

Mossvale Primary and ELCC

School Improvement Plan

2025/26

Planning framework

As part of Children’s Services, Mossvale Primary and ELCC has developed this school improvement plan in line with the national and local priorities listed below.

**National Improvement Framework Key Priorities**

* Placing the human rights and needs of every child and young person at the centre of education;
* Improvement in children and young people’s health and wellbeing;
* Closing the attainment gap between the most and least disadvantaged children and young people;
* Improvement in skills and sustained, positive school-leaver destinations for all young people; and
* Improvement in achievement, particularly in literacy and numeracy.

**National Improvement Framework 7 Key Outcomes**

* A globally respected, empowered, and responsive education and skills system with clear accountability at every level that supports children, young people and adult learners to thrive. The system enables the development of their knowledge, skills, values and attributes that give them the best opportunity to succeed and contribute to Scotland’s society and economy.
* Young people experiencing the benefit of schools and early years settings working in excellent partnerships with wider children’s services and other partners, families, and communities, in line with the GIRFEC approach.
* Inclusive and relevant curriculum and assessment which gives young people the knowledge and skills necessary to contribute to society, and shape a sustainable future, while celebrating and supporting progression for all.
* High levels of achievement across the curriculum for all learners, with action to close the poverty-related attainment gap.
* Highly skilled teachers and school-leaders driving excellent learning, teaching and assessment for all, especially those with additional support needs.
* Improving relationships and behaviour, and attendance, with increased engagement in learning and a culture of dignity and respect for all.
* An education system engaging in digital technology to enhance all aspects of learning and teaching, supported by a digitally skilled workforce and tackling digital inequality.

**Renfrewshire Council Plan Strategic Outcomes**

Cross cutting theme: Improving outcomes for children and families

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| 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**

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| 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. |

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| **Children’s Services Vision**  Working together to get it right for children, families and communities –  protecting, learning, achieving and nurturing | | | | | |
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| **Renfrewshire’s Education Improvement Plan Priorities** | | | | | |
| **Reduce child poverty in Renfrewshire and improving outcomes for children and families currently living in poverty** | **Place children and young people’s human rights at the heart of the planning and delivery of services that affect them** | **Protect the most vulnerable members of our communities, including children and young people who are at risk** | **Support and nurture our children, families and communities** | **Create the best possible learning estate to allow children and young people to thrive** | **Raise attainment and enhance learning and teaching in an inclusive environment** |

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| **Our Vision, Values and Aims**  Vision All children to be the best they can be!  Values **P**ositivity **R**espect **I**ntegrity **D**etermination **E**quality  Take **PRIDE** in ourselves, our school and our community    Aims To provide a positive and caring environment where everyone follows our values and are encouraged to do their best.  To give children, parents and staff a strong voice which is always valued.    To achieve the best outcomes for pupils and equip them with skills required to lead an active, healthy lifestyle with positive relationships.  To actively involve children in their learning, encourage ambition and celebrate their achievements |

Who did we consult?

To identify our priorities for improvement, we sought the views of Staff, Pupils, Parents and Community Partners. We also reflected on our HMIE Inspection report fro January 25 and the professional dialogue involved in this process. 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:

* HMIE surveys for all Staff, P4-7 Pupils, families and partners.
* Partnership Feedback Book and Partner Feedback incl Educational Psychologist
* Parent Council meetings
* 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 and HMIE visit Jan 25.

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 including all our cluster schools and Paisley Grammar school through our moderation and Transition Literacy projectand 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. This was also extended to Williamsburgh after their inspection.

