



Mossvale Primary School and ELCC.

School Improvement Plan

2024/25

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.

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 →

<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>
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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 **R**espect **I**ntegrity **D**etermination **E**quality
Take **P**RI**D**E 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, 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 Partner Feedback incl Educational Psychologist
- 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.
- Education Authority QI visits

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 Writing Assessment and west Partnership schools, Numeracy Development officers for feedback on our assessment input to new planners, Educational Psychologist, Family Wellbeing lead and Social Work, network of schools who have undergone positive inspections eg Dykesmains, Saltcoats, St Mary's PS Renfrewshire and for 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.

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 – Create a coherent Curriculum with clear progression pathways to track all pupil's progress accurately across all curricular areas incorporating skills required to meet our Rationale.			
Rationale for change	Outcome and Expected Impact	Measures	Interventions
<p>HGIOS/HGIOELC QIs 1.3 2.2 2.3 2.4 2.5 3.2</p>	<p>NIF Priorities</p> <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>	<p>NIF Drivers</p> <ol style="list-style-type: none"> School Leadership Teacher Professionalism Parental Engagement Assessment of Children's Progress School Improvement Performance Information 	
<p>NATIONAL PRIORITY from Refreshed Curriculum. Mossvale must have a Curriculum that reflects and recognises the lifelong nature of Learning. Our Curriculum must be coherent from 3-18 with well planned Es/Os across all curricular areas with the opportunity to develop skills. LOCAL PRIORITY: 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. Our focus has been to raise attainment in Literacy and Numeracy which as a school has improved from: Reading 68% - 77% Writing 64% - 70% Numeracy 72%- 80% P4 SNSA L- 88% N- 92% of 25 that were presented P7 SNSA L- 91% N – 88% of 24 presented</p>	<p>There will be coherent and progressive pathways included in all ELC and class planning files which ensure children experience and connect the whole curriculum by Aug 25.</p> <p>Literacy, Numeracy and HWB will be further developed through development of other curricular areas giving them more context and purpose to improve engagement. Through this approach we aim to further improve attainment in Reading, Writing and Numeracy by identifying how to maximise their inclusion across the curriculum by June 25.</p> <p>All teacher plans will record further opportunities for whole school learning through teacher/pupil shared planning of whole school IDLs, which bundle Es/Os in a progressive whole school plan. Through this the impact will be</p>	<p>Monitoring of Class Planning files Nov/Feb/May will evidence all children are accessing appropriate learning across all curricular areas. Pupil surveys in March 25 will evidence improvement in enjoyment in learning (94%) and feeling more confident (95%).</p> <p>Staff will be asked to audit our Curriculum pathways in Aug 24 In Service and again in June 25 relating to progression, expectations and relevance and this will record increased confidence that Mossvale provides a high quality Curriculum.</p> <p>ACEL data/SNSAs for P4 and P7 in May 25 will record increased attainment in Literacy and Numeracy.</p>	<p>Staff will meet on Aug 24 In Service day to audit yearly overview. We will review our IDL planning and examine what skills are taught discretely or bundled into problem-based learning. Staff will identify new whole school projects in order to meet the wider curriculum experiences and outcomes.</p> <p>Staff groups will use time allocated in Working Time agreement across the session to look at good practice in planning in their particular curricular area and October 24 In Service day. Staff will then be allocated a curricular area group from RME/HWB/Social subjects/Expressive Arts/ Science/Technology to look at current planning and what needs to be improved.</p> <p>HT will source exemplars of planning by linking with EM and HT colleagues in Renfrewshire and across West Partnership (WP). Look for exemplars on Education Scotland website and West Partnership. DHT/PT will lead on this improvement priority and have joined the WP Curriculum</p>

