



School Improvement Plan Summary: Moorfoot Primary School 2023-2024

Every year, we ask our school community how we could improve our school. All views are considered and we write a school improvement plan. We also write a report on how last year's improvements went. The plan and report is known as a "School Quality and Improvement Plan". A short summary of this year's plan is given below.

Our school's vision, values and aims

Learning Inspiration Friendship Enjoyment

At Moorfoot we aim to build a 'growth mindset' in our pupils where they **believe** that their brain, abilities and talent will improve through hard work. This allows them to develop a drive for growth and a resilience, which enables them to achieve great things.

Moorfoot pupils are at the heart of learning. They will be given the opportunity to have their voice heard, make decisions, influence planning and **lead learning**. Staff aim to engage with pupils to find out what their interests are and help them **develop these interests**. Learning at Moorfoot has no limits.

We aim to develop a rich curriculum with experiences, which **inspire** and **challenge** our pupils. The experiences will enable our pupils to become **aware of the world around them**. They will have the opportunity to engage with themes of global citizenship, sustainable development and **outdoor learning**. Through visits, visitors and learning experiences our school pupils can make relevant contextual links to help them develop the knowledge, skills, values and attitudes they need to face the challenges of the 21st century and contribute to a sustainable future.

At Moorfoot, we aim to develop positive **relationships** across our whole school community. Everyone is made to feel welcome and valued. Opportunities are provided to enable relationships to thrive. We believe in developing **friendship** and partnership.

We aim to have children **enjoying** learning. We want them to feel **confident, happy** and able to reach their full potential. We will do what we can to make this happen.

Last year's school improvement plan

What we improved	How we improved	What impact this had on pupils
We used attainment data to target off track children and specifically raise attainment in writing to between 86 and 89%	Regular Equity and Excellence meetings created challenge and support groups (daily) Claire Lockhart, our writing ASG coordinator worked with focus groups on Fridays.	Our achievement in writing was: Writing in P1 - 100% P4 - 92.3% P7 - 90.9%

Improve/develop systems to track progress and measure impact/progress in literacy	Equity and Excellence meetings used to identify off track learners, and challenge groups ELC using literacy tracker	HMIE recognised our processes for identifying children who may require additional support for learning as a strength. The quality and range of support is helping children to overcome barriers to learning.
ELC staff complete online learning modules on observation and planning	Staff completed modules and began putting into practice what they learned	Observations are clearer in recognising significant learning, which are informing tracking documents.
Improvement in number of pupils who feel that the school help them to feel good about themselves (from 84.5%)	Praise, Achievements Assembly Format of assemblies - successes focus (pieces of 8) Star of the Week Gold Stars Learner Qualities ELC included on wider achievement tracker	Survey result shows increase to 93.1%
Improvement in number of pupils who feel that they are treated fairly and with respect (from 76.2%)	Staff using same script (restorative conversations) Fix it folder Rights Respecting work Pupil surveys Peer mediation	Survey shows a slight decrease to 73.5% However we have reduced the number of pupils saying they disagree or strongly disagree from 6% to 0%
All members of staff at Silver Level Google Workspace	Expectations changed over the course of the session.	Staff (ALL) Bronze 47% Silver 33% Gold 27% Teachers only Bronze 71% Silver 57% Gold 57%

This year's improvements

What we will improve	How we will improve this	The impact on learners that this will have
Continue to raise attainment in Literacy and Numeracy	Equity and Excellence meetings used to identify off track learners, and challenge groups. ELC will use a literacy tracker. Literacy and Numeracy champions attending regular network sessions which are shared at staff meetings. Identified staff to facilitate daily interventions in literacy and numeracy All teachers will confidently engage with the literacy and numeracy frameworks and this will be evident in planning and assessing.	88% of all learners in P1, P4 and P7 combined will achieve: Early Level at the end of P1 First Level at the end of P4 Second Level at the end of P7
Play Pedagogy in P1	Two teachers participating in 8 sessions of Play Pedagogy with South East Improvement Collaborative. This	Learners will experience structured play in a well-planned and resourced environment that will enrich their

	<p>Play Connector will support Moorfoot to improve learning and teaching through play.</p> <p>Pupil Voice Group exploring play opportunities across the school.</p>	learning.
Establish loose parts play	In engaging pupil voice, incorporate Loose Parts Play into Play experiences from ELC to Primary 7	Learners will be able to participate in loose parts play in everyday play experiences in the playground.
RRS silver	<p>Moorfoot will achieve the Silver Rights Respecting Schools Award.</p> <p>RRS Pupil Voice Group to explore and plan award in school.</p> <p>School to submit evidence by May 2024.</p>	Children will be aware of the 54 Articles of the United Nations Convention for the Rights of the Child and will begin to explore how this contributes to their everyday experiences in Moorfoot.
Explore frameworks and current topics	<p>Teaching staff to be confident in using the Literacy and Numeracy Midlothian Frameworks</p> <p>Teaching staff to begin to explore and identify key topics pertaining to social subjects from P1 to P7.</p> <p>Staff will begin to incorporate social subjects linking to school context.</p> <p>Topics will also link to areas identified by Pupil Voice Curriculum Group and staff Social Subjects CAT sessions.</p>	<p>Children will have rich learning experiences in Numeracy and Literacy as identified in the Midlothian Frameworks.</p> <p>Children will experience topics that are relevant to their school context.</p> <p>The Pupil Voice Curriculum Group will be consulted on and begin to identify themed choices for year groups.</p>
Engage with and plan for meta skills rollout	<p>HT and Associated School Group to work collegiately in identifying next steps for Meta skills roll out across the ASG and Midlothian.</p> <p>School staff to explore how Metaskills can be incorporated into the language of Growth Mindset and learner qualities.</p>	Children will become familiar with the Metaskills language and begin to connect the terms with learner skills and qualities.

Most schools in Scotland receive extra money from the Scottish Government. This money can be used to reduce inequality for children who live in households with lower incomes. This is how we used last year's extra money and how we plan to use this year's extra money.

Last year: what we did	The impact for learners
We ensured that learners participated in interventions and supports to raise attainment in literacy and numeracy.	All learners received high quality learning and teaching in literacy and numeracy. Key learners were identified and made good progress.
This year: what we will do	The impact for learners
<p>We will use excellence and equity meetings to identify the needs of learners and plan next steps. The HT will work closely with both support staff and teaching staff to deliver interventions in raising attainment.</p> <p>The Associated School Group Writing Coordinator will work closely with staff and small groups on a weekly basis to raise attainment in writing.</p>	Attainment levels in literacy and numeracy will continue to rise.