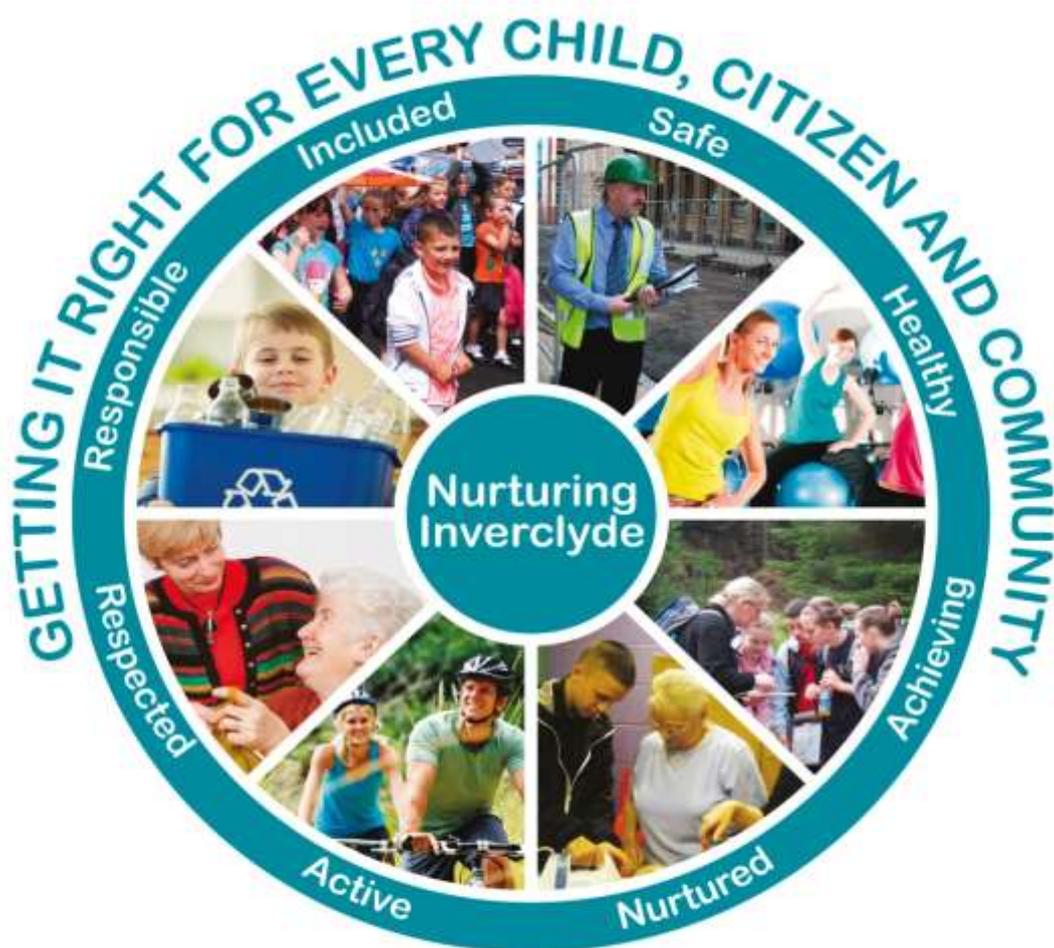


**Moorfoot Primary School, Nursery Class and Garvel
Deaf Centre**

Standards and Quality Report

2016/2017



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What is this report about?

Members of the community have a right to know how our school is doing and this annual report is one of the ways we do that. It provides an outline of our achievements for the past year and the ways we will try to build on these achievements to further raise attainment and improve the learning, teaching and educational opportunities for our pupils.

Below is a list of some of the ways we do this:

- We make use of National documents "How Good is our School? 4th Edition" and "How Good is Our Early Learning and Childcare?" to audit and reflect on our practice. Garvel Deaf Centre also make use of the quality standards document "Resource Provisions for Deaf Children and Young People in Mainstream Schools".
- The Senior Management Team (SMT) undertake classroom visits which include observing lessons in classrooms and having follow up meetings with staff to discuss learning and teaching and the actions points to take forward to improve the outcomes of learners' experiences.
- During "Termly Reflection " meetings, SMT meet formally with all teaching staff each term to reflect on practice, tracking of children's progress and how well the curriculum is meeting the needs of all learners at the school.
- The DHT holds termly "GIRFEC" meetings to discuss pupils who may require additional support to access their learning.
- We involve pupils and parents in discussions and seek feedback relating to the educational provision we provide.
- We talk to children about their learning.
- Opportunities for Level Meetings take place between members of staff at Early, First and Second Levels during staff collegiate time which allows for professional dialogue between members of staff.
- SMT track, monitor and analyse attainment and assessment data and share this information with staff at formal meetings.
- SMT look at pupils' work in jotters, displays around the school and pupils' personal achievement folders.
- Quality Visits from the Education Authority take place each term to review progress made in our School Improvement Plan.
- Staff Meetings allow professional dialogue between members of staff
- Senior Managers monitor Forward Plans of Teaching Staff.
- We seek formal/informal feedback from all stakeholders including pupils, parents/carers, staff and other agencies.

Our School



Session 2017 to 2018 is a very exciting time for our school community. Our school building is undergoing an impressive £5m refurbishment which will provide us with the highest quality learning environment, fit for purpose in a 21st century school. Bright, airy classroom space will be enhanced by the creation of large and flexible learning areas outside classrooms. Externally, the entrance plaza, senior playground/dining terrace and secure nursery playground, will be a showcase of some of the striking features of the transformation.

All classes will be insulated acoustically to the highest standard and will have a "Soundfield System" which creates a better learning environment for all but particularly those with a hearing impairment.

In February 2016 the school decanted to Sacred Heart Primary School campus, Westmorland Road, Greenock. Our estimated return date to Moorfoot Drive, Gourock is April 2018. Our Nursery Class will remain at the Moorfoot Drive location, in a high quality modular unit, until the refurbishment is complete.

Moorfoot Primary School, Nursery Class and Garvel Deaf Centre is situated in the Trumpethill area of Gourock. We have extensive grounds, including a new Multi-Purpose Games Area (MUGA) and excellent views across the River Clyde. The school is further enhanced with our very own "Secret Garden" with its very own "mud kitchen". This garden was created with the support of staff, pupils, parents and members of the local community including Clyde Muirshiel Rangers.

We are a non-denominational school with a school roll at the present time of 289. We have 10 classes from Primary 1 to Primary 7 and a 30 am and 30 pm per session Nursery Class for children aged 3 - 4 years. Garvel Deaf Centre is also accommodated within the school and staff provide support in mainstream classes and within the specialist base for deaf and hearing impaired pupils.

The staffing complement within Moorfoot Primary School is 14.4. We benefit from the support of two Classroom Assistants (1.6FTE), two Learning Assistants ((1.4FTE) and four Additional Support Needs Auxiliaries (2.8FTE).