<p>We now need to extend our focus wider to support the delivery of all Es/Os and be able to report accurately on attainment.</p> <p>Pupils are able to identify their targets for Literacy and Numeracy with 95% of children recording that staff talk to them about their next steps in learning , an increase from 80%. Children now feel their work is hard enough increasing from 60% to 91%. This needs to be reflected in all curricular areas and recorded in Learning Conversations.</p> <p>Guidance from Scottish Government states that learners must have clear progression pathways across all curricular areas and make clearer links between learning and world of work. Planning audits show this is an area for development at Mossvale.</p> <p>Only 88% of children enjoy learning at school and 89% of children feel the school helps them be more confident. All children enjoyed our whole school IDL Finance Fortnight and we will explore more opportunities to engage children through this approach. These will be planned to bundle Es/Os from across the Curriculum in meaningful, relevant contexts which offer progression.</p> <p>During May In Service day self-evaluation on Writing assessment all staff fed back the need to plan more opportunities to develop Literacy and Numeracy across the curriculum to continue to improve attainment. When planning for all Curricular areas we plan to build in appropriate Literacy especially in Writing and Numeracy opportunities to develop skills in a meaningful way.</p>	<p>improved professional judgement of attainment levels and pupils will be more motivated to learn and engage positively in their class environment. This will be evaluated In May 25 at In Service day with staff.</p> <p>All staff will undertake training on skills development linked to our Rationale. Through our focus on our rationale we will clearly identify those core skills which will be most relevant and develop program of skills acquisition. This will be ongoing at staff meetings after staff complete Google enquiry form in Aug 24 In Service and then DHT/PT will plan actions across the year to meet needs of staff.</p> <p>All families will have their children’s skills progress shared and most will attend learning together sessions to understand what skills we are developing and how this is being achieved. Families will share how the skills are also being developed out of school. This will part of our learning conversations and family meetings in May 25.</p> <p>Families and Community partners will have the opportunity to share their world of work, relevant skills with pupils. This will encourage children to be able to identify what skills they may require to be confident individuals and effective contributors. This will take place during our Finance Fortnight whole school project in Nov/Dec 24.</p>	<p>Pupil support Progress trackers recorded on dashboards will show increases in Literacy and Numeracy linked to children’s individual targets.</p> <p>Learning Conversations in Mar 25 will now capture progress in all Es and Os with skills development included in comments from both teacher and pupil to demonstrate understanding of skills impact.</p> <p>Family attendance and feedback after attendance at Learning Together session which will focus on our new Curriculum and Skills Pathway in May 25.</p> <p>Skills trackers which will be developed by Jan 25 and children record skills acquired and progress made All staff will be able to discuss at tracking meetings what skills are being included and how they are being tracked. Almost all pupils will be able to share their skills development in their profiles in May.</p> <p>P4 and P7 ACEL data will be tracked in June 24 and then May 25 for Reading and Numeracy to show improvement.</p> <p>P6 and P7 target writing groups will improve from P7 64% to 75% P6 67% to 75%</p>	<p>development programme and through this will be buddied with another school from similar demographic.</p> <p>Staff groups will share their plans with all staff and then look at developing a consistent approach. SMT will then create the new plans for implementation in January 25 planning folders. They will include suggested assessment activities.</p> <p>Staff will then from Jan 25- June 25 look at including skills development linked to our rationale across all planning. Staff will look at what skills we want to focus on to achieve our rationale expectations and how they can be developed across levels.</p> <p>Skills assessment will be integrated into planning</p> <p>Children will have a skills highlight at every weekly assembly to ensure they can understand what they are, how the can develop them and success will be celebrated.</p> <p>Parent information afternoon will be organised by children and they will share with parents the skills we are developing, how we are achieving this and how this can be supported at home. We will invite parents to share evidence on Seesaw and progress will be shared in weekly parent bulletin</p> <p>PEF ASNA will support target P1, P4-7 children with movement breaks and alternative curricular experiences to increase engagement, motivation and attendance.</p> <p>PEF ELCO will provide pre early level experiences and outdoor play to support inclusion and opportunities to show progress for ASN pupils.</p>
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<p><i>There will be a sustained focus on delivering a curriculum that equips all children and young people to achieve success in life.</i> <i>Renfrewshire Education priorities.</i> The school planning approaches does not highlight or track skills. This does not align with our Curriculum Rationale which highlights our commitment to develop confident, resilient and independent learners. Key to this is developing skills in self-management, social interaction and innovation and have this incorporated in planning.</p>	<p>First target stages will be P4 and P7 to measure impact of how this supports children to improve on expected levels of attainment in Reading, Writing and Numeracy. This progress will be discussed at tracking meetings in Oct/Feb/May. Second target group will be our P6 and P7 writing support group and through increased opportunities for writing across the curriculum the outcome will be increased motivation and impact will be raised attainment. Attainment will also be tracked monthly 3rd target group will be P1 cohort as this contains a significant number of ASN pupils and curriculum will need to support individualised learning. Expectations will be reported to EM in Sept 24 and then reviewed in Nov/Jan/May.</p>	<p>Attendance for P6 and P7 target group will increase to 85%</p> <p>P1 attainment data will record progress for almost all pupils.</p> <p>Pupil inclusion data in class and trackers recording when SMT are called to support in pupils in class will be monitored every month and discussed at SMT meetings. Positive impact of our new Curriculum and skills focus will record a decrease in SMT support and time pupils are required to have time out of class.</p>	<p>P1 staff will access ELC to become familiar with pre early level and early level milestones. Staff will also be supported by staff from Riverbrae and Brediland FLR on how to support progress for children working at pre early level.</p> <p>P6/7 attendance will be supported through initial TAC meeting in Sept 24 with child and family then weekly phone calls and drop in sessions with HT and PT. Each month updated attendance data will be shared with family. HT monitors whole school attendance at the end of each month to track trends and concerns.</p> <p>To quantify the impact on inclusion in class SMT have created a tracker spreadsheet which is populated every time a child is needed to be supported out of class or at breaks and for what reason. This will have an initial column which records the % of time out of class at end of Session 23/24 and we can use this to measure impact of new approaches.</p>
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Improvement Priority 2 –With a significant increase in ASN Inclusion across the school we aim to develop universal approaches to support anxiety in children and improve pupils perceptions that children behave well in school from 68% to 85%.

