

**Moorfoot Primary School, Nursery Class and Garvel Deaf  
Centre  
Standards and Quality Report  
2017/2018**



Context of the school:

Moorfoot Primary School is a non-denominational school which is situated in the Trumpethill area serving upper Gourrock. The catchment area also includes Castle Levan and Faulds Park estates. We are fortunate to have extensive grounds, including a Multi-Purpose Games Area (MUGA) and excellent views across the River Clyde. The school is further enhanced with our very own "Secret Garden". This garden was created with the support of staff, pupils, parents and members of the local community including Clyde Muirshiel Rangers.

Our school roll is presently 256. We have 10 classes from Primary 1 to Primary 7. Our Nursery Class delivers early learning and childcare for 30 am and 30 pm children per session 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 13.9. This includes members of the Senior Management Team: Head Teacher, Depute Head Teacher and Principal Teacher. 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, 2.5 Class Teachers who are based at Moorfoot, a Learning Assistant and one EYCO. A peripatetic service is also offered to pupils in the Inverclyde area who do not attend Moorfoot Primary School. Garvel Deaf Centre is also accommodated within our cluster high school, Clydeview 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.

Our office staff comprise one full time Senior Clerical Officer and two part time Clerical Officers. We have a full time on site janitor.

Our school building has undergone an extensive £5m refurbishment and has provided us with the highest quality learning environment, fit for purpose in a 21st century school. Bright, airy classroom space is enhanced by the creation of large and flexible learning areas "outside" classrooms. Spectacular roof lights increase natural lighting throughout. All classes are insulated acoustically to the highest

standard, creating an improved learning experience. Our striking ICT suite and library add to the many features of a "five star" learning environment. Externally, the entrance plaza, senior playground/dining terrace and secure nursery playground are a showcase of some of the outstanding features of the transformation.

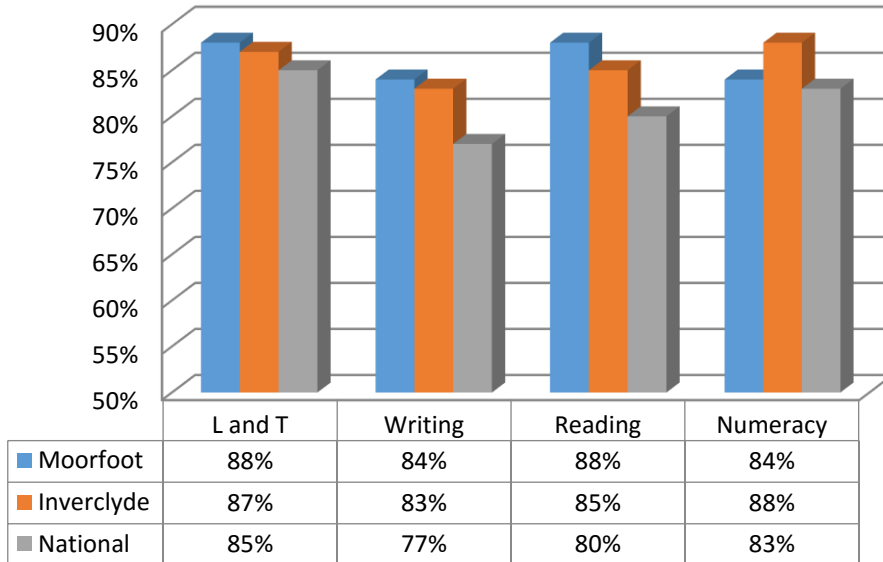
High quality learning and teaching is at the heart of all that we do. In relation to attainment most pupils within our school make at least one year's expected progress in literacy and numeracy with some making very good progress. Attainment Challenge Funding has focussed on raising attainment in literacy and numeracy across the school including those pupils who may be disadvantaged as a result of the poverty related attainment gap. Meeting the needs of all learners is a priority to ensure learning needs and social and emotional needs are fully met.