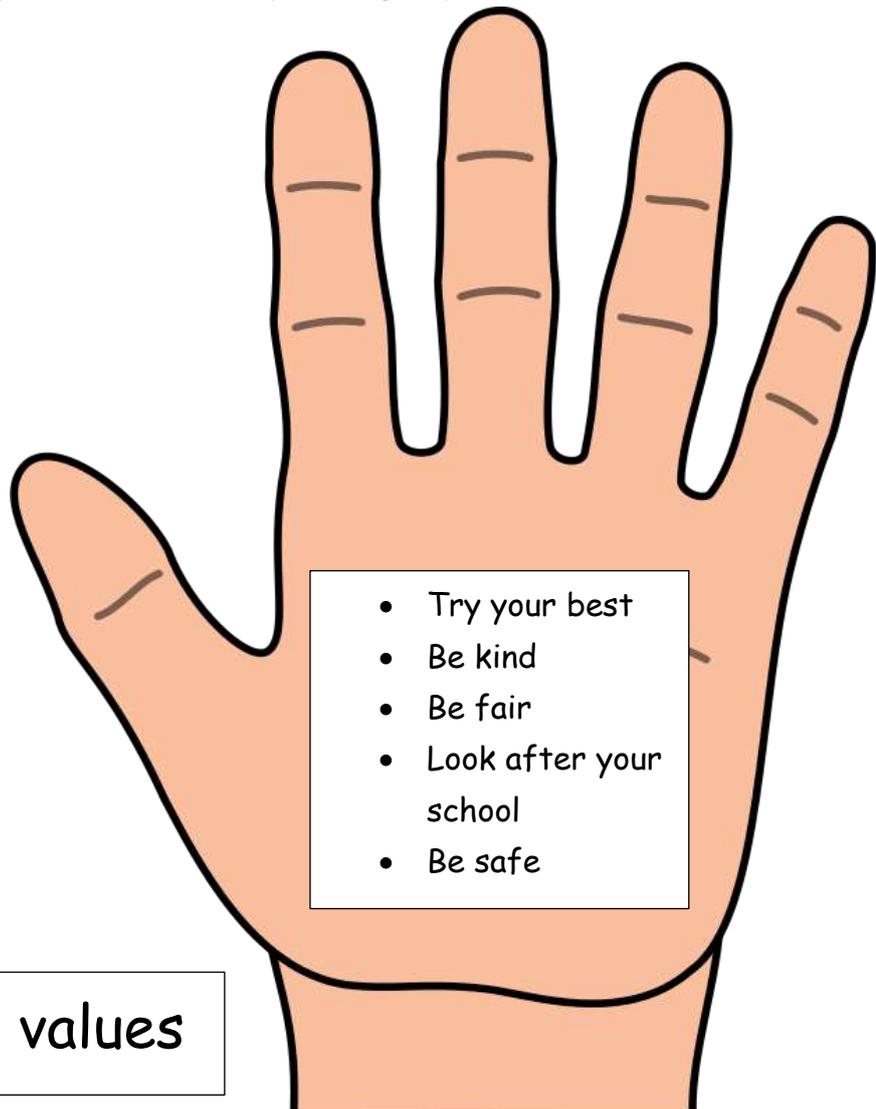
Garvel Deaf Centre has 1 Principal Teacher, 1 Class Teacher who is based at Moorfoot and one Learning Assistant and one EYCO within Moorfoot Primary. They also offer a peripatetic service to pupils in the Inverclyde area who do not attend Moorfoot Primary School. Garvel Deaf Centre is also accommodated within our cluster high school, Clydevew Academy for pupils at secondary level.

Our Nursery Class is led by our Senior EYECO and supported by two EYECOs and a Nursery Support Assistant. We have additional staffing this session to support with our decant.



Our Vision and Values

We strive for all learners to achieve success and be equipped with the skills and knowledge to make the best life choices. Learners will be enabled to lead happy, healthy and fulfilling lives where they can effectively contribute to society, showing respect and tolerance towards others.



- Try your best
- Be kind
- Be fair
- Look after your school
- Be safe

Our school values

Our school values are integral to our school ethos and culture. We reviewed our school values to ensure they were more easily remembered by pupils and staff alike. We have five school values. We continue to promote our school as a "five star school".

Achievements this session 2016-2017

- We held a whole school "Developing the Young Workforce" experience led by our Parent Council.
- Our P7s enjoyed a four day residential trip to Lockerbie Manor, Lockerbie.
- Our P6 pupils were given the opportunity to experience a three day residential visit to Ardentenny, near Dunoon.
- Our classes invited parents/carers to "Celebration of Learning" events to share their skills and learning.
- Pupils took part in the First Minister's Reading Challenge.
- Every year group presented a "SHANARRI well-being indicator" to pupils, parents/carers and staff at our "GIRFEC" assemblies.
- Our pupils took part in the local St Bart's Art Club Competition. We received the William Walters Quaich in recognition of our efforts.
- All of our children from Nursery to P7 have had the opportunity to learn British Sign Language this session.
- Throughout the year pupils are given opportunities to enhance their learning through day trips and visits, including Burns Cottage, Glasgow Science Centre, Scotland Street School, Newark Castle and Kelburn Country Centre in Largs.
- Our pupils are active in leading charity fundraisers. Money raised this session includes:
 - ❖ "Go Gold" Childhood Cancer Awareness
 - ❖ Reach for Autism
 - ❖ MacMillan Cancer Support
 - ❖ Children in Need: £150
 - ❖ Child Reach International
- Our Primary 3 class were involved in the "Roots of Empathy" project.
- Our school were successful in achieving the "Gold School Sport Award" from SportScotland".
- Our pupils are regular participants in sporting events and competitions which take place locally and regionally including cross country, swimming, football, netball cricket, hockey and football. They have achieved success in many local competitions.
- Our classes took part in the Inverclyde "Million Miles Walking Challenge" with a presentation at Beacon Arts Centre for their performance and participation.
- Our P7 pupils have all been presented for SQA exams in BSL.
- Many pupils achieve in a number of ways outwith the school curriculum, developing a variety of skills for life, skills for learning and skills for work. These achievements are celebrated at school assemblies, our weekly newsletter and our school website and displayed on the school wall of achievement.

