

Framework for School Improvement Planning 2022/23

Section 1: School Information and 3 Year Improvement Plan Priorities	
School/Establishment	Mosshead Primary
Head Teacher	Susan Yeoman
Link QIO	Karen Oppo

School Statement: Vision, Values & Aims and Curriculum Rationale
http://www.mosshead.e-dunbarton.sch.uk/school-info/vision-values-and-aims/ http://www.mosshead.e-dunbarton.sch.uk/learning/curriculum/ http://www.mosshead.e-dunbarton.sch.uk/school-info/behaviour-code/

	Looking Forwards – 3 Year Improvement Plan Priorities		
	Bullet point key priorities for the next 3 years		
Session	2022/23	2023/24	2024/25
Priority 1	Maths (Robyn)	Maths – cont.	Science
Priority 2	Rights Based Learning (Erin) inc review of RME	Health - PE	Expressive Arts
Priority 3	Literacy – Reading for Enjoyment (Elinor) and Spelling (Susan/ Nicola)	Outdoor Learning	HWB - general

The above priorities are based on surveys from staff and parents, and pupil feedback through a Diamond 9 collaborative activity.

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Section 2: Improvement Priority 1	
School/Establishment	Mosshead Primary
Improvement Priority 1	Maths
Person(s) Responsible	Robyn Hamilton, Acting PT Supported by Kirstin Ballingall Maxwell / Saoirse Carlyle (Teaching Staff) Collaborating with Parent Council/ Parent Body on supports required for family learning Collaborating with Learning Council on implementation/ progress Collaborating with Young STEM Leaders on creation of supporting documents/ videos Collaborating with EDC Maths Champions/ QIO on improving learning and teaching/ supporting professional learning

NIF Priority	NIF Driver	HGIOS 4 QIs	EDC Service Plan 2021-24
Improvement in attainment, particularly in literacy and numeracy.	parent / carer involvement and engagement curriculum and assessment teacher professionalism	QI 1.2 Leadership of Learning QI 2.2 Curriculum QI 2.3 Learning, Teaching & Assessment QI 2.5 Family Learning QI 3.2 Raising attainment and achievement	Improvement in attainment in numeracy Improvement in employability skills and sustained, positive school leaver destinations for all young people

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Opportunities for Leadership	Resource Requirements	Parental Engagement and Involvement
<ul style="list-style-type: none"> Teaching staff who have undertaken Maths Champion Training will take leadership/support role through this development. Pupils will be involved in providing feedback/ suggestions for improvement/ gathering peers views through focus groups e.g. Pupil Learning Reps, including use of HGIOURS. Pupils will have leadership opportunities through Young Stem Leaders creating information sheets/ videos to demonstrate strategies/etc. 	<ul style="list-style-type: none"> Time – see collegiate calendar for SIP meetings and Inservice Days/Personal professional development time. Cover costs for staff undertaking any leadership responsibility that requires release from class. Additional resources for supporting learning in maths. 	<ul style="list-style-type: none"> Parent Council Careers Fayre – opportunities for all parents to contribute/ support. Parent Feedback - feeding into resources to support parents (Glow Forms). Seesaw - Information and learning showcased for families. Information sheets and recorded videos for parents – emailed and on website. Parent Council ongoing involvement in feeding back parent views at meetings. Twitter feed of learning in Maths, esp focus days/ weeks.
Professional Learning	Interventions for Equity	Pupil Equity Funding (PEF) Allocation
<ul style="list-style-type: none"> Whole staff/ Teaching staff training sessions (Inservice Days/ collegiate hrs). Professional Enquiry projects. Professional reading/ viewing online materials. Quality assurance processes. Reciprocal visit opportunities (Peer Observations). SMT/Class Teacher observations and follow up professional discussions (coaching). 	<ul style="list-style-type: none"> Maths Recovery Targeted Support – SMT/ SLAs Use of concrete materials IDL links Parent workshops/ support Targeted home learning Promoting a high quality learning experience 	N/A