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 audit

**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.

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| **Improvement Priority 1 –Strengthen Use of CFE Benchmarks when planning for assessment and moderation across the BGE to raise attainment -HMIE** | | | | |
| **NIF Priorities**  Placing the human rights and needs of every child and young person at the centre of education  Improvement in children and young people’s health and wellbeing  Closing the attainment gap between the most and least disadvantaged children and young people  Improvement in skills and sustained, positive school-leaver destinations for all young people  Improvement in achievement, particularly in literacy and numeracy | | **NIF 7 Key Outcomes** (see page 2 for full descriptors) Highlight as appropriate  Develop knowledge, skills, values and attributes to support children and young people to thrive  Excellent partnerships in line with GIRFEC  Inclusive and relevant curriculum and assessment  High levels of achievement across the curriculum with action to close the poverty-related attainment gap  Highly skilled practitioners and leaders driving excellent learning, teaching and assessment  Improving relationships behaviour and attendance with increased engagement in learning  Engaging in digital technology supported by a highly skilled digital workforce & tackling digital inequality Highlight as appropriate | | |
| **Rationale for change** | **Outcome and Expected Impact** | | **Measures** | **Interventions** |
| **Reading**  There has been a dip in Reading in P1-3 of  P1 is – 14%  P2 is -7%  P3 is -9%  *Increase fluency in reading at 1st Level for a few children – HMIE*  **Writing**  Whole school dip in attainment of 20%  *Extend vocabulary at 1st Level – HMIE Jan 25*  Writing boxing up requires further development – Highlighted at 5 tracking meetings June 25  **Numeracy**  Look at P2 Numeracy for next session as there has been a dip of 11% in current P1s  P2s and P5s have lowest attainment across school  Staff feedback showed lack of fluency in recall of tables  Poor Numeracy retention was highlighted in 7 tracking meetings for all children  *Across all stages a few children would benefit from activities that help them retain, deepen and consolidate their learning*- HMIE Jan 25  Maths Survey carried out in May 25 showed most children are confident in maths.  86% of children surveyed feel they can improve in maths.  Most children make good progress in maths – HMIE Jan 25  **Listening and Talking /Skills**  Develop skills in exchanging information and influencing others.- HMIE Jan 25  Our context has shown a higher level of Language and Communication needs including EAL and ASD with an increase of 14% from June 23 to June 25.  **IDL Assessment**  Planner audit in Nov and March highlighted assessment of IDL and bundling of Es and Os needs to be higher quality.  Assessment outcomes are not shared with children at the start of planning their IDLs across the year to ensure children can focus on achieving levels.  Staff do not track Es and Os across BGE  43% of children with ASN in school require brain breaks to allow them to regulate in class | P2 reading attainment will increase from 62% to 76% by June 26  P3 reading attainment will increase to 81% by June 26. This will be excluding children with Additional Support Needs (ASN ) who are working on individual milestones.  Reading will improve from 72% to 83% in P4 by June 26  Whole school reading will increase from 72% to 79 %  School attainment will improve in June 26 from 65% to 77%.  P4 Writing at end of 1st Level will increase to 79% and P7 at end of 2nd level will be 81%  SNSA and teacher judgement will be aligned. Tracking meetings will record improvements across all stages for structure and grammar.  **Numeracy**  Session 25 26 P3s and P6s will achieve 84% and 86% respectively.  School attainment for Numeracy will be 86%  Maths follow up survey will show almost all children are confident in maths.  Tracking will evidence most children make very good progress in numeracy and maths.  **Listening and Talking – Communication Skills**  Listening and Talking attainment will increase from 84% to 90% due to targeted work around communication meta skill within IDLs. | | **Reading**  PM Benchmarking  SNSAs  Phonics assessments  Teacher comprehension assessments  IDL assessments being introduced in session 25/26  Ongoing sight word assessments  Phonological Awareness assessments  EY Transfer of Information  Reading for School award  **Writing**  SNSAs  Writing moderation Nov, Feb and May  Cluster moderation in Feb 26 (In Service day)  P7 Writing cluster project assessment  Pupil class assessments  High quality IDL assessment bundle evidence  More non fiction writing evidence in assessment folders  Classroom monitoring feedback Feb 26  New grammar guidance within our Literacy policy, for consistency, will be evident in planning  Forward Plan monitoring sheets in Term 1  Blackwell Spelling assessments 3 times across the year  **Numeracy**  SNSAs  Authority end of pathway assessments  SEAL/Maths Recovery  Maths survey repeat May 26  Tracking meeting audit  IDL high quality assessment bundle evidence  **Listening and Talking**  Tracking information  Listening Skills assessments  Working Memory trackers  Teachers assessments in planning and assessment folders  Skills survey in Sept 25 and review May 26  Pupil Support Plans  Teacher Mindset Surveys  Self and Peer assessment evidence | **Reading** – All P1 and P2 will be accessing the ORT reading books and sight vocabulary to enable them to build confidence and then move to Big Cat when achieving expected levels. Through purchase of more ORT books, we will use this as a reading recovery programme. Build a Reading Culture through improved access to books reflecting all cultures, pupil committee audit of class libraries, being read to regularly through extension of the fruit and read project in P6 , open afternoons to model reading a book for families, Bookbug sessions and access to the Skoobmobile. We will continue with reading buddies twice a week and set Reading Egg challenges which will be celebrated at assemblies. There is planned staff input on Reading pedagogy by SMT during the staff meeting 24th September 25. We have shared the Summer Reading Challenge at Assembly on 5th June 25 and this will be tracked and followed up in August at our first assembly with house points awarded. We will host a further book fair in May and apply for our Reading for Schools award. Link with development Officer Julie Paterson to look at engagement surveys and gathering data.  