements highlighted in red identify PEF interventions. This plan covers the improvements planned for our school and ELCC.

Improvement Priority 1 – At Mossvale PS and ELCC 75% of pupils will be on track for Writing an improvement from 63%.			
HGIOS/HGIOELC QIs 1.3 2.2 2.3 2.4 2.5 3.2	NIF Priorities	NIF Drivers	
	<ul style="list-style-type: none"> Placing the human rights and needs of every child and young person at the centre of education 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 <p style="text-align: right;">Highlight as appropriate</p>	1. School Leadership 2. Teacher Professionalism 3. Parental Engagement	4. Assessment of Children's Progress 5. School Improvement 6. Performance Information
Rationale for change	Outcome and Expected Impact	Measures	Interventions
<p>Attainment data for Writing across the school demonstrates we have not achieved our target of 75% and this is most evident in P3 at 59% P4 at 47% P5 at 58% and P6 at 55%.</p> <p>The Poverty Related Attainment Gap in Writing is 51%</p> <p>Attendance for whole school is 89%</p> <p>96% of children feel they are achieving but there are significant dips in P3 (84%) and P6 (90%).</p>	<p>Through targeted support groups who will undertake daily writing tasks we aim to improve writing across all stages but a particular focus on P3, P4 and P6.</p> <p>P2 - 2 chdn Targeted to achieve- 77% P3 - 4 chdn targeted to achieve 70% P4- 7 chdn targeted to achieve 70% P5- 3 chdn targeted to achieve 64% P6 - 8 chdn to achieve 72% by June 24.</p> <p>The poverty related attainment gap will decrease to 40%. By June 24</p> <p>Attendance will increase to 93% with a focus on 3 target families by June 24.</p> <p>The Achieving wellbeing outcome to increase to 92% for both P3 and P6 by May 24</p>	<p>Baseline writing assessments in Sept 23 moderated data</p> <p>Staff confidence surveys – Sept 23 prior to in school MCO support from SM and then comparison in surveys May 24.</p> <p>Pupil Attitude to Learning Surveys – Sept 23 then follow up May 24</p> <p>GLs data for P2-7 Nov 23</p> <p>School Tracking writing data discussed at Tracking meetings in Nov 23 Feb 24 and April 24 and analysed for impact</p> <p>Parent pre and post feedback related to our sharing the learning afternoon Oct 23</p>	<p>To improve attainment in writing we will be: implementing our new writing policy which has been developed over last session, taking all the best aspects of Tfw through the magpie books and toolkits and Dive into Writing with daily low stakes writing, poetry focus on Aug 23 In service days. Provide writing toolkits and grammar pathways for each stage.</p> <p>We will undertake staff confidence in writing assessments audits and pupil attitude to learning questionnaires in Sept 23.</p> <p>P5 and P7 class teachers will undertake an MCOs role for Writing using flexibility, accrued through additional probationer.</p> <p>P7 CT to share writing study completed last year which captures how attainment was improved and successful strategies – Staff Meeting</p> <p>We will use targeted support to focus on daily small group writing using the methodology developed last session for Reading as a case study in P4 which improved reading from 40% to 80%.</p>