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Outcomes/Expected Impact	Tasks/Interventions	Measures	Timescale(s)	Progress
<i>Outcomes for learners; targets; % change</i>	<i>Activities in Working Time Agreement, Professional Learning and Teaching interventions</i>	<i>What ongoing information will demonstrate progress? Identify qualitative, quantitative, evaluative pre and post measures</i>	<i>What are the key dates for implementation? When will outcomes be measured?</i>	
Improve effective learning and teaching approaches in Maths to further develop learners' skills and application of strategies to solve problems.	Develop Teacher knowledge and understanding of planning experiences and outcomes related to Maths Skills (Karen Oppo).	Teacher knowledge and confidence with regard to planning.	August In service – Tues 16 th Aug am	
Maintain 'almost all' pupils achieving appropriate levels.	Develop Teacher knowledge and skills related to a range of Maths strategies to improve skills in using mental maths strategies including use of blueprint boards (Karen Oppo).	Teachers and pupils improved confidence in using mental maths strategies including use of blueprint boards. Staff questionnaire. Learning Reps feedback.	August In service – Tues 16 th Aug am	
Maintain 'almost all' pupils attaining above average in P4 and P7 SNSA results.	Develop Teacher knowledge and skills related to using a range of concrete materials e.g. arrays, place value counters, beads, abacus, pattern tiles, etc.	Teachers and pupils improved confidence in using wide range of concrete materials. Staff questionnaire. Learning Reps feedback.	Sept SIP – Wed 7 th Sep pm	
Continuing to develop application of Maths skills in a context within all stages of primary school, focussing on skills and linking to DYW.	Develop Teacher knowledge and skills related to a range of Maths strategies to improve skills in Bar Modelling – Alan Yeoman.	Teachers and pupils improved confidence in using bar modelling strategies to solve number problems. Staff questionnaire. Learning Reps feedback.	Oct In service Fri 14 th Oct - am	
All learners will experience high quality learning and teaching in Maths.	Further develop bar modelling skills through Barvember (White Rose Maths).		November	

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	Develop Teacher knowledge and skills related to a range of Maths strategies to improve learning and teaching of fractions, decimals and percentages.	Teachers and pupils improved confidence in using a range of strategies to teach fractions, decimals and percentages. Staff questionnaire. Learning Reps feedback.	Nov SIP (16 th) + Jan SIP (25 th)	
	Number Talks – CPD option for staff (Previous Training has taken place) – videos of teachers/ children using Number Talks in a class situation.	Teachers and pupils improved confidence in using Number Talks across the school. Staff questionnaire. Learning Reps feedback.	Flex	
	Develop teacher knowledge and skills related to Maths Recovery approaches.	Teachers and pupils improved confidence in using Maths Recovery strategies – pre/post questionnaire. Staff questionnaire. Learning Reps feedback.	Feb Inservice Half day	
	Continue to develop application of Maths skills in a context within all stages. (Some staff will work on this as part of a professional enquiry).	Teachers and pupils improved confidence in application of Maths skills as seen in classwork/ assessments/ etc. Professional Enquiry feedback from some staff.	Ongoing through above	
	If more time is needed for professional learning related to the above then timescales will be edited.			
To provide leadership opportunities for pupils to lead learning in Maths	Young STEM leaders will create Maths Challenges/ workshops/ etc.	Review with staff, Learning Council and YSL.	Ongoing Sept 22 – June 23	

Continuing to develop application of Maths skills in a context within all stages of primary school, focussing on skills and linking to DYW.	Continuing to develop enjoyment of Maths and confidence with application of skills. Explore DYW links to Maths/ Using Maths in Careers.	Pupils feedback through class discussion and through Learning Council.	Ongoing plus Maths Week – Sept Number day - Feb British Science Week – March Numeracy Day (link with DYW/Careers Wk) - May	
Learners are better supported in Maths in the home.	Parent support provided through Let's Focus on Maths Guide, Strategies Information Sheets/ Booklet and videos of Maths strategies (created by YSL)/ Resources from Maths Champion Team (document library).	Parent Feedback through Parent Council/ questionnaires.	Aug22-May 23	
Staff have a shared understanding of standards and expectations and can confidently report on CfE levels.	Moderation – Teachers to plan, deliver and evaluate lessons (including use of peer observation) which involve the use of a range of strategies to improve number skills and show progression including application of skills in a context. Share examples of these as exemplification of achieving a level (create folder of materials for reference).	Improved teacher judgements about standards in maths. Folder created with exemplars of each level From Early > 3 rd).	Addition/ Subtraction in a money context including HOTS eg If you get £2.20 change from £5 and you bought a notebook and pen. The notebook cost £2 how much was the pen? (T1 – Oct-Nov) Multiplication/ Division in a measure (eg arrays/area model) context including HOTS (Robyn) (T2 – Jan-Mar)	