During staff meeting in Sept 25 we will discuss further community reading approaches in P4-7 to have a higher focus on reading fluency skills at 1st and 2nd Level and how we can adapt or add stations to support this. Focus on supporting children with ASN through more non fiction reading and graphic novels. Target support teacher will work with identified cohorts and groups of children who we plan to get on track. HT has boost group overview for each stage and once we have more information on target teacher we will plan a support timetable involving target teacher and SMT. Develop the PEAL process across second level, after the success in P7, to offer opportunities to explore skills in analysis which aid comprehension. Staff at second level will plan an amended writing plan with less focus on imaginative writing to allow for more time spent on critical analysis. This will then be changed on our Literacy policy. PEF ELCO will support small groups in P1 and P2 with pre reading activities, fostering a desire to read and love for books. They will support staff with resources and imaginative play that reflects reading in class.  **Writing-** As a school there will be more of a focus on writing across IDLs and non fiction to enable children to look at structuring their writing. This will be through input in Aug 25 In service and staff meetings across the year and responds to teachers feedback at our last tracking meeting in June 25. There will be a yearly overview for each class linked to IDLs with a writing assessment focus.. Grammar overview will be updated for consistency and move from resource based to developmental approach linked to Highland Literacy planning. PT will lead on this with a staff group and this will be finalised by Nov 25 and shared at the Dec staff meeting. Target additionality teacher will be tasked to focus on writing and provide support in small groups for boost children in P3/4 and P6/7. Classroom observations and jotter monitoring in term 3 will look at writing taught through IDL and assessed as part of a high quality bundle of outcomes. Spelling approaches will also be audited and pedagogy reviewed to look at how spelling can be applied across writing and again look at how we build retention.  **Numeracy-** Review of P2 numeracy and what gaps are presenting. Creation of more opportunities for Numeracy play activities and through IDLs. Link with ELC and Laura McCaig for ideas. PEF ELCO will then continue to support numeracy across the P1 environment and through high quality play indoors and outdoors.  Pedagogy in teaching times tables will be delivered at Aug 25 staff meeting and modelled by Mr Barrett in classes. New staff will be trained in SEAL and maths recovery. P5/6 practice of Community Maths stations will be extended across 1st and 2nd level to support numeracy retention. One station will be working memory activities for all children to help with retention. All classes will access TTS Rockstars online tables games.  **Skills/Listening and Talking –** Communicating will be the meta skills focus for session 25 26 and all staff will receive CLPL on how to develop this across all learning as part of August In Service CLPL sessions. Further develop skills work from listening to now questioning, sharing conflicting views and talking to influence others. This will be through reading challenges, writing PEAL process and debates. This will be incorporated in our work on Racial Literacy. Targeted children will work on Listening Skills resources recommended by Brediland FLR. This will be supported by PEF ELCO in P1 and P2. Establish working memory support groups for target children. PEF HWB ASNA will have a focus on listening and following directions, communicating with a partner or as part of a team. They will create new games and teach the to others. Activities for ASN will continue with brain breaks and opportunities for children to get physical learning opportunities. This will help them be more settled and ready to learn in class.  **IDL Assessment –** Staff will review our yearly overviews of Es and Os to ensure we have covered the whole curriculum in manageable bundles. High quality assessment activities will be identified at this planning stage to allow staff to introduce IDLs with clear outcomes for children. Children will then plan with their teacher how they wish to achieve these outcomes. These will be recorded in planners and moderated at Cluster In service day Feb 26 in stages. They will be reported on in more detailed learning conversations which will be updated on an ongoing basis with children before being discussed with families in October and sent home in March. |
| **Improvement Priority 2 – To meet the needs of all children in our school and be able to demonstrate progress for all children with a focus on Literacy, Numeracy and Health and Wellbeing.** | | | | |