School Leadership

The Quality and impact of leadership within schools and at all levels

Evidence we gather

Self-evaluation using HGIOS 4 QI: 1.2, 1.3, 1.4

Staff Professional Review and Development and Performance Appraisals

Collegiate working across the school/Working Parties

Pupil leadership across the school/Pupil group meetings/Pupil feedback

School values.

How are we doing?

- During Annual Professional Development and Review meetings with SMT learning, staff can talk about ways their professional learning has impacted on positive outcomes for learners.
- Staff personal professional learning action plans are linked to the School Improvement Plan.
- All support staff have taken part in an annual performance appraisal and training needs have been identified.
- Staff have been involved in working parties relating to the School Improvement Plan to further take forward AIFL strategies across the school.
- Staff share skills and expertise and are given opportunity to do so.
- Some teachers have led "tests for change" within their classrooms.
- Three Garvel staff members continue to undertake post graduate studies in Deaf Education. Two achieved Level 6 BSL.
- Garvel Deaf Centre staff share their expertise in supporting deaf learners within Moorfoot Primary and across the local authority.
- Our pupils are involved in a number of pupil groups. Members of groups are chosen by pupils themselves through an election process.
- Pupils and pupil groups are active in collecting feedback from other pupils.
- Pupils at Moorfoot undertake leadership roles. Pupils apply for jobs and show responsibility as Information Collector, Nursery assistants, Playground Boundary Markers and P1 Induction Day Presenters etc.
- Some pupils seek leadership roles and run their own lunchtime clubs.
- Our pupils choose charities they would like to support.
- Almost all children in our school know the school values.
- We received positive feedback from pupils, parents and staff in relation to our STEM "Developing the Young Workforce" experience and how it made them aware of employment opportunities they may never have considered..

Next steps

Further provide staff with opportunities to lead projects /initiatives as related to the School Improvement Plan priorities.

Continue to develop a collegiate learning culture amongst staff, learning with and from each other.

Continue to develop "pupil voice" and provide pupils with increased responsibility to evaluate the school and empowerment to take their feedback forward.

Staff to develop opportunities for pupils to truly lead their own learning.

Continue to develop pupil leadership through pupil led groups and school "Job Vacancy" opportunities.

Teacher Professionalism

Teacher Professionalism demonstrates the overall quality of the teaching workforce and the impact of their professional learning on children's progress and achievement.

Evidence

HGIOS4 QI 2.3

Monitoring of learning and teaching visits and follow up professional dialogue between staff and SMT

Termly reflection meetings between staff and SMT

Attendance at CPD courses / events/ opportunities for staff to "upskill"

PRD meetings and teachers' professional learning action plans

How are we doing?

- Forward planning has been streamlined and updated across the school. Staff indicate improved understanding of prior learning and greater knowledge to address pupils' needs.
- Staff have implemented new literacy and numeracy resources to deliver a progressive reading, spelling and maths programme at all stages.
- Staff have shared mental maths strategies and resources across the school.
- Five members of staff have accessed training for Level 2 BSL.
- Four members of staff attended Leadership Training sessions during the session.
- Staff took part in a presentation re. Visible Learning presented by the Attainment Challenge Project Leader.

Next steps

Staff will develop assessment as part of the planning process.

Staff will continue to embed "Assessment is for Learning" strategies.

Further development of "Visible Learning" in teachers' classroom practice through professional learning opportunities.

Staff will develop the process of moderation across the curriculum, exploring curriculum benchmarks to ensure a shared understanding of what achievement looks like at each level, particularly in literacy and numeracy.

Staff will develop the process of moderation in joint planning of learning, teaching and assessment using the benchmarks, ensuring progression.

Further upskilling of staff through individual staff access to Shirley Clarke "Transforming Learning through Formative Assessment" platform for personal development.

Parental Engagement and Partnership Working

Parental engagement focuses on ways in which parents, families and professionals work together to support children's learning.