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To provide a consistent approach for all stakeholders in Maths.	To create a Maths policy .	Policy created and shared with stakeholders.	June 23	
Continuing to develop application of Maths skills in a context within all stages of primary school, focussing on skills and linking to DYW.	Collaborative Professional Enquiries to evaluate and improve application of Maths skills in a context. (Teachers will select Maths or Literacy as a focus 2022-23)	Professional Enquiry feedback to all staff at May Inservice Day.	Ongoing throughout year	
To provide a consistent approach for teaching staff when planning maths	Review Forward Planning in Maths.	Staff discussion and feedback.	By June 23	
	Year 2: Glasgow Counts training (tbc) Self Evaluation will feed into Yr 2 plan.			

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Section 2: Improvement Priority 2	
School/Establishment	Mosshead Primary
Improvement Priority 2	Rights Based Learning, including review of RME
Person(s) Responsible	Erin Smyth, Acting DHT Supported by Robyn Hamilton (PT) Collaborating with Rights Ambassadors on implementation/ progress Collaborating with Parent Council/ Parent Body for feedback Collaborating with EDC Rights Groups

NIF Priority	NIF Driver	HGIOS 4 QIs	EDC Service Plan 2021-24
Placing the human rights and needs of every child and young person at the centre Improvement in children and young people's health and wellbeing	school leadership teacher professionalism parent / carer involvement and engagement curriculum and assessment	QI 1.2 Leadership of Learning QI 2.2 Curriculum QI 3.1 Wellbeing, equality & inclusion	Improvement in children and young people's mental health and wellbeing Placing the human rights and needs of every child and young person at the centre

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Opportunities for Leadership	Resource Requirements	Parental Engagement and Involvement
<ul style="list-style-type: none"> Teaching staff who are rights ambassadors will have a leadership/ support role through this development. Pupils will be involved in providing feedback/ suggestions for improvement/ gathering peers views through focus groups e.g. Rights Ambassadors, including use of HGIOURS. Pupils will have opportunities to lead learning about rights through assemblies, class lessons, etc. 2 pupils will be on the EDC Rights Pupil Forum, attending training and feeding back to the Rights Ambassadors and other pupils/staff/ parents. 	<ul style="list-style-type: none"> Time – see collegiate calendar for SIP meetings and Inservice Days/Personal professional development time. Cover costs for staff undertaking any leadership responsibility that requires release from class. Additional resources for supporting learning in rights based learning. Funding for Silver Accreditation Visit - £500. 	<ul style="list-style-type: none"> Parent Rights Ambassadors – consultation and supporting accreditation. Parent Feedback - feeding into improvement planning (Glow Forms). Seesaw - Information and learning showcased for families. Parent Council ongoing involvement in feeding back parent views at meetings, consultation on updated RME programme. Twitter feed of learning in rights based learning.
Professional Learning	Interventions for Equity	Pupil Equity Funding (PEF) Allocation
<ul style="list-style-type: none"> Whole staff/ Teaching staff CLPL (Inservice Days/ collegiate hrs). Professional reading/ viewing online materials. Quality assurance processes. SMT/Class Teacher professional discussions. 	N/A	N/A

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Outcomes/Expected Impact	Tasks/Interventions	Measures	Timescale(s)	Progress
Outcomes for learners; targets; % change	Activities in Working Time Agreement, Professional Learning Learning and Teaching interventions	What ongoing information will demonstrate progress? Identify qualitative, quantitative, evaluative pre and post measures	What are the key dates for implementation? When will outcomes be measured?	
<p>Pupils will have increased knowledge about rights based learning.</p> <p>Pupils will be fully involved in the life and work of the school, taking leadership roles where possible.</p> <p>Mosshead will achieve the Rights Respecting Schools Silver Award (by Dec 22) and start work towards Gold.</p>	Review whole school charter with all classes and include new P1s. (Use this as a starting point for class charters).	School and class charters visible and in use to support rights in classes/ school. Class charters shared at assemblies.	By end Aug 22	
	Children to lead in designing and creating class charters at start of the year.			
	Lanyard cards with Mosshead charter rights to be created for easy reference.	Every member of staff will have a rights card on their lanyard to use for reference.	By end Aug 22	
	Links to be identified across the 4 contexts of learning.	Links will be noted on overview year planners. Staff will have a clear knowledge of which rights are the focus for different aspects of school life, including all curricular areas.	By end Aug 22	
	Pupils to sign up to various committees and use HGIORS for self evaluation. Pupils, with staff support, to determine committee aims for the year.	Pupils from every class will be represented on committees. HGIORS (How Good Is Our School) self evaluation.	By Oct 22	
	HWB surveys carried out to evaluate pupil opinion on rights related to wellbeing.	HWB pupil surveys.	By end Oct 22	