| **NIF Priorities** Highlight as appropriate  Placing the human rights and needs of every child and young person at the centre of education  Improvement in children and young people’s health and wellbeing  Closing the attainment gap between the most and least disadvantaged children and young people  Improvement in skills and sustained, positive school-leaver destinations for all young people  Improvement in achievement, particularly in literacy and numeracy | | **NIF 7 Key Outcomes** (see page 2 for full descriptors) Highlight as appropriate  Develop knowledge, skills, values and attributes to support children and young people to thrive  Excellent partnerships in line with GIRFEC  Inclusive and relevant curriculum and assessment  High levels of achievement across the curriculum with action to close the poverty-related attainment gap  Highly skilled practitioners and leaders driving excellent learning, teaching and assessment  Improving relationships behaviour and attendance with increased engagement in learning  Engaging in digital technology supported by a highly skilled digital workforce & tackling digital inequality Highlight as appropriate | | |
| **Rationale for change** | **Outcome and Expected Impact** | | **Measures** | **Interventions** |
| Increased number of children with ASN, especially in early stages, (increased by  38 %) over last 2 years requiring higher levels of support.  12 children across the school are working on pre early levels.  All staff have fed back during staff meeting 4th June 25 they require training to feel more confident in supporting children who are working at pre or early levels in classes and require highly specialised teaching approaches for children with ASN to be meaningfully included.  Few staff are confident in writing pupils plans for children where they require to be supported at pre early level and are not highlighting achievements for the small steps in progress being made.  Almost all class observations highlight a need for children to be more appropriately supported to access learning at their stage of development.  Almost all families whose children have ASN but are included in mainstream have voiced concerns and anxiety about how well their child will be supported  Children respecting each other is recorded in our HMIE survey at only 70%  Incidents of violence and aggression have increased by 60% and are highest in our Early Years | All children across the school who require support will have a child’s plan which identifies targets and supports led by class teachers.  All staff will feel empowered and confident to plan and track for all their pupils and through greater understanding of children’s developmental needs will create inclusive environments  All staff will complete pupil plans in partnership with DHT/PT this session but taking more of a lead role in planning interventions and targets. Next session they will have full responsibility.  Almost all class observations will show evidence of CIRCLE resource, implementation of pupil plans and universal supports being accessed during learning independently.  Classroom observations will show almost all children with ASN are clearly understood and can be evidenced as making progress. This will be a focus in Oct 25 but expected criteria of all observations thereafter.  Children respecting each other will be recorded at 80% by March 26  V&A recording will be below 45% | | Monthly tracking of Violence and aggression forms and link with EM  Forward Plan monitoring Nov, Mar, June  Classroom Observations Oct, Feb and May  Monitoring of Pupil Support Plans Nov, Feb, May  Tracking Meetings Nov, Feb and May  Children Surveys Mar 26  Family Surveys March  Staff Survey in Sept and follow up June on confidence in meeting all learners needs.  Feedback from Aug In Service led my EP for teaching staff and Kimberley Roan for ELC and Support staff  SMT behaviour tracker/Playtime incidences  SHANARRI in Sept and Jan  Emotion Works Silver Award  Gold RNRA planning and evaluation  Early Years Progression toolkit data gathered each month  Parent group attendance registers and evaluations | We aim to achieve our RNRA Gold accreditation and focus will be Nurture Principle Children are Understood Developmentally. This will be launched at CLPL session on Aug In Service from EP Ciara Briggs and CLPL Kimberley Roan for supporting regulation for support staff and ELC staff.  Progression toolkit will be developed with ELCC and school staff to provide a framework enabling all staff to provide appropriate and engaging learning experiences. This will be during staff meetings in Term 1. Toolkit will be implemented in November 25 and evaluated in June 26.  EmotionWorks Silver award will focus on naming, describing and identifying triggers and strategies to help emotional regulation. Pupil Emotion Works and RRS committee will focus on our values in the playground. They will survey children in October and then follow this up in June with a focus on respect and upholding our values in the playground. The planned reduction in playground issues will ensure children are ready to return to class to learn. This will link with Priority 4. PEF HWB ASNA will take a lead role in playground interventions with pupil committee.  Pupil plan writing CLPL led by DHT in September with a clear focus on creating SMART targets and what resources are available to support this and writing chronologies. Staff will be supported in Terms 1-2 and then take more ownership for writing plans in term 3 & 4  Moderation of pupil plans will then be undertaken in November 25.  Review of Pupil Support policy in light of new approaches May 26.  CIRCLE resource and Up Up and Away staff training for teaching staff, supported by ELC Implementation during classroom monitoring by SMT Oct 25 In Service Day will evaluate impact. PEF ELCO will support classroom design to meet all children’s needs in p1 and P2.  Establish a family ASN support group in school led by parents who have chdn in Mossvale Primary offering time to talk, be supported by peers and signposted to local groups and have drop in sessions. A room will be created to offer this safe space and also highlight different supports. Link with Senior Family Wellbeing Officer Corinna Gethins and Rainbow Buddies Corinne Cunningham to support this group. |