## Our attainment

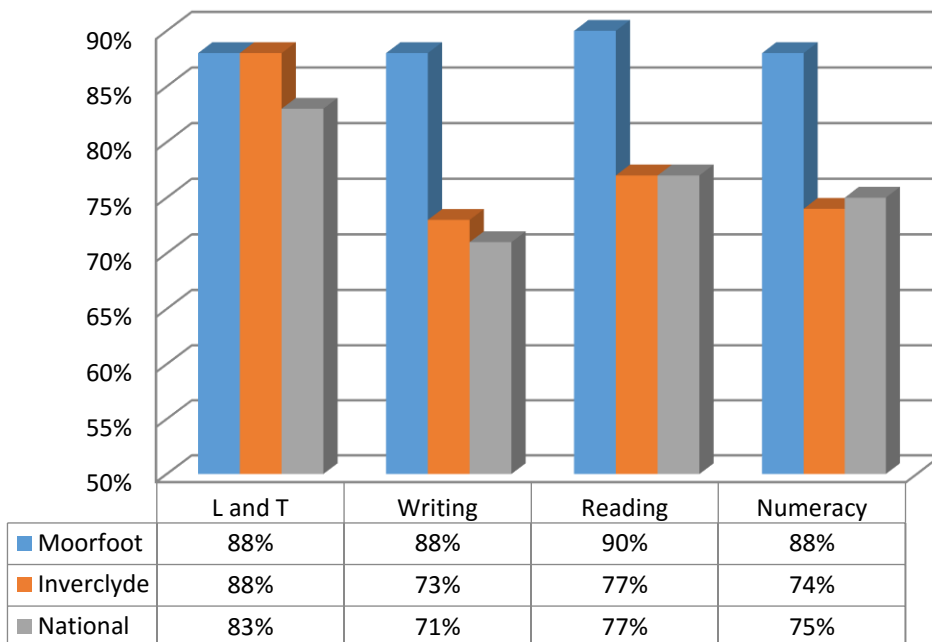
### Pupils achieving expected levels by end June 2017

#### P1 Early



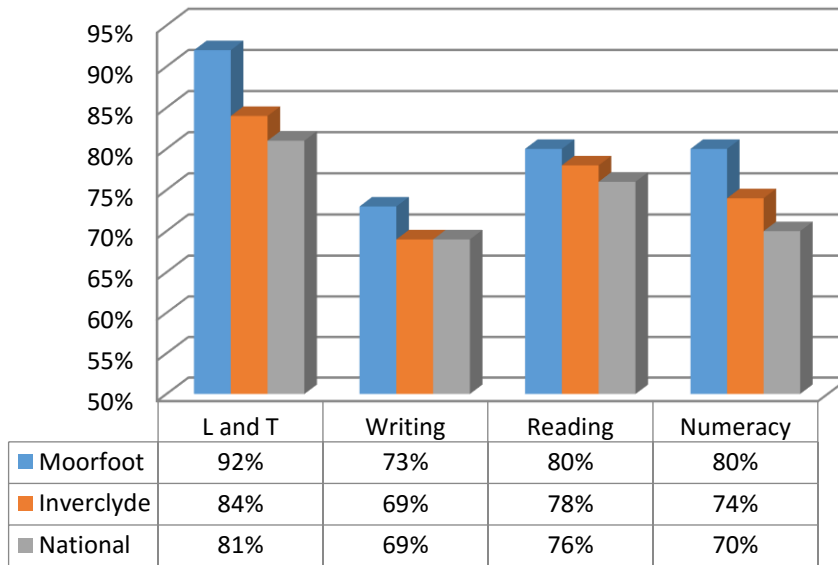
In Primary 1, our pupils exceed local and national attainment levels in Listening and Talking, Writing and Reading. We are slightly lower than the Inverclyde average in Numeracy.

