

Improvement Planning Guidance for Schools and Centres 2021-22

Developing a manageable, measureable annual improvement plan

An effective improvement plan will consist of a small number of well-considered priorities, expressed as measurable and achievable outcomes for learners.

The school improvement plan should include the following:

- priorities clearly linked to NIF drivers and HGIOS?4 quality indicators (QIs) including the impact of Covid-19;
- measurable outcomes which focus on learning, achievement and wellbeing;
- clearly identified responsibilities for implementation and methods of change, linked to named individuals or teams;
- clear links to CLPL and professional enquiry;
- clear deadlines which ensure priorities are achieved within intended timescales and take account of working time agreements;
- clear planning for how the Pupil Equity Funding (if relevant) will be used to provide targeted interventions in literacy, numeracy and health and wellbeing to close the poverty related attainment gap; and
- measures of success which include performance data, quality indicators and stakeholders' views.

The delivery of the improvement plan should be discussed and agreed with staff as part of their collegiate hours within the working time agreement. The plan should be a working document which is regularly reviewed. Schools should use the plan to monitor progress towards achieving the identified outcomes and improvements, based on valid and reliable evidence.

A statement of the School / Establishment

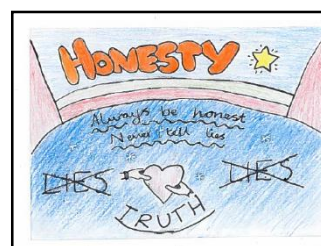
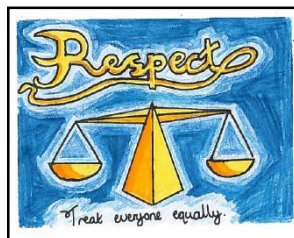
Vision, Values , Aims and Curriculum Rationale

Section 1 - A Statement of the School's/Establishment's Vision: Values: Aims

Our vision, values and aims for Mosshead Primary School have been created in conjunction with staff, pupils, the Parent Council and other partners.

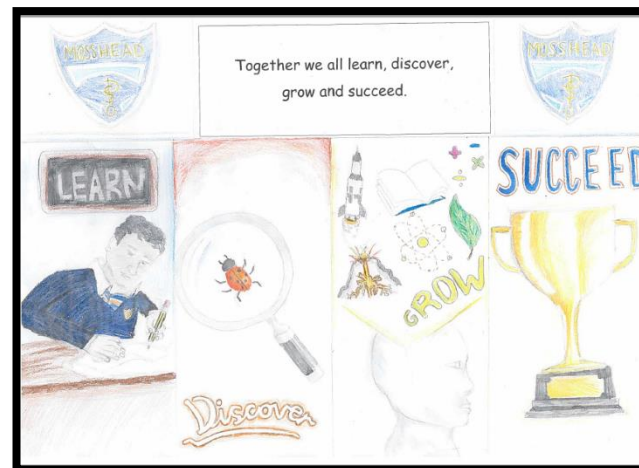
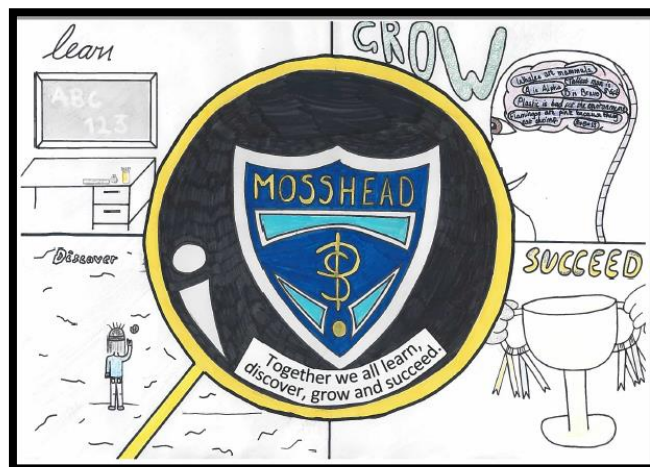
Values

Kindness
Friendship
Respect
Honesty



Vision

Together we all learn, discover, grow and succeed.



