



## Mossvale Primary and ELCC

# STANDARDS AND QUALITY REPORT

## June 2023

This report will inform you of the school's progress and achievements in the last session and let you know about our plans for 2023-2024. I hope that you find it helpful and informative.

Mrs Jane Houston

*Mrs J Houston*  
Head Teacher

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.

## OUR SCHOOL

**Mossvale Primary School & ELCC** is a non – denominational school located in Shortroods, Paisley. Our school has a school roll of 204 pupils and also has a nursery which provides support for up to 49 children although this will be reduced to 48 next session. Our school is unique as we share our campus with St. James' Primary School, and we were the first joint campus in the UK when we opened in 1992. Our school has built positive links with the local community and agencies over the years to provide a nurturing environment for our pupils so that they can maximise their learning. There is an ethos of ambition, growth mindset and achievement and this is recognised and celebrated regularly. In line with national and local priorities, inclusion informs all school priorities and practices.

## OUR VISION, VALUES AND AIMS

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 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.

## SUCSESSES AND ACHIEVEMENTS

The school has prioritised improving attainment in Literacy and Numeracy as well as supporting the wellbeing of pupils and staff. After the impact of the Pandemic, we have been developing approaches that encourage a Growth Mindset and improve resilience through our capacity to deal with challenge.

- ✓ Mossvale has been recognised for developing a strong Curriculum Rationale, created in consultation with all stakeholders. This has helped improve our learning and teaching, opportunities to develop skills for learning, life and work whilst offering leadership roles at all levels and support through strong community links. As recognition, we were selected to host HMIE Inspectors on their Thematic Review of the Curriculum across all Scottish Authorities.
- ✓ A priority this session had been to engage with the UNCRC. This was to acknowledge the importance of children's rights. The UNCRC embodies the idea that every child should be recognised, respected and protected as a rights holder and as a unique and valuable human being. We successfully achieved our Bronze Level and have made significant progress in securing our Silver Level.
- ✓ Our work in Numeracy and improvement in attainment has been recognised, and staff at Mossvale were asked to present at a recent West Partnership Numeracy conference. This has led to schools across Renfrewshire and Inverclyde connecting with us to help support their improvement journey. Staff were also asked to develop assessment tools for Maths which will be integrated in the new Maths Planners. This has been achieved through close partnership working with the Modelling and Coaching officer.
- ✓ Outdoor experiences have been a priority and our PT and Parent Council secured £1300 Flight Path Funding to further enhance our garden area and this helps us educate pupils on living sustainably.
- ✓ Our focus on delivering high quality IDL led to our whole school Learning for Sustainability project which was highly successful. All classes developed a different aspect eg Global Citizenship, Diversity, Recycling and were able to explore how we can change our habits to protect our planet, be tolerant and inclusive. We also supported parents with our 'cost of living' homework project to raise awareness of simple lifestyle/shopping changes we can make to save money.
- ✓ Leadership at all levels has been an aspect we have been focussing on and this year all pupils from P4-7 had school improvement roles and staff leadership has risen from 60% to 100%.
- ✓ The ELCC has seen improvements in achievement as they have implemented SEAL maths, Helicopter Stories and Drawing Club. It has been so successful they have now led CLPL for school staff.

## HOW SUCCESSFUL HAVE WE BEEN IN IMPROVING OUR SCHOOL?

### **Priority 1: To improve writing attainment to 75% through targeted intervention in P4-6 by June 24.**

This 2 year target has been positively impacted already with P4-7 attainment improving from 53% to 62%.

This has been achieved through a whole school focus on learning and teaching approaches supported by school leadership involving HT and CTs. Staff skilled in 'Dive Into Writing' led staff training sessions and offered opportunities to visit classes and model approaches to ensure all staff fully understood the pedagogy. This was then revisited throughout the year with classroom practice audited via peer learning visits. P1-3 staff were supported through Renfrewshire's new initiative 'Talk for Writing' and worked closely with St James staff to support its implementation and moderate pupil progress. The key success we have identified has been the regular opportunity to talk and share ideas which then leads to class writing activities. From this, children feel confident when working in groups to produce shared pieces and generate ideas which means they are engaged and motivated to complete individual pieces. This is then followed up with protected time for editing. In addition to improvements in Writing attainment across all stages, we also have evidence of other positive outcomes as seen in pupil Learning Conversations comments, assembly presentations, school displays and SIP floor books. We had a very successful 'Sharing the Learning' parent afternoon showcasing our writing and the confidence and engagement children have in writing activities. This was supported by 69% of families, and feedback was very positive.