#### P4 First



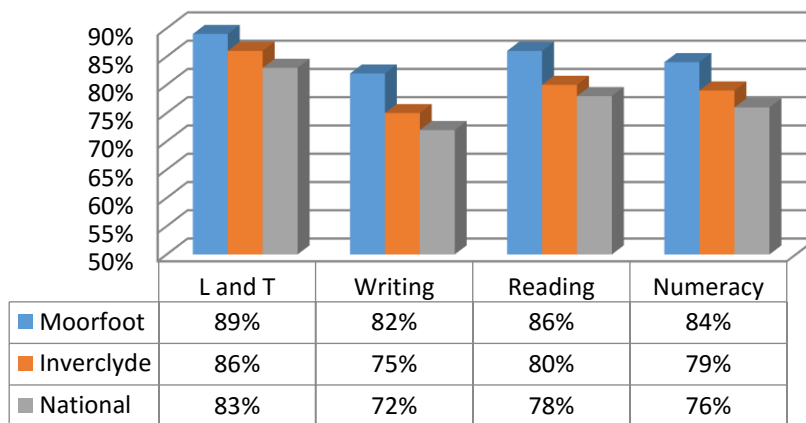
At the end of session 2016/17 our attainment at Primary 4 was higher than both local and national averages in Reading, Writing and Numeracy

## P7 Second



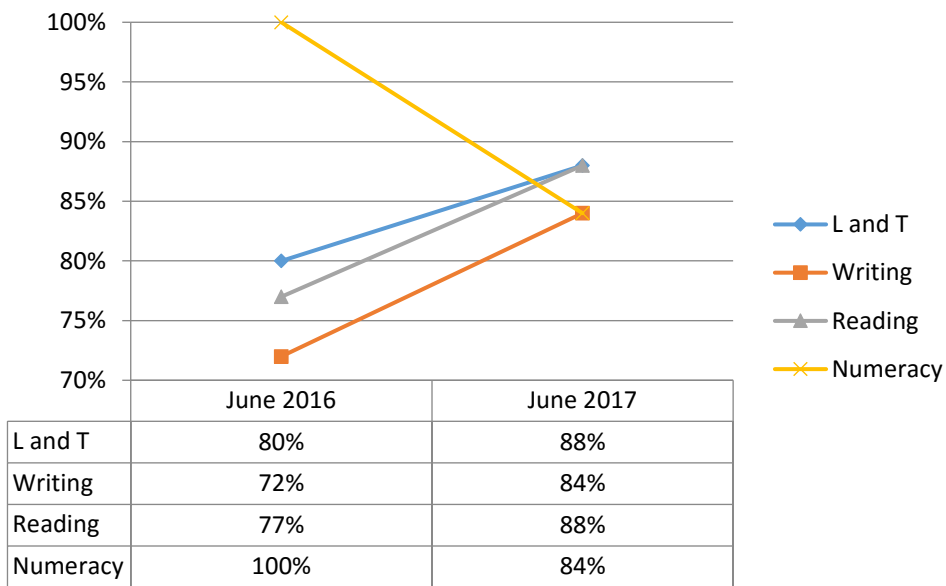
As at June 2017 in Primary 7 the number of our learners who attained Second Level in Listening and Talking, Writing, Reading and Numeracy was greater than the local and national averages.

## Overall achievement across the school

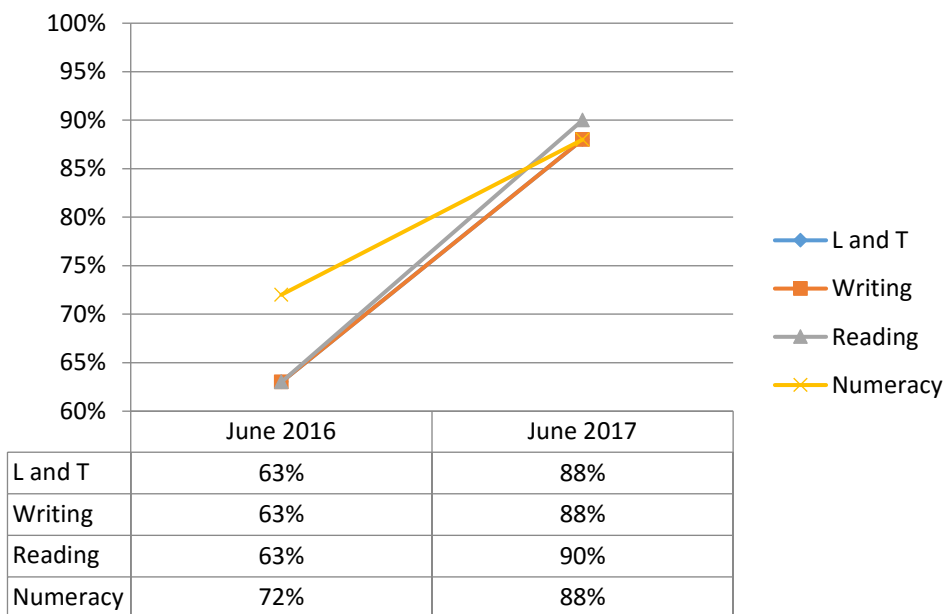


We exceeded both local and national averages in all four areas.