Mosshead embraces Curriculum for Excellence and the staff, parents and pupils decided that the aims of Curriculum should be those of the school. Some changes were made to the wording to help make these more accessible to younger pupils:

Mosshead Aims:

To support children to become successful learners, confident individuals, responsible citizens and effective contributors through:

- being self aware and developing relationships with others, in families and in communities.
- development of knowledge, skills and attributes that are needed to thrive in our interconnected, digital and rapidly changing world.
- supporting development of democratic citizens and respectful, active shapers of the world.

Adapted from Curriculum for Excellence Refreshed Narrative

<https://scotlandscurriculum.scot/>

School Behaviour Code

The Mosshead behaviour code is:

Responsible, Respectful, Safe.



All images designed by the pupils of Mosshead Primary

	IMPROVEMENT PRIORITY	TARGETS
1	STEM	<p>To raise attainment in STEM subjects through:</p> <ul style="list-style-type: none"> • Teaching staff professional development of effective learning and teaching approaches to further develop skills (developed through number talks, application of maths skills and professional enquiry) • Moderation of numeracy and maths across P1-7 (Staff have a shared understanding of standards and expectations and can confidently report on CfE levels). • Engagement with COP 26 and Climate Action Week • Facilitation of an effective project based on STEM (COP 26) and opportunity to share learning across the upper stages. • Continuing to develop STEM approaches within all stages of primary school, focussing on skills and linking to DYW.
2	Rights Based Learning	<ul style="list-style-type: none"> • To develop knowledge about rights based learning and begin to integrate this into the life and work of the school. • To achieve the Rights Respecting Schools Bronze Award
3	Improving outcomes to close the PRAG/ Reducing the gender gap in Reading and Writing	<ul style="list-style-type: none"> • To improve engagement and increase attainment in reading and writing for boys and reduce the gender related attainment gap.

Improvement Priority	NIF Priority	NIF Drivers	EDC NIF Action Plan	Overall Responsibility		
STEM Continuation of development from 2019-21 with this year's focus on DYW/ Maths	Improvements in attainment in (Literacy) and Numeracy Improvement in employability skills and sustained, positive school destinations for all young people	School Improvement Teacher professionalism Parental Involvement	Improvement in attainment in numeracy Improvement in employability skills and sustained, positive school leaver destinations for all young people	Kate Turnbull Erin Smyth		
Tasks/Action Required <i>This action breaks targets into specific tasks and actions that need to be undertaken by named individuals or groups.</i>	Timescale (by ...) <i>This should have clear timescales</i>	Resource Requirements <i>What do you need to complete the task?, (people, material, time)</i>	Person Responsible	Monitoring and Evaluation Arrangements <i>How will you know and what is the impact?</i>	Progress <i>This should be updated on a regular basis with clear detail on what has been achieved.</i>	
To further develop pupils' understanding of how skills link to careers/DYW, particularly the use of the World of Work website/ resources.	Dec 2021	Collegiate Hrs - Staff Training on DYW/ Careers Education 3-18 Opportunities for DYW identified for each year group and overview created. World of Work website in use.	Kate Turnbull/ Erin Smyth	Discussion with staff and pupils. Observation of work in classes. Seesaw learning profiles		
Appoint Young STEM leaders through application process.	Oct 2021	Applications to be carried out early in session.	Kate Turnbull/ Erin Smyth	Young STEM leaders identified. YSL opportunities showcased at		