**"Great to see the children so motivated and using strategies to uplevel their writing." P5 Parent**

**"Fantastic afternoon and the parent homework task was a surprise!" P5 Parent**

**"So good to see how kids are learning. So different from how I learned. More of the same please." P3 Parent**

In the ELCC, Writing has also been a focus and again we see increased attainment of 24% by our Pre-School pupils in their literacy milestones linked to writing and mark making. Our focus on Syllables and Rhyme has supported a 29% increase in attainment alongside an increase of 14% now 32% drawing skills, and 26% in writing skills milestone in writing skills. We can track that the change has come from the introduction of Helicopter Stories and PEEP sessions alongside our Graduate targeted intervention work and partnership working with the Early Years teacher.

Our focus for Session 23 24 is to ensure all staff are fully confident in their understanding on Milestones in the ELCC and Benchmarks in the School to ensure robust assessments. This will be supported with moderation involving other ELCCs and schools, in Renfrewshire and across other Authorities.

### **Priority 2: To achieve school attainment targets in Numeracy focussing on adopting new planning and assessment approaches by June 24. Targets are an improvement of 23% (11 chdn) to 80% to be on track to achieve 2<sup>nd</sup> Level in Numeracy by June 24 and our whole school attainment in numeracy will be 82%.**

Supported by CLPL from our Maths Modelling and Coaching officer, all staff are currently using new planners and feel very confident in the learning and teaching approaches. This was validated in our quality assurance process and whole school observations of Numeracy. Attainment in P3 and P7 has been especially positive as reflected in recent GLs with P3 achieving 90% and P7 85%. Two staff recently were asked to present at a West Partnership Numeracy conference and this has led to us being able to support other schools in Renfrewshire and from other authorities. This involvement has provided supportive opportunities for moderation and sharing practice. We then facilitated a Learning Together event for Numeracy for parents led by pupils. 75% of our families attended and the feedback was very positive.

Through this collegiate working we have also introduced Maths Journals and which links well with our work on Growth Mindset.

Pupils' feedback has been very positive, and we are now supporting other schools to implement this.

#### **PUPIL VOICE**

**"I like to use the maths journals as it shows my working not answers and I can keep looking back at it to remind me of things." Martin**

**"I like it as I choose what to put in it and it keeps all my strategies in one place." P5 pupil**

Our next steps are to fully integrate the new assessment approaches in daily practice. Staff have had training to ensure they understand how to access them and use them most effectively. Through this and targeted support, our aim is for attainment across the school to be 82% by June 24.

### **Priority 3- Develop a growth mindset culture to improve pupil confidence in learning to almost all pupils (91%) by June 24.**

Pupil feedback from SHANARRI and Questionnaire demonstrates an improvement in confidence with an improvement of 75% to 86%. We will continue to develop the work on Growth Mindset as children talked positively about how this has supported them in class.

When reading all the Learning Conversations across the school children mentioned regularly how a Growth Mindset had improved their confidence and willingness to face challenges as they knew they had so many strategies to support them.

Sharing the Learning parent session was a huge success giving us positive feedback regarding how our classroom strategies are building confidence and enquiry. This is also supported by increased pupil leadership through our P4-7 Pupil School Improvement committees.

### **Priority 4 - By June 24 almost all children/staff will be able to identify the Rights of the Child and the school will have achieved its Bronze award award.**

Staff all undertook training, and we were supported by Struthers Primary in South Ayrshire who are receiving their 3<sup>rd</sup> Gold award. A group of staff and pupils came to meet with staff and pupils at Mossvale to share their journey. They helped us understand how to work through the accreditation process and ways to engage all stakeholders in understanding the importance of children knowing their Rights. A pupil committee was established led by 2 CTs and they have promoted the Rights through the issue of pocket Books, leading assemblies, supporting the creation of a school and class charters and making the Silver action plan. All children are now aware of the articles and the ones most relevant to their needs and talk about them daily in class. We have

worked hard to share those with our whole community and has been achieved through our Learning for Sustainability learning together week and homework tasks. Rights are also included in all communications and policies. Our next step is to undertake our Silver Action Plan.

## PUPIL EQUITY FUNDING

As a school our focus for improvement is always driven by what our data is telling us and the detailed analysis of our quality assurance information from all stakeholders in our school community. This includes the allocation of our PEF and the views of parents, pupils, partners and staff through surveys, focus groups, event valuations enable us to target how we use it to help us achieve our outcomes. All stakeholders are involved in this process, and this informs interventions, resources, staffing and professional learning which will best help us to achieve our targets. From this use of data and stakeholders views, we can identify what we need to change and agree our short, medium and long term improvement priorities.