<p>HGIOS/HGIOELC QIs</p> <p>2.4 3.1</p>	<p>NIF Priorities</p> <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>NIF Drivers</p> <ol style="list-style-type: none"> 1. School Leadership 2. Teacher Professionalism 3. Parental Engagement 4. Assessment of Children's Progress 5. School Improvement 6. Performance Information
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Rationale for change	Outcome and Expected Impact	Measures	Interventions
<p>ASN accounts for 34% of children an increase from 20% and 32% of those children require support for Anxiety and related behaviour</p> <p>Our P1 cohort welcomes 24% of children joining us with ASN</p> <p>Almost all behaviour incidents which result in class exclusion or violence and aggression forms link to anxiety</p> <p>68% of children feel other pupils behave well in school.</p> <p>78% of children recorded they are able to understand their feelings.</p> <p>All staff reported they require support to implement the HWB outcomes for Mental, Emotional, Social and Physical wellbeing outcomes with clear progression and targeted to pupil's needs.</p>	<p>There will be a school programme to meet HWB outcomes for Mental, Emotional , Social and Physical Wellbeing for all pupils to ensure all children experience all outcomes through appropriate learning opportunities. This will be in place by June 25 and embedded by end of session 25 26.</p> <p>All staff will be confident in their implementation of the above outcomes. This will include new staff that join the school as there will be clear planning documentation and policy to follow. Staff will complete a Sept audit and then an end of school follow up June 25 to measure what has made an impact and what still needs to be addressed.</p> <p>School will have assessment tracker for all pupils recording their progress and this will be highlighted in their</p>	<p>Assessment tools for above outcomes will be in place to record pupil progress within this Curricular area and discussed at termly tracking meetings and recorded in HT data overview</p> <p>Staff pre and post surveys on HWB Pupil surveys and feedback from focus group which will be our Inclusion Committee</p> <p>85% of pupils will feel other children behave well recorded in pupil survey in March 25 and 90% of children will record they are now able to understand their feelings.</p> <p>HT/CT Emotion Works training feedback and then staff pre and post in school Emotion Works project Sept 24 and then June 25</p>	<p>Gather all stakeholder views on our HWB curriculum relating to the mental, Emotional. Social and Physical wellbeing through a bespoke Google Form in Sept 24 then follow this up in May 25</p> <p>Staff CLPL session on Aug 24 In Service day supported by Educational Psychologist focussing on supporting anxiety in children.</p> <p>Agree through Working Time agreement staff CLPL sessions to discuss the identified HWB outcomes and create a whole school programme with assessment included.</p> <p>Research best practice in meeting HWB outcomes and anxiety management through discussions with EM/EP, looking at recent HMIE reports and contact with external partners</p> <p>Work with Educational Psychologist to identify resources and strategies to support anxiety and anxiety related behaviours and provide staff training</p> <p>School have researched appropriate approaches to anxiety management and have agreed to implement</p>

