



Key developments and improvements

Staff, pupils and parents worked together to bring about improvement in the following areas:

Development of the School Vision, Values & Aims

All stakeholders were engaged in consultation around the development of our vision, values and aims. We identified what made us unique as a school and what was important to us as a learning community. Staff created clear aims as to what we wanted to achieve for the pupils of Mount Vernon. Pupils took a key role in selecting our school values and design. We now have an aspirational vision, shared values and clear aims which will underpin our continuous improvement as a school.



New approach to Promoting Positive Relationships

A new whole school approach to Promoting Positive Relationships has been developed with pupils and staff. All staff engaged in professional learning with regards to managing and supporting pupil behaviour and how to develop positive relationships. Staff also received refresher training on nurture principles. The Pupil Leadership Team took on the key role in deciding the school rules and picking a new logo. A 'Behaviour Blueprint' was created with staff to ensure there was consistency across the school in terms of expectations, rules and routines. We have placed high importance on recognising pupils and their achievements. We have introduced a new House system, Hot Chocolate Friday, Positive Postcards and MVP monthly merits. The new approaches were shared with parents at the Meet the Teacher event in August.



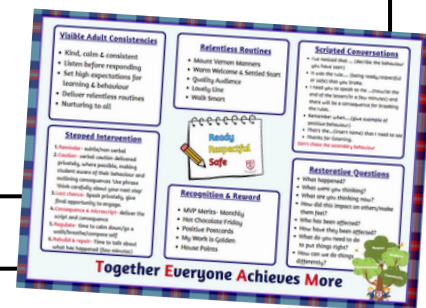
Developments in Learning Teaching and Assessment

Children in Mount Vernon Primary School are making good progress in their learning. We maintaining high standards of attainment and use both summative and formative assessment as well as standardised test to support judgements about pupil progress.

All teaching staff were involved in termly Fact Story Action meetings with SLT to discuss children's progress, barriers to learning and targeted support. This has allowed for more focus to be placed on helping those children who need support to achieve. The development of diagnostic writing assessments has also allowed staff to identify specific areas of focus and next steps for individuals and groups of children.

Teaching staff were all involved in trio peer observations to develop and improve learning and teaching approaches. We will continue to build on this approach this academic session.

A staff working party, led by one of our Principal Teachers, created a collaborative policy which clearly outlines our whole school approach to learning, teaching and assessment in Literacy. This allows consistency of approach across the school and provides a clear breadth, depth and progression of learning.



Progress in promoting well-being, equality & inclusion

Mount Vernon Primary School has a positive and welcoming ethos. We strive to ensure the well-being of all children and families within the school. Our school community has a shared understanding of well-being and children's rights. All staff members create an ethos in which all children feel safe and secure. Children and staff feel valued and respected. Our new school vision, values and rules underpin everything that we do.

With Kids continued to support individuals within the school through Play Therapy.

Children who require additional support to access the curriculum have received support in using digital technology and accessibility features, with success. IDL Literacy was introduced this year to support children who have dyslexia and literacy difficulties.

Health & Wellbeing support was provided to a small group of Primary 1 children. They took part in a 'Colour Monsters' group with the Depute Head and worked on identifying different feelings and emotions.

Emotion Works was introduced to staff as a new approach to developing emotional literacy using a consistent language across the school, and will continue to be developed this academic session.

All staff completed the 'Time for Inclusive Education Modules' as part of the National approach to LGBT inclusive education. We have begun to make links through learning and teaching themes as well as introducing books to our libraries which are representative of all. We are adopting a 'windows and mirrors' approach which allows children to see their own lives represented within the curriculum but can also allow others to look out and understand different ways of living, to their own.

There was robust transition and enhanced transition programme in place for children joining P1. Visits to nurseries and extra planned visits to school made for a positive and smooth transition, for those children with additional support needs.



Progress in improving outcomes for children in attainment & recognising achievement

Children have received a wide and varied range of experiences throughout the year.

Some children have had the opportunity to develop their leadership roles through JRSO, Pupil Forum, Digital Explorers, Sports Captains, Gardening Gang and Peer Mediators. All groups had a successful and wider impact on the school through running clubs, harvesting fruit and vegetables and supporting pupils with playground fall outs and disagreements.

Staff and pupils continue to share and recognise achievement through SeeSaw, assemblies, Wow Work Wednesday and Hot Chocolate Friday.

Primary 5 to 7 were all involved in the Virgin money 'Grow £5' project which developed children's enterprise skills. All children took a great pride in developing their own business, creating marketing using digital technology, and showcasing their learning through an event for the school and parents.

There continued to be lots of opportunities for children to get involved through physical activity and sport. Some children took part in City of Dance, Super 7s, Stepford football and Gymfest. Our P4 and P7 girls also were involved in a special tennis session with Judy Murray to help promote tennis and sports leadership in girls.

We ensured that we had a clear focus on raising attainment through:

- Planned targeted intervention for groups of children and individuals
- Introducing IDL literacy support
- Accessing resources that will support children emotional and mental health and wellbeing.



Next Steps for School Improvement 2023-2024

Following on from completing self-evaluation the following areas have been identified as improvement priorities for the coming session:



What do we want for our children and school community?

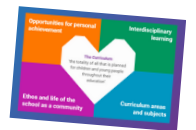
At the heart of our school community are our children. As a staff in Mount Vernon Primary our hopes and aspirations for our pupils and school are to create an inclusive community where everyone achieves. We aim to:

- provide a **safe, nurturing and engaging** learning environment, where everyone feels **valued** and is treated **fairly**.
- develop the **values and skills** required to be **responsible, respectful** and **successful** within a **diverse** society.
- create a **challenging** and **stimulating** learning environment, through **high quality learning and teaching**, where **achievement** is celebrated and children take a **pride** in their learning and work.
- develop a **determination to succeed** and the **positive mindset** to keep trying.
- create a strong sense of **community**, built on **positive relationships** and **partnerships**.

Our next steps for improvement are:

Engagement, Participation & Inclusion - Develop and create a curriculum rationale

This will involve working together as a school community to review our curriculum design to ensure it meets the needs of our pupils and our unique school context. We need to have a shared understanding of what we are trying to achieve through our curriculum, to ensure there is equity of opportunity for all learners to succeed and achieve.



Wellbeing & Learning - Develop consistent approaches for effective learning and teaching

As a school we will be focusing on learning and teaching approaches to ensure there is consistency at all levels. We will be focusing on the use of Learning Intentions and Success Criteria. Staff will work collaboratively to audit, review and improve learning and teaching within the classrooms. We will also be reviewing our current approach to planning and teaching Numeracy and Mathematics and making links with the Glasgow Counts methodology.



Achievement & Progress - Develop consistent approaches to planning, tracking and monitoring

This year we will continue to develop our approaches to planning, tracking and assessment to ensure we have clear information and evidence of pupils' progress and attainment. We will be developing our Fact Story Action approach to ensure we are using data effectively to track and monitor the effectiveness of planned intervention, with an increased focus on the most deprived children.



How can you find out more information about our school?

Please contact us directly if you require further information or if you wish to comment on the report.

The contact e-mail address is: headteacher@mountvernon-pri.glasgow.sch.uk
Our telephone number is: 0141 778 9616
Our school address is: 80 Criffell Road, Glasgow, G32 9JQ

Further information is available in:

- Newsletters
- X - @mvpglasgow
- MVP School App
- The School Handbook
- School Improvement Plan 2023-2024



Together Everyone Achieves More