From this detailed analysis we agreed to focus on closing the poverty related attainment gap through:

1. Developing a Growth Mindset for all our children, supporting resilience and engagement in learning.
2. Improving the overall quality of learning and teaching in Numeracy with support from Authority MCO and in writing by engaging in the Authority funded Talk for Writing training.
3. Supporting attendance and inclusion for pupils with PEF Key worker and Health and Wellbeing assistant.
4. Providing targeted support with 'boost groups for literacy and numeracy targeting children not on track.

During session 22/23 we used our PEF to purchase concrete Numeracy resources to allow us to use modelled pedagogy to support children to explore Numeracy in practical ways. We also funded a Key worker and HWB Assistant to support PEF pupils to feel emotionally regulated to learn, increase their attendance and be able to offer a flexible curriculum. This also ensured children could access small boost groups to address gaps in learning with a teacher using resources like Maths Recovery to allow children to be on track in their learning.

In P4-7, 40 children received targeted numeracy support from MCO and Pupil Support Boost group.

As a result of this support, 58% of this group, 23 children are now on track.

12 children across the school access support from Key Worker and HWB assistant. Of those 12 children who required emotional support to help engage with learning, 6 are now on track – an increase of 50%. Through this targeted support we have also increased attendance for 4 of 6 families.

With our analysis of data, we can see that support for inclusion and wellbeing is having a significant impact on pupil attainment. To continue to support children affected by poverty, we aim to fund these key roles for the upcoming session with targeted family engagement and using these personnel to offer continued flexible learning pathways and nurture.

## KEY STRENGTHS OF THE SCHOOL

From all our feedback gathered we can clearly identify the strengths of our school are:

- ✓ The clear vision for the school and ELCC underpinned by our Curriculum Rationale and School Improvement Plan.
- ✓ Our engaged, resilient and motivated pupils.
- ✓ Our strong community links.
- ✓ Our Curriculum which involves all stakeholders illustrated by the strong sense of shared Leadership.
- ✓ Care, wellbeing and respect that staff demonstrate to pupils and the positive relationships this has created.
- ✓ Our aspirational culture built on the philosophy of having a Growth Mindset. Our attitudes to Learning and Pupil Surveys clearly show a higher level of confidence.

## OUR NEXT STEPS – PRIORITIES FOR 2023-24

We have made very good progress during session 2022-23 and we will use the improvement priorities listed below to build on this progress moving forward.

1. **At Mossvale PS and ELCC 75% of pupils will be on track for Writing, an improvement from 63%.**

We have created a writing culture at Mossvale exemplified in our recent sharing the learning vlog. This has highlighted the Talk for Writing approaches and Dive into Writing philosophy are having a positive impact on pupils' attitude to learning. We are now in a good place to build on this engagement and enthusiasm, to further develop skills in writing but especially for those children not yet on track to achieve expected levels. This priority will allow us to share good practice, be more confident in our assessments and provide targeted support for children that require it. In the ELCC this will be supported through the continued work on Helicopter stories and Drawing Club. We are also going to investigate the introduction of RICE and Up, Up and Away. These approaches have achieved great results in other establishments, and we will use this good practice to benefit our children and families.

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

Renfrewshire Council ASN team have over Session 22 23 created new GIRFEC Policies for all schools to allow consistency of approaches and sharing of information. This will also provide an opportunity for reflection on our current practice and how we are meeting the needs of our most vulnerable children. At Mossvale we have focussed on more Universal approaches as we recovered from the Pandemic and taking time to refresh our Curriculum considering what children and families needed. Our new pedagogy and work on resilience and growth mindset have been beneficial for all and have significantly raised attainment. We are now looking to focus on our children who require more targeted support and how our plans are used as ongoing planning tools which involve pupils and parents. We have identified a cohort across P5 and P6 most affected by a variety of barriers to learning and will be using this new policy to ensure we can meet their needs and share their progress and success.

In the ELCC we will be looking also at how we use tracking paperwork as this can be very onerous currently. This detracts from staff being able to plan high quality experiences. We aim to have more targeted paperwork that captures children's progress clearly. This will also help with workload which will be impacted by staffing ratios being cut across all ELCCs.

We will be continuing our Rights Respecting School accreditation process as we hope to achieve our Silver Level, as well as our RNRA Amethyst level with the introduction of our new Relationships Policy. We will also focus on Leadership at all levels through our pupil School Improvement Committees. Finally, we will be continuing to support Parental Engagement and improving attendance.

Full details of the school's improvement priorities and actions are detailed on the school improvement plan which can be accessed on our website or by contacting the school office.

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**HAVE YOUR SAY!**

Please take the opportunity to share your thoughts with us as we use feedback to help us make improvements to the school. You can do this by speaking to staff, participating in Parent Council meetings, responding to questionnaires/surveys and by completing evaluations at school events.