<p><i>ELC Writing Milestone relating to 'I can write' using a range of materials has dipped from 38% to 31%.</i></p> <p><i>Children in ELC are not demonstrating they can talk about their learning with only 64% achieving this milestone.</i></p> <p><i>Parental engagement in opportunities to support Writing have only been attended by 18% of parents measured against 90% for Reading and Numeracy.</i></p> <p><i>Less than half the staff in ELC feel confident in using writing milestones to make professional judgements.</i></p>	<p><i>Attainment for writing milestone identified in P1 for current pre school chdn will achieve 70% by June 25.</i></p> <p><i>Almost all children will be able to talk clearly about their learning and evidence this in floorbooks.</i></p> <p><i>Almost all parents will attend writing support sessions and, through capturing feedback from sessions, almost all will record being confident in supporting writing skills with their children.</i></p> <p><i>Almost all staff will make confident assessments of pupils' progress in writing.</i></p>	<p>Authority ACEL data updated in Dec 23 and June 24</p> <p>Authority Quality Assurance visit Term 3 feedback and Education Manager attainment meeting records. This is captured in HT annual self- evaluation of data document.</p> <p>Staff Class observations and jotter monitoring Nov 23</p> <p>Moderation samples with feedback May 24</p> <p>Parent feedback from Learning Conversations and Parents Meetings across the session. SMT moderation of Learning Conversations where we look at samples of Learning Conversations from all classes to ensure they provide appropriate, accessible and accurate feedback.</p> <p>HT PEF Tracker audit undertaken each term to track progress and record interventions. Actions will then look at what is working and replicate and address where no progress is being made.</p> <p>DHT Staged Intervention meeting records from across the year which will capture support and ongoing progress through evaluation of SMART targets.</p>	<p><i>70% of parents felt unable to support children in writing as they had no knowledge of assessment from our last sharing the learning event. In October 23 we will offer an open afternoon sharing how we teach and assess writing to support parents' understanding.</i></p> <p><i>Learning Conversations will also be discussed in depth for writing again this session each term, to ensure pupils and all those supporting them know their levels, strengths and next steps each term. These will be shared with parents Sept 23 and Feb 24.</i></p> <p><i>PEF - Key worker (KW) will work with 3 families to support attendance. This will be achieved through supporting children to get to school in the morning and offering nurture support during the school day to encourage attendance.</i></p> <p><i>PEF - KW and Health and Wellbeing Assistant are timetabled to support target children to feel positive about their achievements through nurture groups and targeted active sessions.</i></p> <p><i>Pupil Growth Mindset committee will develop a prompt toolkit to trial in P3 and P6 which allows children at these stages to feel supported in their learning and more confident in their achievements.</i></p> <p><i>ELC Staff will work alongside school staff in a moderation programme to look at the milestones and progress into P1. PEF ELCO will take a lead role in this process, having experience of both ELC and P1 environments.</i></p> <p><i>Moderation opportunities will be facilitated with staff from moderation partner schools to agree expectations for assessing milestones. Helicopter Stories will be refreshed with all staff in ELC and embedded in ELC and P1 due to the impact</i></p>
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Commented [LM3]: What does this look like?

		<p>HT attendance monthly trackers and action plans to capture impact of PEF support on attendance.</p> <p>Growth Mindset toolkit feedback led by pupil Growth Mindset committee which will be introduced in Sept and then feedback March 24 in P3 and P6 target classes.</p> <p>SHANARRI termly audits and action plans</p> <p>ELC trackers and milestone tracker</p> <p>Parental registers and Parental feedback forms</p> <p>Staff audits and annual surveys across the school and ELC on writing development and its impact, May 24</p>	<p><i>they have had in the pilot led by EY Teacher in session 22-23.</i></p> <p><i>EY Graduate will work with targeted PEF children identified, understand their barriers to progress and provide opportunities to develop those through play in ELC and link with P1 PEF ELCO.</i></p> <p><i>After successful implementation of Drawing Club led by EY teacher, all staff will have CLPL on October In Service day to include this in ELC experiences. 2 staff will be offered leadership roles to lead Drawing Club. PEF ELCO will be included to introduce in P1.</i></p> <p><i>Learning will be captured more dynamically with less adult recorded retrospective paperwork and involve children more in talking about their learning. Floor books will be used more effectively.</i></p> <p><i>We have identified Williamsburgh and Ferguslie Pre 5 centres as models of good practice and working party will visit colleagues. This will be supported by the Early Years teacher.</i></p> <p><i>Parent 'Sharing the Learning' events will be refreshed in consultation with a parent focus group. We will use the coffee and chat group which is well attended.</i></p>
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Commented [LM4]: Great to see collaboration going on ...Good practice being shared. Will be interested in how this goes.

Improvement Priority 2 – Through newly introduced GIRFEC plans and targeted high quality support that meets individual needs, almost all children will achieve their targets.

HGIOS/HGIOELC QIs 2.4 3.1	NIF Priorities <ul style="list-style-type: none"> Placing the human rights and needs of every child and young person at the centre of education 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 <ol style="list-style-type: none"> School Leadership Teacher Professionalism Parental Engagement Assessment of Children's Progress School Improvement Performance Information
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Commented [LM5]: Jane, a huge amount planned here and very detailed. It all sounds great. I'm aware there are only 2 priorities in plan so I don't feel so worried now that you have taken on too much. It is a very ambitious plan. Well done and good luck.

