

Education – Improvement Planning Document

Establishment Name: **Moorfoot Primary School, Nursery Class
and Garvel Deaf Centre**

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Signatures:

Head of Establishment	Alison Irvine	Date	June 2018
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Quality Improvement Officer	Norman Greenshields	Date	June 2018
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Our Vision, Values and Aims

Our Vision:

We are a five star school. 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.



Our values:

Our school values are integral to our school ethos and culture. They are known and referred to by our pupils. We have five school values. We promote our school as a "**five star school**".

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





Our Aims:

- ❖ To develop an open, welcoming and caring school in which all children feel safe, healthy, active, nurtured, achieving, respected, responsible and included.
- ❖ To create an environment which reflects our school values
- ❖ To build strong collaborative partnerships with parents, carers, families and the local community.
- ❖ To provide a broad, balanced and creative curriculum which meets the unique needs of Moorfoot Primary School pupils.
- ❖ To provide high quality learning experiences in every classroom
- ❖ To provide staff with high quality staff development and professional learning to enhance practice
- ❖ To meet the needs of all and ensure equity for all learners
- ❖ To promote the life-long learning of all staff, pupils and stakeholders, by sharing and developing a learning culture throughout the school community.
- ❖ To promote diversity and empower individuals to flourish and thrive regardless of, sex, age, disability, gender, race or religion.
- ❖ To include all members of the school community in the process of school improvement and self-evaluation.



3 Year Overview of Establishment Priorities

The improvement priorities for our establishment are noted on the following page. They have been expressed in the context of the National Improvement Framework

Our Improvement Priorities extend in a rolling programme over three years. Each priority has been coded accordingly:

Session 2018-2019

Session 2019-2020

Session 2020-2021

Overview of rolling three year plan

National Priorities	Session 2018-2019	Session 2019-2020	Session 2020-2021
<p>Improvements in attainment, particularly in literacy and numeracy</p>	<p>Increase attainment in literacy and numeracy across the school.</p> <p>Ensure progression, particularly in literacy and numeracy.</p> <p>Improve reading comprehension at every stage in the school, particularly at P4 and P5.</p> <p>Equip pupils with relevant technology skills for life, learning and work.</p> <p>Ensure high quality learning and teaching in every class.</p> <p>Enhance the moderation process across level partners, school, cluster, local authority.</p>	<p>Increase attainment in literacy and numeracy across the school.</p> <p>Fully implement Reflective Reading across the school.</p> <p>Embed digital learning in every class.</p> <p>Develop Visible Learning approaches/ Ensure consistently high quality learning and teaching</p> <p>Fully implement the moderation process across the school/cluster/authority/inter authority.</p>	<p>Increase attainment in literacy and numeracy across the school.</p> <p>Embed Reflective Reading</p> <p>Evaluate Writing programme</p> <p>Embed Visible Learning approaches/ Ensure consistently high quality learning and teaching</p> <p>Embed moderation process at all levels.</p>
<p>Closing the attainment gap between the most and least disadvantaged children</p>	<p>Improve attainment of all pupils in numeracy particularly those pupils in SIMD 1 and 2.</p> <p>Ensure needs of all pupils are met across the school.</p>	<p>Fully implement SEAL at the Early Level and as an intervention at First and Second Level.</p> <p>Fully implement Number Talks and Mental Agility at all levels.</p>	<p>Embed SEAL at Early Level and as an intervention at First and Second Level.</p>

			Embed Number Talks and Mental Agility as everyday practice across the school.
Improvement in children and young people's health and wellbeing	<p>Develop HWB programme across the school, making use of progression frameworks/e's and o's/ benchmarks.</p> <p>Develop pupils' ability to cope with difficulties, setbacks and challenges in their lives.</p> <p>Whole school/community HWB experience focussing on mental health and wellbeing.</p> <p>Celebrating Diversity whole school learning experience/ Autism Friendly School Award.</p> <p>Anti Bullying whole school learning experience.</p>	<p>Continue to develop pupil resilience.</p> <p>Further development of HWB programme and use of curriculum pathway.</p> <p>Seek Autism Friendly School Award accreditation</p> <p>Anti Bullying Experience</p>	<p>Develop Food and Health</p> <p>Embed pupil resilience strategies across the school.</p> <p>Anti Bullying Experience</p>
Improvement in employability skills and sustained positive school leaver destinations for all young people	<p>Continue to implement DYW and staff awareness of skills to be developed with pupils.</p> <p>Further develop pupil leadership at all stages.</p> <p>Further explore "Creativity and Learning for Sustainability".</p>	<p>Further develop and implement DYW.</p>	

Pupil Equity Fund –Session 2018-2019

NIF Priority

Closing the attainment gap between the most and least disadvantaged children

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. Our current role is 256. Of this total 217 (85%) live within an SIMD banding of 6 and above.