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| **Improvement Priority 3 – ELCC – Refresh Vision Values and Aims to encourage partnership with families and children’s leadership in learning to improve outcomes.** | | | | |
| **NIF Priorities** Highlight as appropriate  Placing the human rights and needs of every child and young person at the centre of education  Improvement in children and young people’s health and wellbeing  Closing the attainment gap between the most and least disadvantaged children and young people  Improvement in skills and sustained, positive school-leaver destinations for all young people  Improvement in achievement, particularly in literacy and numeracy | | **NIF 7 Key Outcomes** (see page 2 for full descriptors) Highlight as appropriate  Develop knowledge, skills, values and attributes to support children and young people to thrive  Excellent partnerships in line with GIRFEC  Inclusive and relevant curriculum and assessment  High levels of achievement across the curriculum with action to close the poverty-related attainment gap  Highly skilled practitioners and leaders driving excellent learning, teaching and assessment  Improving relationships behaviour and attendance with increased engagement in learning  Engaging in digital technology supported by a highly skilled digital workforce & tackling digital inequality Highlight as appropriate | | |
| **Rationale for change** | **Outcome and Expected Impact** | | **Measures** | **Interventions** |
| **CURRICULUM**  Vision Values and Aims are shared with all stakeholders and support our positive culture in Mossvale ELCC – Quality Improvement Framework for ELCC Sectors HMIE 2025  Practitioners should consider how to identify and track skills being developed through achievements both in our setting and at home – HMIE Jan 25 Inspection Report  **LEARNING AND TEACHING**  48% of children are able to demonstrate they can recognise words in songs, games, poems and play that rhyme.  56% of children can recognise how many numbers are in dot patterns without having to count.  56% of children can consistently demonstrate that they can identify and use numbers to 10 during play.  Work with families to support their understanding of the benefits of play and create a collaborative approach to foster trust and cooperation. Self Evaluation framework Aug 25.  **CHILDREN’S LEADERSHIP AND ACHIEVEMENTS.**  Practitioners should consider how they can involve children more fully in talking about their learning. HMIE Inspection report Jan 25  Few children have been observed to have leadership opportunities in the ELC.  Children are fully involved and can talk about what they are learning and children are confident, successful and responsible contributing to the life of the setting - Self Evaluation toolkit launched Sept 2025  I can talk about my learning and achievements within the ELC – 70% are developing consistently  As part of my daily routines I make healthy choices and engage in a healthy lifestyle- 60% developing consistently. | All families will be consulted on and help create our ELC vision and aims and will be able to support our values, ensuring an increase in positive behaviours. Tracking of HWB outcomes I can express my needs, feelings and concerns to others will increase from 72% to 85%  All staff will use EmotionWorks confidently to improve children’s ability to label their emotions.  Stay and Play sessions planned across the year will have a 90% attendance record by May 26  70% of children will be able to demonstrate they can recognise words in songs, games, poems and play that rhyme.  78% of children can recognise how many numbers are in dot patterns without having to count and can consistently demonstrate that they can identify and use numbers to 10 during play.  Staff will agree leadership roles within ELC and link to monitoring calendar to track impact.  80% of children will be able to talk about their achievements and 80% will follow a healthy lifestyle recorded on progression toolkit  All pre school children will have a leadership role and be able to share what skills they are developing through this role.  HWB pupil group will meet weekly to plan snacks and encourage their peers to make healthy choices.  Parents will be surveyed on snacks children enjoy and be encouraged through posters and Seesaw posts to provide healthier options. Impact will be improved engagement in learning and calm environment.  