To provide leadership opportunities for Young STEM leaders across the school.		Opportunities identified throughout the year.		assemblies, on Seesaw, on Twitter, etc.	
To engage in training related to COP 26	9 th Sept 2021	Staff CLPL time	Erin Smyth P6/7 staff	Training will support learning opportunities for COP 26	
Engagement with Climate Action Week	w/b/ 13 th Sept	Resources for classes	Erin Smyth Kate Turnbull YSLeaders	P1-7 will engage with activities related to climate action	
To engage in learning and activities related to COP 26	During term 1	P6/7 COP project plan and resources Rotary Club COP 26 poster competition	Erin Smyth	Project outcomes shared within school and in wider community	
To create a STEM policy STEM policy to be created to reflect work undertaken sessions 2019-2022	Dec 2021	Policy created in conjunction with staff, pupils, parents and other relevant stakeholders.	Kate Turnbull	Policy created and shared with stakeholders.	
Collaborative Professional Enquiry to evaluate and improve application of maths skills in a context.	Ongoing throughout year	Collegiate Hrs/ Prof Dev Time	All Teachers Kate Turnbull	Professional Enquiry feedback to all staff at May Inservice Day	
Integrating Number Talks into Maths lessons to support application of skills.	By Dec 2021	Collegiate Hrs – Staff Training on Number Talks process and discussion about use in class	Kate Turnbull/ Robyn Hamilton (Maths Champion)	Feedback from staff and pupils Observations of use in classes	
Moderation – Teachers to plan, deliver and evaluate lessons (including use of peer observation) which involve	Ongoing Collated by June 21	Collegiate hours Adapted Moderation Booklet using West Partnership framework	Kate Turnbull/ Robyn Hamilton	Improved teacher judgements about standards in maths. Folder created.	

application of Maths skills in a context. Share examples of these as exemplification of achieving a level (create folder of materials for reference)					
Leadership and Parental and Learner Engagement Opportunities					
<p>Pupils will be involved through focus groups e.g. Pupil Council and Pupil Learning Reps using HGIOURS.</p> <p>Pupils will have leadership opportunities through Young Stem Leaders</p> <p>Parent Council Careers Fayre – opportunities for all parents to contribute/ support</p> <p>Seesaw - Information and learning showcased for families</p> <p>Parent Council involvement in STEM policy</p>					
Resource Requirements	Costs <i>Please see PEF funding – detailed breakdown on last page</i>			Professional Learning	
<ul style="list-style-type: none"> Time (identified through collegiate calendar; personal professional development time and cover costs) Resources for supporting learning in maths. 	<p>Staff cover costs for development work – tbc</p> <p>Resources to support climate action projects/ learning activities</p>			<ul style="list-style-type: none"> Whole staff training sessions Professional Learning Community/ Professional Enquiry projects Professional reading Quality assurance processes Reciprocal visit opportunities (Peer Observations) 	

Improvement Priority	NIF Priority		NIF Drivers	EDC NIF Action Plan	Overall Responsibility	
Rights Based Learning	Improvement in children and young people's health and wellbeing		School Leadership Teacher Professionalism Parental Engagement School Improvement	Improvement in children and young people's health and wellbeing	Susan Yeoman Erin Smyth Robyn Hamilton	
Tasks/Action Required <i>This action breaks targets into specific tasks and actions that need to be undertaken by named individuals or groups.</i>	Timescale (by) <i>This should have clear timescales</i>	Resource Requirements <i>What do you need to complete the task?, (people, material, time)</i>	Person Responsible	Monitoring and Evaluation Arrangements <i>How will you know and what is the impact?</i>	Progress <i>This should be updated on a regular basis with clear detail on what has been achieved.</i>	
Overview for staff of Rights Based Learning legislation	Aug 2021	Collegiate time – 10 th Aug	Susan Yeoman, HT	Discussion		
Identify teacher leads for Rights Based Learning work	Aug 2021	None	Susan Yeoman, HT	Leads identified		
Register for RRSA Award with Unicef	Sept 2021	£600 – Staff and Curric budget	Susan Yeoman, HT	School registered		
Rights Based learning leads undertake training course	Sept 2021	Access to RRSA training course	RRS leads	Training undertaken – leads confident in taking forward		
Lead staff (and others if they choose) to undertake the 7 RRSA modules	Sept-Dec 2021	Access to RRSA modules	RRS leads	Modules undertaken – leads confident in taking forward		
Inform the whole school community that the school is working on the RRSA.	Sept/Oct 2021	Staff meetings/ Assemblies/ Parent info emailed.	RRS leads	Whole school informed		
Become familiar with the United Nations Convention on the Rights of the Child	Oct 2021	Time – Inservice Day – Oct Assemblies	RRS leads	Stakeholders have improved knowledge		