The number of pupils who are in receipt of FSE totals 21 (8%). Across the school almost all learners are making progress in Reading, Writing, Listening and Talking and Maths with almost all making at least expected or better progress.

PEF allocation will focus this session on supporting those pupils in developing numeracy skills with further implementation of SEAL at the Early Level through the purchase of resources to support the intervention. SEAL will also be used as an intervention for those pupils at First and Second Level who have gaps in their understanding of numeracy.

We will use PEF to ensure additional staffing is available for those pupils from SIMD 1 and 2 who benefit from support in accessing the curriculum more readily and provide support in their social and emotional wellbeing. We aim to minimise exclusions and critical incidents.

Project / priority (details of what you are doing and who you are targeting with additional intervention)	Timescale	Details of spend	How you will evidence improvement
HQ Support	August 2018-June 2019	Estimate £350	All HR and financial regulations adhered to.
ASN Auxiliary 25 hours 46 weeks	August 2018- June 2019	£12 400	Reduction in number of exclusions across the school is maintained. Observations/feedback/fewer critical incidents and disruptions to learning. Feedback from staff/pupils indicates a calm learning environment. Improvements in attainment for learners.
SEAL resources to support implementation across Early Level and Primary 2 and use of resource as targeted intervention at First and Second Levels.	August 2018- June 2019	£3 175	Attainment in Numeracy increases at all levels across the school. Pupils in SIMD 1 and 2 in particular are making progress.
ASN Toolbox	August 2018-June 2019	£500	GIRFEC/Termly Reflection meetings indicate those pupils with ASN are making good progress in their learning.

OSRIS / Visible Learning Training - upskilling of all teaching staff. Year 2	August 2018- June 2019	£6 500	Observations/feedback from pupils/professional dialogue/high quality learning in teaching across the school.
Wi-Fi	August 2018- June 2019	£5 600 see below £1642.76 (balance)	Evidence of enhanced use of digital learning across the school -observations/pupil feedback/termly reflections with staff/professional dialogue.
Garvel Deaf Centre allocation (Contribution to purchase SEAL resources)	August 2018- June 2019	£1 000	Improved attainment in Numeracy for deaf learners.
BALANCE FROM 2017-2018: £3957.24 to be used towards purchase of Wi-Fi.	PROPOSED SPEND PEF ALLOCATION 2018-2019	£25567.76	ALLOCATION FOR 2018-2019: £26 400
Remaining balance		£832.24	Purchases to confirmed

Plan -Session 2018-2019

Priority 1 Improvements in attainment, particularly in literacy and numeracy		
NIF Driver Teacher professionalism Assessment of children's progress Performance information	HGIOS?4 3.2 Raising attainment and achievement 2.3 Learning, teaching and assessment 2.5 Family learning	Other Drivers HGIOELC? 2.3 Learning, teaching and assessment 1.4 Leadership and management of practitioners RRS Article 28: (Right to education): Article 29 (Goals of education):

Expected outcomes for learners which are measurable or observable
<ul style="list-style-type: none"> • Attainment data indicates improvement across all year groups particularly in literacy and numeracy. • Improved attainment in Writing at P4 and 5 stages. • Improved teacher confidence in Teacher Professional Judgements. • Garvel Deaf Centre staff are upskilled in BSL to ensure communication needs of deaf learners are met. • Deaf learners achieve expected levels in Literacy and Numeracy. • Feedback at GIRFEC/Termly Reflection Meetings indicates all children are making at least a year's progress in their learning. • Observations show all children are actively engaged in their learning. • Examples of pupils' learning • Pupil discussions about learning • Learning and Teaching observations indicate very good practice across the school. • Parent/carers feel equipped to support their children's learning.