Childsmile feedback from toothbrushing shows improved tooth health | | Seesaw interactions will be recorded by almost all families completing our vision and aims survey by Oct 25  Tracking of children’s HWB indicators monthly wellbeing staff meetings  Tracking of behaviour incidents monthly  Staff EmotionWorks pre and post implementation surveys  Staff attendance records at EmotionWorks CLPL sessions  Family Survey which will ask for feedback on vision, values and aims in March 26  Family engagement on Seesaw sharing home learning opportunities  Numeracy and Literacy tracking on progression toolkit  Floorbooks  Children’s learning stories  Stay and Play registers and feedback sheets  Tracking of engagement in homelink bags after each stay and play session  Registers of attendance at Bookbug sessions  Leadership overview to show level of engagement  Pupil Floorbook for Leadership groups and pupil voice to show impact monitored termly  Monthly data minutes from staff meeting and tracking overview  PEF Tracker | Families will be invited to a settling in afternoon when children have had 2 weeks to settle into ELCC. At this meeting we will share our rationale and how we created it. Our values will be shared and how they are celebrated and how families can contribute to this through Seesaw and bringing examples to us. We will ask families to complete a survey for the ELC alone asking :   1. What are the positives about Mossvale ELC? 2. What makes Mossvale unique? 3. What do you want Mossvale ELC to support your child to be?   Staff and children will complete the same exercise and from this we will create our vision and aims. This will be displayed on all communication and around the setting. This will then be revisited in March 26 through our annual stakeholders surveys  June 25 HT and Seniors create a yearly overview which includes 5 stay and play sessions across the year. These will focus on sharing strategies on how we engage children in literacy and numeracy through play. Families will then be encouraged to share their activities sent home in homelink bags on Seesaw and on our achievement tree. Staff will audit all their areas to maximise Numeracy (PT will deliver CLPL on subitising and developing number across the setting). SELCO has taken on the role of Numeracy Champion and will attend training provided by Angela Stevenson and make links with other settings to share practice. Graduate will support these strategies through meeting all staff and discussing each area. Graduate will research and contact other centres for good practice to share. These outcomes will be tracked monthly during staff meetings where we update progression toolkit, to review progress and identify key children who require more targeted support. PEF children will be individually tracked by Graduate. Graduate will be responsible for Data update monthly.  **Literacy targets** - Senior will organise homelink resources and there will be planned Bookbug sessions which we will try now at 3 pm to see if there is increased engagement. All staff will support the implementation of the Reading Challenge and this will be discussed at Aug 25 In Service day to look at how this can be developed. There will be an environmental audit of reading to ensure we are creating a reading culture. Reading Buddies will be established where family/community/school staff will come in and read with children and share their favourite books. Bedtime stories will be shared on Seesaw.  August in Service day staff will meet to discuss pupil leadership led by Seniors and Graduate. Seniors will focus on leadership groups which will develop skills and encourage parental engagement. Graduate will focus on how they can be more active participants in talking about their learning journey.  We will start in June 25 with asking our pre schoolers to help us plan the environment for returning. They can design areas, select resources and suggest activities. These will be set up in the last week and photos taken to show children how their views have been actioned. We will encourage a mor structured approach to helping with snack and lunch routines in line with the new Setting the Table document. Children will have the Food Supervisors role for fortnight spells to include all and we will buddy younger and older children together. Returning children will be out Inclusion Ambassadors and they will be responsible for welcoming new children and families to the ELC and helping them follow routines and explore play opportunities.  Health and Wellbeing group will be established and they will focus on encouraging healthy eating through posters, posts on Seesaw and carrying out simple surveys to display. They will encourage outdoor play at home and signpost opportunities for outdoor groups. We will run an outdoor learning stay and play session which will be led by the children. We will look at extending Bookbug to have an outdoor active theme in Term 4.  Graduate will look at an approach to encourage children to be able to share their progress in learning and skills they have developed. They will be able to show how they have made progress. |