		Parent Info sent out			
Set up the RRSA Steering group including RRS ambassador pupil group	Oct 2021	Volunteers to join group	RRS leads	Group established	
Audit/ review school practice	By Dec 2021	Time – Inservice Day - Oct	RRS leads	Audit carried out and next steps identified	
Complete an Action Plan for Silver RRSA	By Dec 2021	Collegiate Time – Nov 17 th SIP meeting	RRS leads	Action Plan created	
Submit documents for Bronze RRSA Award	By Dec 2021	None	RRS leads	Documents submitted and Bronze Award achieved	
Start Silver RRSA work (tasks to be decided following work done above)	Jan 2022 >	tbc	HT/ RRS leads		
Leadership and Parental and Learner Engagement Opportunities					
<i>Parents will be invited to join the RRSA Steering Group</i> <i>Pupils will have the opportunity to join the Rights Respecting Schools Ambassadors group.</i> <i>Pupil and parent views will be sought through the audit to help steer planning.</i>					
Resource Requirements	Costs <i>Please see PEF funding – detailed breakdown on last page</i>		Professional Learning		
Collegiate time Development time for RRSA leads	£600 sign up fee for RRSA		RRSA Leads will undertake training course and modules and will then disseminate information to others as appropriate.		

Info for planning above came from:

<https://www.unicef.org.uk/rights-respecting-schools/getting-started/bronze/working-towards-and-applying-for-bronze/>

Improvement Priority	NIF Priority	NIF Drivers	EDC NIF Action Plan	Overall Responsibility	
Literacy To improve engagement and increase attainment in reading and writing for boys and reduce the gender related attainment gap.	Improvements in attainment in Literacy	Teacher Professionalism/ School Improvement/ Parental Engagement/ Assessment of Children’s Progress	Improvement in attainment in literacy/ Closing the attainment gap between the most and least disadvantaged	Susan Yeoman Elinor Governo	
Tasks/Action Required <i>This action breaks targets into specific tasks and actions that need to be undertaken by named individuals or groups.</i>	Timescale (by) <i>This should have clear timescales</i>	Resource Requirements <i>What do you need to complete the task?, (people, material, time)</i>	Person Responsible	Monitoring and Evaluation Arrangements <i>How will you know and what is the impact?</i>	Progress <i>This should be updated on a regular basis with clear detail on what has been achieved.</i>
Continue use of phonics books with senior pupils (Rescue and Talisman chosen by children) to improve phonic and reading skills	June 2022	Rescue and Talisman series (Phonics books.co.uk)	Kate Turnbull	Achievement of CfE target of 2 nd level (P7)/ Working on track for 2 nd level (P6) Data analysis about literacy gap for boys when compared to girls	
New novels purchased and used at junior stages with interest for boys (chosen by boys)	Dec 2022	2 new novel sets	Susan Yeoman	Achievement of CfE target of 1 st level (P4)/ Working on track for 2 nd level (P5) Data analysis about literacy gap for boys when compared to girls	

<i>Stories/ parts of stories recorded by Macastory to be used in class to engage boys in reading. These stories to be purchased for class libraries.</i>	Ongoing throughout the year	Recording of stories from Macastory	Susan Yeoman	Pre and post survey results for boys reading. Observations of engagement of boys reading. Data analysis about literacy gap for boys when compared to girls	
<i>Macastory creative writing workshops P5-7 (in person or online depending on levels/Risk assessments)</i>	Ongoing throughout the year	Workshops from Macastory	Susan Yeoman	As above	
<i>Additional teacher support Aug-Dec to target specific children (PEF + boys not on track)</i>	Aug- Dec 21	Teacher 1 day a week	Susan Yeoman	Data analysis about literacy gap for boys when compared to girls. Pre and post assessment for individuals targeted.	
<i>Resources to be purchased and put in place to promote engagement in reading and writing in infant stages including motor skills.</i>	By Sept 2021	Resources for infant stages	Elinor Governo	Data analysis about literacy gap for boys when compared to girls. Observations of boys during play2learn Termly assessment of boys literacy skills and targeted intervention as required.	
<i>Play to learn to include lots of opportunities for reading and writing across all areas of play e.g. instructions/ lists/ etc at tool station.</i>	Ongoing throughout the year	Play to learn set up effectively	Elinor Governo	As above	