Tasks to achieve priority	Timescale	Those involved – including partners	Resources and staff development
1.1 Implement Inverclyde Literacy Framework across the school.	Aug-June 2019	HT leading	All staff Inverclyde Literacy Progression Framework
1.2 Implement Inverclyde Numeracy Framework across the school.	Aug -June 2019	PT leading	All staff Inverclyde Numeracy Progression Framework/Moorfoot pathway
1.3 Implement Reflective Reading and develop reciprocal and dialogic teaching approaches across the school.	Aug-June 2019	DHT leading	All staff "Reflective Reading" resource Anne Glennie
1.4 Review and adapt approaches to teaching of Writing at P4 and P5 stages.			
1.5 Develop Reading for Pleasure across all levels.	Jan-March 2019	HT leading	All staff Scottish Book Trust website
1.6 Visible Learning/ High quality learning and teaching	Aug/June 2019	Osiris Education	Staff/pupils: Develop Learning Dispositions HGIOS 2.3 Effective Feedback
1.7 Further develop Digital Learning and implement updated progression pathway	October 2018-June 2019	PT	All staff Moorfoot ICT/Technologies Progression Framework
1.8 Further develop the moderation process across the school/cluster and authority.	Oct 18-Nov 19 Jan 19-Feb 19 (Across school throughout session).	HT/DHT (QAMSO)	Further engagement with benchmarks, particularly literacy and numeracy. Cluster moderation event "Maths and Numeracy"

Tasks to achieve priority	Timescale	Those involved – including partners	Resources and staff development
1.9 Further develop the use of online workshops for parent/carers.	Aug '18-June '19	PT	Staff Pupils I pads
1.10 Garvel staff continue to develop BSL skills	Aug '18 -June '19	BSL Tutor (Level 1 and 2) BSL Scotland	On going training

Evidence of Impact

- Minutes/Professional dialogue with staff at GIRFEC/Termly Reflection Meetings to discuss progress
- Observations of learning and teaching
- Big Write Assessments
- Single Word Spelling Tests
- Pupil reports/target setting reports
- Overall attainment of Teacher Professional Judgements will show attainment of at least 90% in Reading, Writing and Numeracy.
- Feedback from parent/carers

Priority 2 Closing the attainment gap between the most and least disadvantaged children

<p>NIF Driver Assessment of children's progress Teacher professionalism Performance information</p>	<p>HGIOS?4 1.2 Leadership of learning 2.3 Learning, teaching and assessment 2.4 Personalised support 3.2 Raising attainment and achievement</p>	<p>Other Drivers HGIOELC? 1.2 Leadership of learning 1.4 Leadership and management of practitioners RRS Article 28: (Right to education):</p>
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Expected outcomes for learners which are measurable or observable

- All pupils particularly pupils in SIMD 1 and 2 at the Early Level, make at least expected or better progress in numeracy.
- All pupils across the school feel supported in their learning and their emotional wellbeing.
- The school environment is calm and conducive to a culture which reinforces the importance of learning and respecting others' right to learn.

Tasks to achieve priority	Timescale	Those involved - including partners	Resources and staff development
1.1 Implement SEAL at the Early Level and as an intervention at First and Second Level.	Aug '18-June '19	PT /ASN Teacher Early Level staff	SEAL Planners SEAL resources Visits to schools where SEAL has been established

Tasks to achieve priority	Timescale	Those involved - including partners	Resources and staff development
1.2 Continue to develop Number Talks and Mental Agility at all levels.	Aug '18-June '19	HT/DHT/PT	Jo Boaler "You Cubed" website Sherry Parrish "Number Talks" book and video.
1.3 Further develop use of Numicon across the school.	Aug '18-June '19	DHT	Nursery Staff Teaching staff Support Staff All above to explore use of Numicon and how it can be fully utilised.
1.4 Fully utilise Support Staff to ensure needs of all pupils are met when required/necessary.	Aug '18-June '19	HT/DHT/PT/Teaching Staff/Support Staff	Feedback from GIRFEC/Termly Reflection Meetings to ascertain best use of staff. Review/ evaluate support and update.

