



Mossvale Primary and ELCC

STANDARDS AND QUALITY REPORT

June 2024

This report will inform you of the school's progress and achievements in the last session and let you know about our plans for 2025-2024. 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 & Early Learning Childcare Class (ELCC) is a non – denominational school located in Shortroods, Paisley. Our school has a school roll of 211 pupils and has a nursery which provides support for up to 48 children. 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 with a focus on Writing. This session we have also been focusing on ensuring all our children experience an appropriate curriculum which best meets their needs and ensures progress can be identified and celebrated for every child in our community, in line with the GIRFEC agenda.

- ✓ Mossvale has been recognised for being an inclusive and nurturing school. Through our whole school focus on implementing the Renfrewshire Nurturing Approaches almost all children are now included in class and 97% recorded feeling safe at school and 95% feel respected. During a recent Authority Quality Improvement (QI) visit this was highlighted as a strength of the school and ELCC with feedback stating, *"nurturing relationships and high aspirations for all children and staff are amongst the strengths of the school."*
- ✓ A priority this session had been to continue to engage with the UN Convention on Rights of the Child (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. This has been celebrated in our Cultural Diversity Day led by our P6 class who recognise the global goals in a weekly themed approach. We were also asked to input into the Refugee Council exhibitions and 98% of children know the school teaches them about their Rights. This has supported inclusion for many new families we have welcomed to Mossvale from a wide variety of countries who have joined us this year.
- ✓ Our Writing priority has helped children achieve high quality pieces meeting all the expected benchmarks. This was also recognised in our recent QI visit *"almost all writing produced was of a very high standard"*. The school has made progress in attainment from 64% to 70% and our P7 cohort have improved from 52% achieving a level to 72%.
- ✓ Outdoor experiences have been a priority and our Depute Head Teacher(DHT), Miss Bain, and our Parent Council secured £1300 Flight Path Funding to further enhance our garden area and this helps us educate pupils on living sustainably. We now have an outdoor classroom, raised beds with a range of vegetables including our Potato project. Our Pupil Gardening committee lead this project for the school and at lunches children are often out working in the planters and collecting litter to keep our environment environmentally friendly.
- ✓ Our main priority has been improving our approaches in supporting all learners to access an appropriate curriculum, ensuring all staff working with the child understands their needs and the child and their family are fully engaged in this process. We have embedded all the new Authority paperwork, created a new school policy, undertaken considerable staff training, shared this with pupils and parents and with appropriate partners. Our Educational Psychologist has commented that the approaches are now of a very high standard and 100% of children feel they are getting help and 90% feel confident in learning. 100% of parents feel their

child is now supported. Staff also fed back that 100% now feel confident in the school approaches to pupil support from 72%.

“After the support meeting I now have a better understanding of what goes on in the background and the support my child has received to become more confident with certain aspects in his school work. The improvement has been great.” P4 Parent

“I felt like I was not getting any better in my work but I have now jumped up 5 reading band levels and know my Dyslexia isn’t something to worry about”. P5 Pupil

“There has been a huge difference and children are much more independent and have grown in confidence. I feel that I have made such a difference and love sharing the children’s success.” Support Staff

- ✓ To help raise attainment we have worked to ensure children are fully aware of their learning journey, individual targets and how to achieve these. These are through pupil dashboards, learning conversation overviews and ongoing dialogue in class. Children also now have a voice on their support plans and the evaluations of these.
- ✓ 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: At Mossvale PS and ELCC 75% of pupils will be on track for Writing an improvement from 63%.

Writing has improved across the school currently from 63% to 70%. There has been significant improvement in P4, P6 and P7. We have achieved this through a school working party developing a policy including a good practice overview, using new detailed planners, implementing the most effective parts of Talk for Writing and Dive into Writing and using staff to create boost groups and non-fiction writing groups for children with ASN. Children are encouraged to write every day and then take short pieces of writing and upleveling them before being given protected time to edit their work. This process is building engagement and confidence and we will continue to embed this practice. We are confident in our approaches as this was validated in our recent QI visit in March 2024. Our next step is to be confident in our professional judgements on pupil’s writing and we are working with the Authority Development Officer and Cluster colleagues.