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| **Improvement Priority 4 – Ensure that children will experience inclusive learning & supportive relationships which lead to positive life outcomes.** | | | | |
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| **Rationale for change** | **Outcome and Expected Impact** | | **Measures** | **Interventions** |
| We recognise, as outlined in The Scottish Government Race Equality Framework for Scotland 2016-30 that, “*Scotland has a wonderfully diverse society and we are all, each and every one of us, equal citizens and stakeholders of Scotland.  Our vision is that Scotland in 2030 is a Scotland where people are healthier, happier and treated with respect, and where opportunities, wealth and power are spread more equally.”*  Recorded racial incidents in the school have increased from 1 in session 23/ 24 to 5 in 24/ 25.  School cultural profile has changed significantly from Session 23 24 where we had 8% of children with EAL and this session this in now 23%.  All staff have shared concerns on their lack of confidence in dealing with racist incidents and how to handle situations sensitively and appropriately.  Parental concerns regarding racial incidents have increased from 1 last session to 5 recorded incidents session 24 25.  5 Children reported in their SHANARRI wellbeing feedback they did not feel included due to race and language barriers.  Class resources, with a focus on reading materials, do not reflect our school profile.  IDLs across the school do not have a clear focus on race where we consider events through the lens of other cultures and explore tolerance, diversity and historical behaviours experienced by other cultures.  ***I am increasing my understanding of how people come to have their beliefs, and further developing my awareness that there is a diversity of belief in modern Scotland. RME 2-09a*** | Reduce racists incidents in school to no more than 2 recorded on SEEMIS by June 26.  Ensure **all** staff know our school profile and the different cultures and religions that should be recognised supporting reduction in racist incidents.  All staff are involved in the creation of additions to our Positive relationships policy around race including auto pilot statements that allow them to feel confident in supporting inclusion across our school  Families that reflect our school profile are fully involved in this priority through newsletters, focus groups and help shape any policy changes to ensure they are confident in our commitment to our school being a tolerant and respectful school.  Almost all children will record they feel included and respected no matter their race or religion.  Class library audit in all classes will ensure there is a clear reflection of all our children and families.  P5-7 pupils will change the theme of 1 IDL to plan this through the lens of another culture eg during WW2 topic there would be a focus on the experiences of black people.  All cultures will feel included as our pupil committee will create a cultural calendar that reflects our demographic and has a celebration event for each family. An example will be having a recognition of Philippines Independence Day 12th June | | SEEMIS tracking of racist incidents each term  Staff completion of EP Cultural Competence tool in Sept and May  NEU Framework audit with staff during September Staff Meeting to set priorities and measure impact.  Parental complaint log and pastoral notes will be audited and recorded each term to measure impact.  Pupil SHANARRI audit each term  School behaviour spreadsheet will be tracked each term for incidents relating to race.  Staff Surveys  Pupil questionnaires  Family Surveys  Class resource audit toolkit  Feedback from cultural celebration days  Parent sharing the learning event  P7 reading project feedback | Provide an overview of our cultural context for the whole school and demonstrate how the rationale for this priority links to data gathered including cultures in our school, EA Languages spoken , racist incident data, SHANARRI feedback.  Complete staff audit using EP Cultural competence tool at staff meeting Sept 25 to ensure we have a clear focus for this priority and to allow us to measure success by revisiting in May 26.  Share all information we have gathered about our community and what we plan to do to support diversity, inclusion and tolerance with our whole school community. This will be led by our Rights Respecting Pupil committee through assemblies, weekly Sways and school events. Establish a pupil leadership committee who will be tasked with creating our cultural calendar and lead on celebrating our community events. They will also link with Cluster Pupil committees to share experiences and ideas. Standing item on school newsletters to share progress and highlight success.  Link with partners who can support our priority such as EP Ciara Briggs and St James PS Paisley Acting DHT who has been involved in pilot project.  STAFF WP/CORE group established or whole staff approach to creating a policy linked to Positive Relationships policy. This will also link to our Gold RNRA priority.  Cluster HT working group to share practice and keep as a standing item on each Cluster HT meeting to ensure consistency.  Integration of lessons on racial history, diversity, and social justice. Staff will plan an IDL during Black History month and look at changing one IDL to be looked through the lens of another culture.  Displays and class resources audit to ensure they mirror effectively the cohort in each class.  Creation of auto pilot statements for consistency of approaches and build staff confidence.  Use Building Racial Education Scotland  antiracist.scot for guidance and support  Family engagement through family focus groups that reflects school profile to help create policy and plan events.  Whole school sharing the learning event in May and planned cultural celebration days throughout the year  Plan P7 reading project using a novel/poem in consultation with PGS English department/cluster schools and create a simple reading project for all P7 pupils around race eg using Hearstone Odyssey Novel or Poetry. |