Evidence

HGIOS4 QI 2.5 QI 2.7

Parental Engagement Events

Parent/carer feedback

Feedback from partners

Home Learning

How are we doing?

- We updated our school "Homework" policy in consultation with pupils, staff and parents.
- Information relating to school events, school news and pupil achievements are shared with parents/carers in our weekly newsletter. Feedback is sought throughout the session. We share parent/carer feedback with our stakeholders and show how we plan to address any concerns or issues.
- Classes share their learning with parents/carers in our weekly newsletter.
- We have established a closed school Facebook account in response to parental feedback and social media preference.
- We have introduced an online workshop for parents/carers which can be accessed at home at a time of their choosing. The first of these related to "Finger Gym".
- We have an informative school website which is updated regularly. We also share school news on our school Twitter page. Some classes have their own Twitter accounts.
- Classes invite parents/carers to "Celebrations of Learning".
- This session each class presented a GIRFEC "wellbeing indicator" to parents and carers at assemblies.
- Our Parent Council organised our STEM "Developing the Young Workforce" experience for all pupils at every stage.
- The HT and Parent Council members attended authority training in relation to maximising parental engagement.
- The Head Teacher attended further training to enhance parental involvement and engagement, particularly relating to engagement in children's learning.
- Pupils are provided with a variety of home learning tasks throughout the week.
- Partnerships were established as a result of our "Developing the Young Workforce" experience, including West College, Greenock, Cigna and Hewlett Packard.
- Parents/carers receive an annual report on pupils' progress and achievement.

Next steps

Evaluate our "Homework Policy" with all stakeholders.

Further develop opportunities for parents/carers to be involved in their child's learning including empowerment of parents to support learning through online workshops.

Work with the local authority to develop "reporting" procedures to maximise impact on learning for pupils as part of an authority pilot

Continue to promote, develop and maintain strong partnerships to maximise impact on learners.

Assessment of Progress

Assessment of progress includes a range of evidence on what children learn and achieve throughout their school career. This includes Curriculum for Excellence levels, skills, qualifications and other awards.

Evidence

HGIOS4 QI 3.2

Tracking of pupils' progress- tracking documentation for bi-annual spelling tests and Big Write assessments.

Pupils' learning and achievement folders

Pupils' e-portfolios

Dialogue with pupils

Professional dialogue/meetings with staff

How are we doing?

- Teachers are using school tracking documents for literacy and numeracy. They record and track pupils who require support and challenge.
- Pupils' successes are acknowledged, celebrated and recorded in a variety of ways. Pupils are encouraged to take ownership of their personal "learning and achievement" folders and the "pupil chosen" learning they contain.
- Our pupils are given regular opportunities to talk about their learning and how they learn.
- P7 pupils have created e portfolios.
- Teachers track coverage of experiences and outcomes covered over the year in their forward plan.
- Termly reflection meetings between staff and SMT focus on pupil progress and raising attainment. Action points are set for each member of staff to address issues raised to be acted upon before the next termly reflection meeting.
- Most pupils from P3 to P7 improved on their previous spelling score in the Single Word Spelling Test. Fewer children have more than 6 months less spelling age than chronological age.
- Almost all pupils from Nursery to P7 made progress in writing as indicated in the twice yearly "Big Write" assessments.
- P1,3,5 and 7 pupils undertake PIPS Assessment for Excellence testing throughout the session.
- P5 and P7 pupils have undertaken NGRT (New Group Reading Tests) in accordance with the National Improvement Framework.
- P3 pupils have undertaken an additional literacy screening assessment (QUEST) to identify barriers to learning.
- Almost 40% of our Primary7 year group scored a reading age of 14 years or above in the NGRT assessment.

Next steps

- Strive to ensure all children make at least expected progress or better in all learning but particularly literacy and numeracy.
- Improve attainment of all but particularly middle stages in P3 and P5 in both literacy and numeracy.
- Introduce annual standardised testing in literacy and numeracy at all stages as an additional measure to assess and track progress.
- Upskill staff in reading data and involve staff more fully in the interrogation and assessment of data.
- Develop "profiling" procedures across the school to support planning next steps in learning with pupils and increase incidence and quality of pupil/teacher dialogue. This will include children reflecting on their learning.

School Improvement

The overall quality of education provided in Moorfoot Primary School, Nursery Class and Garvel Deaf Centre and our success in driving forward change.