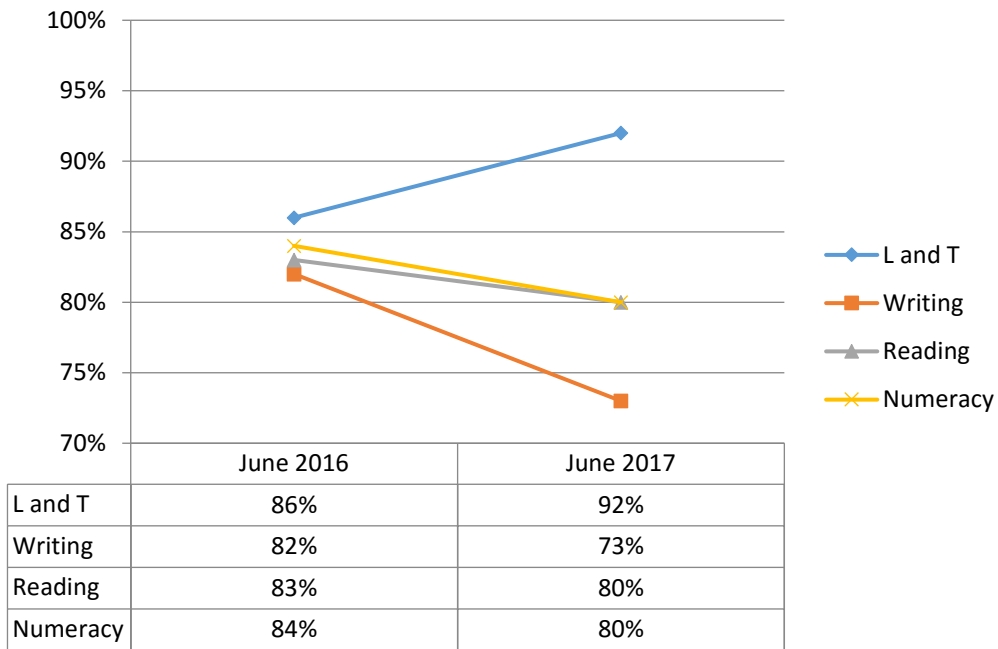
### P1 Stage Attainment Levels June 2016 to June 2017



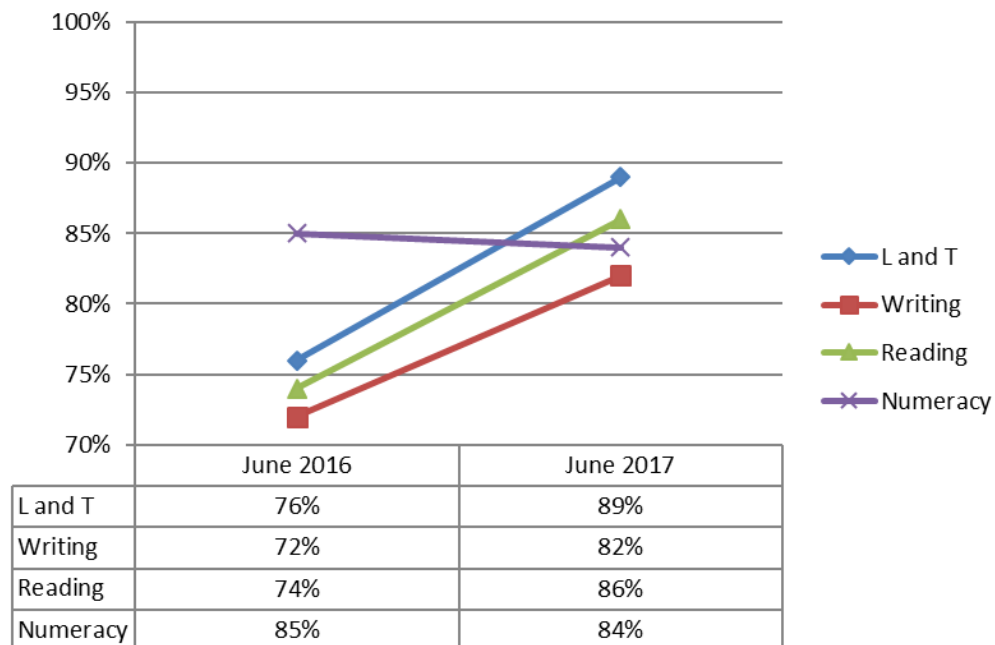
### P4 Stage Attainment Levels June 2016 to June 2017