Rationale for change	Outcome and Expected Impact	Measures	Interventions
<p>Only 70% of staff feel the school have effective strategies to support children who require individualised plans. March 23</p> <p>Monitoring impact of interventions is not regularly planned and timely adjustments are not made to support individuals.</p> <p>The majority of pupils and parents are involved in decisions about support plans.</p>	<p>By June 24 all staff will be confident in using our new staged intervention policy to meet learners' needs.</p> <p>Review of all pupils' individual plans will be carried out termly to ensure progress is recorded and adjustments made to ensure learning continues to progress.</p> <p>All pupils and parents will be active participants in the review of and creation of pupils' plans.</p>	<p>Staff Survey in March 24 will evidence almost all staff feel confident all our pupils' needs are being met.</p> <p>All supported pupils will provide positive feedback on how effective their new plans support them during survey March 24.</p> <p>All parents will indicate they have been consulted on their child's plans across the session and evidence their children's needs have been met in March 24 survey.</p> <p>HT tracking and DHT SFL meetings overviews will show progress for targeted pupils and this will be captured in school self-evaluation overview.</p>	<p>Whole staff CLPL session led by Emma Henry on ASN review undertaken May 23 to ensure all staff are aware of new staged intervention expectations. DHT(supported by HT) will continue to be the named support coordinator and will identify all children requiring new plans after May 23 tracking meetings. DHT will meet PSTs/CTs to agree new plans and targets.</p> <p>New WTA will have a focus on: RNRA 1 meeting per term, GIRFEC planning 1 meeting per term and additional hours allocated for SFL meetings with CTs and DHT.</p> <p>New plans with supportive learning packs eg phonics cards/overlays/writing frames will be created for the new CTs and shared with them to allow children to begin learning immediately on their return.</p> <p>Early Intervention with PEF ELCO will be established for new term with play activities set up to match the interests of pupils joining us with ASN.</p> <p>Support staff will have protected time to look at pupil plans and meet PSTs/MCO to discuss interventions and what timetables will look like for specific pupils prior to our return in Aug 23. Any CLPL required will</p>

Commented [LM6]: Might be helpful to include HT support in here??