“I didn’t like writing but I love going with Mrs McCrum on a Thursday to write and use the Micro Bits” -P4 Pupil

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

This has been the main focus for our school improvement journey this session and a priority for our collegiate sessions and staff professional learning, with many staff referencing research they have personally undertaken in their PRDs. HT and new DHT attended all Authority training on new GIRFEC processes and paperwork and worked to create a new policy aligned to this. The decision was made to move all ASN pupils to new paperwork not just P1 and P7s. This was shared with staff and 2 teaching staff then had the opportunity to take on Leadership roles to ensure approaches would be manageable for teachers. Support staff were also consulted, and new responsibilities allocated with clearer focus on learning support. Each class was scrutinised and all children with additional support needs (ASN) identified. Team Around the Child (TAC) meetings were planned and children consulted, and their views gathered. This was recorded in the new profiles. Using the new paperwork ensured meetings were focused and had clear outcomes. Parent have also been given regular updates. Often children with ASN can be overlooked in terms of recognising progress in learning and we identified progress measures which are celebrated at assembly and sent home. Children are also given the chance to make phone calls home to share successful milestones.

With this approach and effective use of all support staff we feel that an unexpected impact has been improved behaviour and increased inclusion in class. Children are engaged in their learning through working in small groups, accessing subjects in a more meaningful way and using more appropriate resources which often can be digitally based then seeing their success being recognised. Our Non-Fiction Writing Group and Working Memory Groups have been particularly successful. With the new interventions 97% of children with ASN have made progress.

INCLUSION

A key aim was to achieve our RNRA Amethyst level which was driven by our Inclusion agenda. We have worked as a school community to ensure all children can be welcomed and thrive in our school and ELC. This was led by our Pupil Inclusion Committee, and we recently presented our work to all our families supported by our Educational Psychologist. 72 adults attended and all responded positively. *We await our Amethyst accreditation outcome.*

It was good to see the children talking about inclusion. It seems that they have a good understanding of how it’s important to include everyone.”P4 Parent

The presentation from the kids & psychologist was excellent and very informative.” P5 Parent

PUPIL EQUITY FUNDING (PEF)

As a school our focus for improvement is always driven by what our data is telling us and also 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 evaluations 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 we use 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. Appointing an inclusion Support Worker (ISW) to our staff team. The ISW ensures target pupils are given protected nurture time in individual or small groups to support the school in maximising the time pupils will engage in class. This has been effective in targeting attendance for a group of pupils and from this cohort 75% now have above 85% attendance.
2. Appointing a Health and Wellbeing Assistant (HWBA) to support active breaks for target children. The role will be to provide timetabled active slots to encourage inclusion for pupils at targeted teaching time opportunities.
3. Early Intervention has been a priority at Mossvale and we used our PEF funding to appoint an ELCO. She works across the 2 P1 classes and plans outdoor learning, target group support for attention building, gross/fine motor skills and social skills. Our P1 attainment this session has improved by 20% in both Reading and writing.

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 staff members 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 rationale and School Improvement Plan.
- ✓ Our engaged, resilient and motivated pupils supported by nurturing staff in school and ELCC.
- ✓ Our self-evaluation has been recognised as a key strength. It is continuous, driven by data and gives a definitive rationale for change. This is also evident in the ELCC where staff work confidently with data linked to milestones and will analyse this and implement relevant change.
- ✓ High quality learning and teaching is evidenced through school quality assurance, external scrutiny and staff being asked to support Development Officer for Numeracy in creating Maths Assessments for the whole Authority.
- ✓ We work very effectively as a community. All staff, pupils, parents, and partners are part of the consultation process but more importantly part of the improvement approaches. We have floor books mapping progress and leadership groups for all stakeholders. This culture has also encouraged 5 parent helpers in school from having none.
- ✓ Digital technology is used effectively in all classes and this is helping engage children and ensure they are included in class.
- ✓ ELCC is a nurturing centre meeting the needs of children at the earliest stages. This is also evident in the confident transitions children are making especially those with significant additional support needs. ELC staff have been instrumental in supporting school staff in developing learning experiences into P1 and supported the whole staff team in the implementation of floor books.

OUR NEXT STEPS – PRIORITIES FOR 2024-25

We have made very good progress during session 2023-2024 and we will use the improvement priorities listed below to build on this progress moving forward.

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. 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. It should 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.
2. With a significant increase in ASN Inclusion across the school we aim to develop universal approaches to support anxiety in children and improve pupil's perceptions that children behave well in school from 68% to 85%. We have registered for EmotionWorks training and will use this as the driver for change.

3. 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 and Inclusion. 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.