Evidence of Impact

- Teacher Professional Judgements
- SIMD data
- Professional Dialogue at GIRFEC/Termly Reflection Meetings
- Feedback from pupils
- Feedback from meetings with parent/carers.
- Support Staff Meetings: feedback from staff
- Observations from DHT GIRFEC walkthrough
- Timetables
- Disruptions to learning
- Number of exclusions

Priority 3 Improvement in children and young people's health and wellbeing		
NIF Driver School leadership Parental engagement	HGIOS?4 2.4 Personalised support 3.1 Ensuring wellbeing, equality and inclusion	Other Drivers HGIOELC? 1.2 Leadership of learning 1.4 Leadership and management of practitioners RRS Article 28: (Right to education):

Expected outcomes for learners which are measurable or observable
<ul style="list-style-type: none"> • Pupils face everyday challenges with resilience • Pupils know how to make themselves feel better if they are feeling upset, feeling anxious, feeling angry or trying to stay calm. • Pupils adhere to the school values and show respect for other learners and staff within the school. • Parents/carers are aware of opportunities in the local community to improve their mental wellbeing. • School gains Gold Rights Respecting Schools Award

Tasks to achieve priority	Timescale	Those involved – including partners	Resources and staff development
1.1 Update HWB progression pathway, particularly Personal and Social organiser.	Jan '19 to June '19	SMT	HWB e's and o's HWB benchmarks
1.2 Full implementation of Inverclyde Council "Attendance" policy.	From Aug '18	HT Office Staff	Inverclyde Council Attendance Policy

Tasks to achieve priority	Timescale	Those involved – including partners	Resources and staff development
1.3 Whole school/community Health and Wellbeing experience focussing on mental wellbeing.	September '18	Parent Council Various community groups Jill Trevena/Life Coach	Staff training on mental wellbeing/mindfulness/relaxation School hall for event on Saturday 16 th September
1.4 Whole School "Celebrating Diversity" event	April '19	TBC for April '19	Staff development of knowledge of additional support needs relevant to our school. Presentations from partners to pupils.
1.5 Whole school "Anti Bullying" learning experience.	November '18	All pupils	Anti bullying resources

Evidence of Impact

- Improvements in attendance
- Number of bullying incidents within the school.
- Fewer pupils experiencing anxiety, indicating they "feel down" or have difficult relationships with other pupils.
- Increased number of pupils/parents participating in clubs/hobbies within the community.
- Rights Respecting Schools accreditation

Priority 4 Improvement in employability skills and sustained positive school leaver destinations for all young people		
NIF Driver Teacher professionalism Assessment of children's progress School Improvement	HGIOS?4 3.2 Raising attainment and achievement 3.3 Increasing creativity and employability	Other Drivers HGIOELC? 1.2 Leadership of learning 1.4 Leadership and management of practitioners RRS Article 28: (Right to education):

Expected outcomes for learners which are measurable or observable
<ul style="list-style-type: none"> • Pupils are showing increasing evidence of personal development skills, inter personal skills and enterprise skills. • Increasing number of pupils within the school apply for pupil jobs • Increasing number of pupils lead pupil clubs within the school.

Tasks to achieve priority	Timescale	Those involved - including partners	Resources and staff development
1.1 Staff develop pupil awareness of personal development skills	Throughout session 2018 -2019 as appropriate	HT to lead Staff	Inverclyde Council Employability Skills Guidance 3-18
1.2 Staff develop pupil awareness of inter personal skills	Throughout session 2018 -2019 as appropriate	HT to lead Staff	Inverclyde Council Employability Skills Guidance 3-18

Tasks to achieve priority	Timescale	Those involved - including partners	Resources and staff development
1.3 Staff develop pupil awareness of enterprise skills.	Throughout session 2018 -2019 as appropriate	HT to lead Staff	Inverclyde Council Employability Skills Guidance 3-18
1.4 Pupils are given further opportunity to apply for jobs, perform at interview and undertake roles or lead pupil clubs.	Throughout session 2018 -2019 as appropriate	HT to lead Staff	Job Vacancy Board

Evidence of Impact

- Number of pupils applying for jobs
- Number of pupils undertaking roles and leading pupil clubs
- Monitoring of learning and teaching/observations of pupils
- Staff feedback/professional dialogue
- Pupil feedback
- Pupil interview performance