## P7 Stage Attainment Levels June 2016 to June 2017



## Overall Attainment Levels June 2016 to June 2017



Our attainment data for session 2016/2017 shows good progress, in relation to overall attainment in Listening and Talking, Reading and Writing.

<b>Review of progress for session 2017-18</b>
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School priority 1: Improvements in attainment, particularly in literacy and numeracy	
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<p><u>NIF Priority</u> Improvements in attainment, particularly in literacy and numeracy</p> <p><u>NIF Driver</u> Assessment of children's progress Performance information</p>	<p><u>HGIOS?4 QIs</u> 3.2 Raising attainment and achievement 2.3 Learning, teaching and assessment 2.5 Family learning</p> <p><i>HGIOELC</i> 1.3 Leadership and Management of Practitioners 2.3 <i>Learning, Teaching and Assessment</i></p> <p><i>RRS: Article 28 (Right to Education).</i></p>
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Strategies, progress and impact:

**PROGRESS**

- Staff are engaging with the literacy and numeracy benchmarks during planning for assessment and related moderation activities.
- The DHT is a trained QAMSO and has delivered training to staff.
- Participation in Inter Authority Moderation Event relating to Listening and Talking. Representatives from Early, First and Second Level, including Nursery Staff.
- Professional dialogue relating to pupil achievement of a level has involved staff making good use of benchmarks.
- Staff have been developing the use of Number Talks across the school and developing pupils' mental agility skills.
- Staff at Early Level have been exploring the use of SEAL, visiting other establishments and attending In Service Training.
- Reciprocal reading is being used in some classes to increase pupils' understanding and interrogation of text.
- Higher order questioning is used across the school to extend pupils' thinking.
- Some staff make good use of dialogic teaching approaches.
- We have updated our reporting system to parents/carers and set targets for pupils on a termly basis.



- We have explored the use of online parent workshops to upskill our parents' engagement in their children's learning. Initial online parent/carer workshops have been produced in relation to developing fine motor control and early reading and phonics.
- Creation of progression pathway for ICT/Technologies
- Teachers at Garvel Deaf Centre have continued to undertake training to improve their levels of BSL.

#### IMPACT

- Staff indicate they have a growing awareness and increased confidence in making teacher professional judgements.
- Following training from DHT staff have increased understanding of the moderation process.
- Staff involved in Inter Authority Moderation Event received positive feedback from other participants regarding their Practitioner Moderation submission.
- Pupils are more able to talk through strategies they have used to solve number problems and share ideas and reasoning with others.
- Overall attainment in Numeracy has shown improvement since June 2016.
- Staff indicate their knowledge and understanding of SEAL has improved.
- Pupils create their own higher order questions from texts read.
- Parents/carers indicate they feel better informed as to their child's progress.
- Staff indicate greater confidence in ensuring progression in ICT/Technologies

#### Next Steps:

- Further develop and enhance staff engagement with benchmarks through increased moderation activities, particularly in planning learning, teaching and assessment.
- Implement Inverclyde Numeracy Framework
- Implement Inverclyde Literacy Framework.
- Continue to develop Number Talks and the development of mental agility skills across the school.
- Early Years from Nursery to Primary 1 staff to use SEAL within the learning of Numeracy.
- SEAL to be used as an intervention for those pupils who are not attaining as well as expected in Numeracy.
- Further develop the use of Numicon across the school.
- Reflective reading approaches to be introduced across the school.
- Continue to develop reciprocal and dialogic teaching approaches across the school.
- Address gap in Writing at P4/5 stages.