<p>All staff identified a requirement for assessment of the above outcomes in the staff annual survey in March 24.</p> <p>Pupils in P5-7 target group of 7 pupils with anxiety related behaviours require to be out of class for 30% of the day. Advice has been sought from Educational Psychologist but we have not accessed support from external partners for the wider family support.</p>	<p>learning conversation which they discuss with their teacher and families. This is an ongoing process but formally discussed in Family meetings in Nov/May.</p> <p>HT and CT will be trained in EmotionWorks and train all school staff in this support approach for anxiety. School will ask Emotion Works to audit school prior to start and at end of implementation to record impact. This process starts with HT training in August 24 and be constantly monitored and formal data gathered in June 25 supported by EmotionWorks.</p> <p>School will link with external partners lam Me and Place2Be to gain support to meet outcomes and provide staff training. Feedback will be collated to show impact for pupils with recognised anxiety related behaviour in May 25 through TAC meetings.</p> <p>Pupil inclusion in class for target group of children that have identified anxiety related behaviour will increase to 85% by May 25. This is tracked in SMT spreadsheet as above.</p> <p>Pupil attendance in target group will increase to 80% due to the support of emotion works and strategies in place for anxiety related needs. Attendance for each child tracked weekly initially and then monthly and shared with child and family to keep momentum.</p>	<p>Pupil feedback pre and post emotion works surveys Sept 24 and then June 25</p> <p>Target group data recorded and Sept 24 and June 25 including Class Inclusion reports, Target group attendance, Target group anxiety audits, target group and attainment.</p> <p>ASN spreadsheet will record pupil levels of attainment and attendance</p> <p>CLPL records/Staff PRD will record engagement Sept 24</p> <p>Annual stakeholder surveys in March 25</p> <p>Partner feedback will be gathered from EP, Emotion Work team and Family wellbeing support.</p> <p>Circle class audits at start of year and then Jan 25 to show impact of Emotion works.</p> <p>Classroom Observation paperwork collated data to record impact in class ethos linked to supporting anxiety related behaviour in target children.</p>	<p>Emotion Works. HT and CT will be trained by Emotion Works and then train all staff and develop planning materials and resources required.</p> <p>HT and CT will lead pupil group in Emotion Works and they will support implementation for all pupils through assemblies, class visits, resource introduction and family engagement sessions. This will be through Sway updates and in school events.</p> <p>Identify target group of children and meet with relevant class teachers and support staff to discuss what needs should be met. Track pupil inclusion in class weekly, attendance monthly and behaviour using Violence and Aggression forms tracker</p> <p>Capture pupil voice through Pupil Profiles completed in Sept and Feb and in Learning Conversations, through pupil voice captured for all ASN children in TAC minutes and Child's Plan. This will be scrutinised for the target children identified with anxiety related ASN.</p> <p>SMT will meet staff termly for tracking meetings to share pupil progress and track progress. During these meetings individual pupils with anxiety related behaviour will be scrutinised and progress tracked.</p> <p>SMT will meet staff who work with target pupils regularly to track data and discuss impact of interventions.</p> <p>PEF staff will support target children weekly and complete reports created to capture impact of interventions</p> <p>TAC meetings involving staff, PEF staff, parents and any other partners will be held in September for target children to ensure all involved with pupil are</p>
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			<p>clear on planned support. This will be shared with pupils in an appropriate way.</p> <p>End of year surveys will be scrutinised which look at impact of Emotion works and will record impact for staff, pupils and families.</p>
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