<p>23% of our target PEF group in current P5 are on track in their learning as they require individualised support. High quality support trialled in our current P4 has made a positive impact to Reading with attainment increasing from 40% to 80% and will now be used as a template in P4-7.</p> <p>INCLUSION – DELIVERED THROUGH WHOLE SCHOOL RNRA GROUP</p> <p>61% of children in our current P4 PEF target group have ASN which impacts inclusion in learning. These include EAL, ESNB, Attendance support.</p>	<p>Pupil Support approaches used in P4 will be shared with all staff and new paperwork which includes new plans/targets, planning tools, assessments and documentation to support specific barriers will ensure almost all children can now show progress.</p> <p>69% of Chn in P6 target group will now be on track from 23% in Literacy and Numeracy</p> <p>The remaining 31% will show progress has been made through tracking of their new pupil plans.</p> <p>Through whole school Inclusion policy and newly developed Relationships policy we will target 7 pupils in P5 to be on track. This will increase the attainment in group from 59% on track to 82% by P7.</p>	<p>Target group in P6 Sept 23 will meet as a focus group with DHT to discuss how well they understand their individual plans.</p> <p>In Feb 24 P6 target group will meet again to reflect on their individual plans and impact of new approaches.</p> <p>Staff timetables to show targeted support and tracking of pupils.</p> <p>Target group ACEL data in June 23 and May 24</p> <p>Pre and Post CIRCLE resource audit for staff and staff wellbeing surveys.</p> <p>EP observation audit of classes</p> <p>Inclusion trackers for target children and record of flexible learning timetables will be compared from June 23 to June 24.</p> <p>RNRA submission feedback for Amethyst from EP service on how</p>	<p>be identified and supported over Aug 24 In Service days, e.g. 5 min boxes, PA.</p> <p>DHT will create a plan for support using any additional teaching staff and all ASNAs to maximise time allocation. This could be individuals or cross stage groups. Plan will be June 23 but this may depend on when school knows staffing allocation. PEF will be used to bolster ASNA hours to provide support at all stages. ELCO P1, ASNA BK P1-2, ASNA CT P3-4, CA MM P4, ASNA TM P6-7. CTs that have probationers will also be utilised for targeted support. This will ensure consistency and the key role support staff will take.</p> <p>P4 – P7 staff will meet together to review detailed and measurable plans for individualised learning created by DP PST to discuss planning for ASN pupils as a priority. These plans will be shared with pupils and families.</p> <p>Staged intervention meetings with DHT/CT/Support staff will be diarised for 3 times across the year. Pupils will then have feedback and parents informed to look at any changes. This will then update tracking meeting predictions.</p> <p>All staff will undertake Circle resource survey Aug 23 to identify key actions required. Staff supported by SMT and EP will work through Circle resource with staff meetings prioritised each term to focus on this and incorporated in WTA. Staff will plan collegiately to create inclusive class spaces and recognise any central spaces that could be used for de-escalation. Parental Engagement 'Sharing the Learning' session will take place in April 24 to share our new environment and Relationships policy with parents. Aim will be to get a group of parents who are part of focus group to take a role in this event.</p>
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		<p>well we have achieved outcomes set.</p> <p>Pupil SHANARRI termly audits will be used to give quantitative data on target groups' wellbeing linked to achieving, inclusion and respected. Whole school data will also be tracked each term.</p> <p>Attendance figures audited monthly for target group from Sept 23 to June 24 to look for improved attendance which we know impacts wellbeing and attainment.</p> <p>Staff attendance figures monthly tracker Aug 23-June 24</p>	<p>P5/6 pupil inclusion in class data will be tracked by SMT to gather data on impact of new areas. Pupil and Staff feedback will be gathered in May 24 on CIRCLE impact through a google form. May 24 class inclusion audit will be carried out by EP team to provide validation of our impact. All staff and pupils will also complete end of project surveys to measure impact. EAL barriers will be considered and we will look at EAL as a barrier to learning. Link with EAL team and visit schools with high EAL demographic to share practice.</p> <p>RNRA whole school core group established to plan for our amethyst accreditation June 23. Action plan will be created which is to focus on refreshing our Relationships policy by building a consistent and nurturing language at Mossvale and restorative emotional support systems. 1 staff meeting assigned per term to develop. Establish parent inclusion focus group targeting parents with children who benefit from inclusion to help input to RNRA plan. Improve staff wellbeing through improved school Relationships and Inclusion policy ensuring stability for pupils through increased staff attendance. Individual timetables will be created for pupils to allow for inclusion at key teaching points and also support nurture and opportunities coordinated by PEF ISW and HWBA Every Friday afternoon Pupil Leadership committees involving pupils from P4-7 meet to look at how they can positively impact the SIP. Next year we will establish an Inclusion group who will look at how we can improve inclusion across the school. They will meet groups of pupils, develop initiatives, share at assemblies and through social media and parent bulletin. They will also work with RNRA staff group and Parent Focus group. Target groups will access ISW and HWBA PEF. Children will work in class with support and then have</p>
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<p>All ELCOs find that current paperwork is too layered hindering effective planning for early interventions as it is difficult to align all information held.</p> <p>Build on positive change in attitudes which has led to children in the ELC increasing perseverance in completing tasks from 57% to 79% through our resilience work.</p> <p>Improve inclusive strategies for children in our centre especially those facing barriers of EAL and Language and Communication difficulties. This equates to 47% of pupils.</p>	<p>Create new paperwork tracking pupil progress in ELC that is easily accessible and informative of all pupil needs.</p>	<p>ELC milestone trackers. These will be tracked and recorded Nov 23, March 24, June 24</p> <p>Staff pre and post views Aug 23 then June 24</p> <p>Staff Survey March 24</p> <p>EP feedback</p> <p>Partner feedback eg SALT sheets on how changes to environment impact progress.</p>	<p>opportunities for PE and nurture activities. With this model, classes will be more inclusive and settled for all children to feel safe and achieve.</p> <p>Senior and 2 ELCOs will visit Spateston ELC and look at examples of good practice to share. Staff will work to audit current practice, identify what they want to capture and design a new process running as a PDSA. As part of our school RNRA core group, we will have an ELC staff rep. Staff will work with core group and EP to develop inclusive practice using Circle resource and in ELC Up Up and Away. ELC staff and PEF ELCO will develop RICE supported by staff at Douglas Street.</p> <p>Staff will complete tracking data 3 times a year and meet SELCO to discuss gaps.</p> <p>Staff will have allocated time to work on collegiately developing new paperwork and assess impact.</p>
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