- Further develop digital learning across the school
- Develop the use of online parent/carer workshops and launch our learning blog.
- Consider application for Digital Schools Award.
- Teachers at Garvel Deaf Centre continue to undertake training to increase levels of BSL.

School priority 2: Closing the attainment gap between the most and least disadvantaged children

NIF Priority

Closing the attainment gap between the most and least disadvantaged children

NIF Driver

Assessment of children's progress  
Performance information

HGIOS?4 QIs

2.3 Learning, teaching and assessment  
2.4 Personalised support  
3.2 Raising attainment and achievement

HGIOELC?

1.2 Leadership of Learning  
1.4 Leadership of Management of Practitioners

*RRS: Article 28 (Right to Education)*

Strategies, progress and impact:

**PROGRESS**

- Appointment of 25 hours additional Support Staff of targeted support for those learners requiring input.
- Staff undertaking training in relation to Visible Learning.
- SMT undertook extensive self-evaluation regarding "What makes a five star learner?" across the school.
- Standardised assessments used this session for literacy and numeracy.
- "Emotional Literacy" checklists used to support pupils experiencing challenges relating to pupil "self-awareness", "self-regulation", "motivation", "empathy" and "social skills". Strategies to support pupils shared with staff and parents/carers.
- Additional Support Needs Toolbox has been used to support the specific learning needs of pupils across the school.

**IMPACT**

- Calm learning environments for all pupils to engage in learning.

- Large reduction in number of exclusions this session from previous years.
- Needs more fully met of those pupils requiring additional support on a one to one basis.
- Staff feedback from Visible Learning is positive and fits alongside other approaches which they use eg AIFL.
- We have created a Moorfoot 5 star "language of learning" and have five learning dispositions.
- Pupils and staff are actively using the five learning dispositions.
- Staff "model" what 5 star learners do.
- Standardised assessments supported teacher professional judgements.
- Standardised assessments used to highlight areas where there were gaps in learning in literacy and numeracy for classes/groups/individuals.
- Strategies to support pupils with social and emotional issues has resulted in almost all pupils being more engaged in their learning.

Next Steps:

- Use PEF budget to meet cost to continue additional 25 hour ASN post.
- Continue to develop use of our learning dispositions.
- Further develop weekly learning reflections and share our "language of learning" with the wider community.
- Continue to develop staff understanding and use of Visible Learning approaches through training.

School priority 3: Improvement in children and young people's health and wellbeing

NIF Priority

Improvement in children and young people's health and wellbeing

NIF Driver

School leadership

Parental engagement

HGIOS?4 QIs

3.1 Ensuring wellbeing, equality and inclusion

2.4 Personalised support

*HGIOELC?*

*1.2 Leadership of Learning*

*1.4 Leadership and Management of Practitioners*

*RRS: Article 28 (Right to Education)*

Strategies, progress and impact:

PROGRESS

- Whole school mental wellbeing events were planned this session.

- School took part in International Day of Happiness.
- DHT attended "Mental Wellbeing" Conference.
- Staff have increased awareness of social, emotional and mental wellbeing and how this impacts on pupil wellbeing and attainment.
- Health and Wellbeing Working Group formed.
- Whole school anti bullying experience took place this session.
- Authority Anti Bullying Policy adhered to.
- Attendance across school is above local and national average.

#### IMPACT

- Positive parent/carer feedback following "kindness/happiness" learning experience.
- Pupils have growing awareness of what "bullying" means. There are less incidences of bullying within the school.
- HWB Working Group accessed resources to promote across the school.
- Pupils appear to have a better understanding of what is meant by "bullying". Fewer pupils say they are being bullied when they fall out or have a disagreement with friends.
- Incidents of bullying investigated and recorded on Seemis.
- We have achieved a Rights Respecting Schools Silver Award.