<i>Highland Developmental Profile for 4 years olds to be used where there are any early concerns about progress.</i>	By end Sept 2021	Profile Staff time	Elinor Governo	Pre and Post profile (Sept 21 > April 22)	
<i>Promote Scottish Book Week using digital author visits, story recordings by parents and 'Stream My Story' (sent by EDC Libraries)</i>	15-21 Nov 2021	Resources on YouTube 'Stream My Story' Author Visits (digital) Parent story recordings	Elinor Governo	Glow Forms surveys	
Leadership and Parental and Learner Engagement Opportunities					
<i>Targeted learning in literacy for targeted pupils</i> <i>Play to Learn</i> <i>Pupils involved in selection of resources</i> <i>Macastory recorded stories/ Steam My story links shared with families to promote reading at home</i>					
Resource Requirements	Costs <i>Please see PEF funding – detailed breakdown on last page</i>		Professional Learning		
Rescue and Talisman Phonics books series for senior age range (chosen by pupils) 2 new novels for junior age range Digital stories and workshops from Macastory to promote engagement. Books for class library to complement Macastory work Additional Teacher support Aug-Dec Resources to support engagement in literacy in early stages – e.g. digital light up writing tablets, puppets, create library areas with range of storytelling resources, etc.	PEF £596 – Rescue and Talisman Phonics books series (chosen by pupils) £241 – 2 new novels chosen by P4 boys £2500 – digital stories and workshops from Macastory to promote engagement. £700 – books for class library to complement Macastory work Additional Teacher support Aug-Dec - £3576 Cover/ resources to support engagement in literacy in early stages - £2000 School Fund/PTA Scottish Book Week author visits		HT an DHT with literacy responsibility engaging in professional enquiry to explore ways to improve literacy engagement for boys.		

PEF Funding- Attainment by Gender

Numbers of non attaining children are low but girls do outperform boys across the school as a whole. The percentages are of boys/ girls rather than whole school as our school has significantly more boys on the school role. In P7 about 2/3 of the role is boys.

The most significant gender gaps are in reading and writing. Our literacy development over the past 2 years has aimed to address some of these issues through introduction of a wider range of writing genres/ topics to engage boys, online books bought through Bug Club with a wide range of genre, graphic novels purchased, introduction of a school library with newspapers/ magazines/ etc. These developments are having some impact as can be seen below but some further consideration needs to be given to this. This is the main target for our PEF funding next session.

	P1-7 boys	P1-7 girls	P1-6 boys	P1-6 girls	P1-3 boys	P1-3 girls
M	9 – 4.7%	5 – 3.6%	6 – 4.4%	5 – 3.5%	2 – 2.7%	2 – 3.1%
R	17 – 8.9%	5 – 3.1%	11 – 7.1%	5 – 3.6%	5 – 6.8%	2 – 3.1%
W	20 – 10.3%	6 – 3.7%	15 – 9.7%	6 – 4.3%	8 – 11%	2 – 3.1%
L&T	5 -2.6%	1 – 0.6%	4 – 2.6%	1 – 0.7%	1 – 1.3%	1 – 1.5%

Pupil Equity Target	Objectives	Impact for Pupils in Deciles 1-3	Cost	Review - Evaluation
Focus area	Outcome (who, what, by when, by how much)	Measures		
Literacy	To improve engagement and increase attainment in reading and writing for boys and reduce the gender related attainment gap.	Boys viewpoints gathered in June 2021 will compare with boys' viewpoints gathered in June 2022 Survey feedback from Macastory sessions from pupils Attainment data for boys compared with girls June 2021 compared with June 2022	£596 – Rescue and Talisman Phonics books series (chosen by pupils) £241 – 2 new novels chosen by P4 boys £2500 – digital stories and workshops from Macastory to promote engagement. £700 – books for class library to complement Macastory work Additional Teacher support Aug-Dec - £3576 Resources to support engagement in literacy in early stages - £2000	