Evidence

HGIOS 4 QI: 1.1, 2.2, 2.3 3.1

Feedback SMT monitoring of learning and teaching in classrooms

Professional dialogue between SMT/teaching staff

Teacher lesson/daily/medium/long term planning

Tracking and assessment

Feedback from class visits/jotter monitoring

PIPS results

How are we doing?

- Self-evaluation by all stakeholders is becoming more evident across the school.
- Teacher judgements were well matched to PIPS assessment scores for P1, P3, P5 and P7.
- We have started the process of creating our school rationale.
- Our "Education for Work/Developing the Young Workforce" experience made pupils across the school aware of job roles which focussed on the area of STEM subjects.
- We seek and act upon the views of our stakeholders and share our responses to their feedback.
- Stakeholders and visitors describe the school as having a positive culture and ethos which promotes the rights of pupils, staff, parents and other agencies.
- We embrace diversity within and across our establishment.
- SMT monitor learning and teaching in classrooms during the session which is then followed up by professional dialogue meetings between the Class Teacher and SMT.
- Many staff give pupils opportunities to create their own success criteria.
- Many staff make good use of higher order questioning and self and peer assessment within the school.
- All classes experience daily mental maths sessions. Some are making use of "Number Talks".
- Two of our teachers have looked closely at the updated "Technologies" benchmarks to ensure all areas within the programme are being addressed.
- All classes have experienced "coding" and animation" as part of their learning in ICT and Technologies.
- We continue to develop pupil confidence in the use of emotional literacy skills through the development of the PATHS programme from our Nursery Class through to the Primary 7 stage.
- Following last session's training, both HT and DHT have undertaken wellbeing assessments for pupils who require additional support for their social and emotional wellbeing.
- We have created a "Seasons for Growth" group in the last term to meet pupil needs. We have received positive feedback from both pupils, staff and parents regarding the impact.
- Our pupil job vacancies continue to develop the "employability skills" of our pupils.
- All classes presented an assembly which illustrated a wellbeing indicator..
- Almost all staff use restorative approaches when dealing with conflict in our school setting.
- Whole school participation in the Million Miles Walking Challenge.
- Our new Science programme was well received by pupils and staff.
- We reviewed our Spelling programme to ensure all gaps were covered particularly at P1,2,3 stages.
- Following consultation we have an agreed "Universal Service Statement".
- We implemented the local authority "Attendance " policy.

Next steps

Further develop self-evaluation procedures and approaches across the school, Nursery Class and Garvel Deaf Centre with all stakeholders to create a culture of self evaluation.

Develop our curriculum rationale. Develop our curriculum accordingly.

Continue to develop interdisciplinary learning with a focus on the integration of literacy and numeracy across all curriculum areas.

Embed AIFL strategies across the school. Staff will continue to develop their knowledge and understanding of "Assessment is for Learning" strategies through the subscribed "Shirley Clarke Outstanding Formative Assessment" platform/staff/in service and professional reading, particularly in relation to "quality feedback".

Staff will undertake further training in "Visible Learning", provided by Osiris.

Share local authority "Literacy Strategy" and "Numeracy Strategy" with staff when it is available.

We will develop Class Teacher research projects and "tests for change" within classes and gauge impact from planned interventions.

Extend use of the 1+2 French Language platform.

Evaluate our new literacy and numeracy resources.

Audit our HWB programme in relation to the HWB experiences and outcomes and the updated benchmarks.

Further develop interdisciplinary learning particularly in relation to planning and assessment with a focus on integrating literacy and numeracy.

Continue to develop staff understanding and use of HGIOS 4 document and develop use as a working document to support self reflection and approaches to self evaluation

Staff will develop understanding of SEAL (Stages of Early Arithmetic Learning) at the Early Level. Number Talks across the school will also be developed.

We will continue to develop the use of approaches the teaching of "Literacy and English" at all stages using North Lanarkshire Council "Active Literacy" resource.

Continue to revisit the authority "Positive Relationships Positive Behaviour" policy with all stakeholders.

Raise awareness of the "BSL Scotland Act" and its potential impact on deaf learners

Continue to adapt literacy resources to support deaf learners..

We will implement Inverclyde's Anti Bullying Policy and share with all stakeholders.

Achieve Recognition of Commitment/Level 1 Rights Respecting Schools status.