#### Next Steps:

- Provide a curriculum which supports all learners in having positive mental wellbeing. Equip pupils with coping strategies and empowered with resilience when faced with challenges.
- Full implementation of Authority Attendance Policy.
- Continue to address Anti Bullying agenda.
- Whole school/community HWB event to support mental wellbeing of pupils, staff, parents/carers and the wider community.
- "Celebrating Diversity" event to take place across all levels.
- Work towards "Autism Friendly School" accreditation.

School priority 4: Improvement in employability skills and sustained positive school leaver destinations for all young people

NIF Priority

Improvement in employability skills and sustained positive school leaver destinations for all young people

NIF Driver

Teacher professionalism  
Assessment of children's progress

HGIOS?4 QIs

3.2 Raising attainment and achievement  
3.3 Increasing creativity and employability

Choose an item.

HGIOELC

1.2 Leadership of Learning  
1.4: Leadership and Management of Practitioners

RRS (Right to Education)

Strategies, progress and impact:

PROGRESS:

- Staff aware of the "Developing the Young Workforce" agenda
- Moorfoot Primary School has a Job Vacancy Board.
- Pupils are invited to apply for jobs within the school.
- Pupils attend interviews for jobs.
- Pupils lead their own clubs.

IMPACT:

- Staff using Employability Skills 3-18 skill set as part of everyday learning: Personal Development Skills/Inter-Personal Skills and Enterprise Skills.
- Pupils show increasing levels of self-confidence and skill in applications for jobs and during interviews.
- Pupils take responsibility for jobs/roles to which they have been appointed.
- Pupils show excellent leadership skills in organising and managing their own pupil clubs at break and lunch times.
- Parent/ carer feedback indicated positive response to pupil led clubs and pupil job roles.

Next Steps:

- Continue to develop "DYW" with pupils and staff.

### National priority: How we are ensuring Excellence and Equity?

Our priority is to raise the attainment of every pupil across the school but particularly those who may be disadvantaged as a result of the poverty related attainment gap. We have used SIMD data and FSE figures to identify those pupils, in an effort to target further support to ensure equity.

PEF will target SEAL and Reflective Reading next session in an effort to raise attainment. We will also implement both Inverclyde Numeracy and Literacy Frameworks to ensure greater progression for our learners.

Additional Support Staff are targeted at supporting learners. Who may have barriers to learning.

### Key priorities for improvement planning 2018-19

#### What is our capacity for continuous improvement?

We consider we have good capacity to improve. We will continue to make use of data and act upon feedback from stakeholders.

- We make use of National documents "How Good is our School? 4<sup>th</sup> 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
- We seek formal/informal feedback from all stakeholders including pupils, parents/carers, staff and other agencies.

### NIF quality indicators

Quality Indicator	School Self Evaluation	Key priorities for session 2018/19
1.3 Leadership of change	Good	
2.3 Learning, teaching and assessment	Good	Ensuring high quality learning and teaching. Visible Learning.
3.1 Ensuring wellbeing, equity and inclusion	Good	Promoting positive mental health and wellbeing of pupils.
3.2 Raising attainment and achievement	Good	Reading and Numeracy

### Key Achievements of the school

- Primary 6 and 7 took part in the Galoshans Festival in October.
- Primary 2 took part in the Education Scotland project "Learning to Sing, Singing to Learn".
- Primary 6 pupils achieved Basic BSL SQA qualification.

- Twelve P7 pupils achieved SQA Level 1 BSL
- Every class in the school took part in an Assembly depicting our Five School Values
- We achieved a Silver Rights Respecting Schools Award.
- Primary 5 pupils took part in Level 1 Bikeability Training.
- Primary 6 organised a McMillan Coffee Morning raising £609.
- Our Christmas Show involving the whole school was a resounding success raising money for School Funds.
- Primary 6 and 7 took part in two residential, outdoor learning experiences to Ardentenny and Lockerbie Manor.
- Primary 2 fundraised for Sports Relief by selling wristbands.
- Our school choir take part in many local events, including the Open Day at Gourrock Golf Club.
- Representatives from our school participated in many local competitions eg.

Gourrock Jolly Beggars Burns Club

Phoenix Car Club Cycling Competition

St Barts Art Club Competition

P7 Euro Quiz