	UNCRC articles will be linked to school events throughout the year.	Overview of rights linked to events. Ongoing discussion. Feedback from questionnaire by staff and pupils.	Remembrance Day Show Racism the Red card day Anti-bullying week Charity Events e.g Christmas Jumper Day/Sports Relief Book weeks/ days Maths Weeks/days	
	Pupils to lead learning in various contexts e.g through play, pupil enquiry based learning, KWL, IDL, identifying next steps through plenaries, etc.	Pupil self-evaluation of opportunities to lead learning – shown through a visual and added to through the year (HGIOURS - Theme 2).	Aug/Sept for initial evaluation and ongoing at regular meetings.	
	Document evidence and apply for Silver Accreditation.	Silver Award Achieved.	By Nov 22	
	RME programme to be reviewed and edited to include learning about rights.	Staff feedback through discussion. Rights Ambassadors feedback. Updated RME programme will be created which includes identified rights.	By May 23	
	Create a Rights Based Learning policy with all stakeholders including pupil and parent rights ambassadors.	Policy created and shared with stakeholders.	By June 23	
	Start work towards Gold accreditation.	Self evaluation/ create action plan following Silver accreditation.	Ongoing from Dec 22	

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Section 2: Improvement Priority 3	
School/Establishment	Mosshead Primary
Improvement Priority 3	Literacy
Person(s) Responsible	Reading for Enjoyment (Elinor, DHT) and Spelling (Susan, HT/ Nicola, CT)

NIF Priority	NIF Driver	HGIOS 4 QIs	EDC Service Plan 2021-24
Improvement in attainment, particularly in literacy and numeracy. Closing the attainment gap between the most and least disadvantaged children Choose an item.	school leadership teacher professionalism parent / carer involvement and engagement curriculum and assessment school improvement performance information	QI 1.1 Self evaluation for self improvement QI 1.2 Leadership of Learning QI 1.3 Leadership of Change QI 1.5 Management of resources to promote equity QI 2.2 Curriculum QI 2.3 Learning, Teaching & Assessment QI 2.5 Family Learning QI 3.2 Raising attainment and achievement	Improvement in attainment in literacy Closing the attainment gap between the most and least disadvantaged

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Opportunities for Leadership	Resource Requirements	Parental Engagement and Involvement
<ul style="list-style-type: none"> • Pupils will be involved in providing feedback/ suggestions for improvement/ gathering peers views through focus groups e.g. Pupil Learning Council, including use of HGIOURS (for Reading and Spelling). • Learning Council leading as Reading Reps in any Reading Schools developments. • Pupils with dyslexia identifications will decide on Barrington Stokes novels to be purchased. • Staff on 'Reading Schools' project group. • Reading Clubs run by parents/ pupils to promote enjoyment of reading. 	<ul style="list-style-type: none"> • Time – see collegiate calendar for SIP/Staff meetings and Inservice Days/Personal professional development time. • Cover costs for staff undertaking any leadership responsibility that requires release from class. • Additional resources for supporting reading/writing, including new P1-3 reading books (PEF). • Dyslexia friendly novels/ books added to libraries for P2-7 (Barrington Stokes) (PEF). • Resources to support spelling. 	<ul style="list-style-type: none"> • Parent Feedback - feeding into improvement planning (Glow Forms). • Seesaw - Information and learning showcased for families. • Parent Council ongoing involvement in feeding back parent views at meetings, consultation on any updated programmes and resources. • Twitter feed of learning related to reading/ spelling. • Recordings/ in person reading of stories for Book Week/ World Book Day. • Library Visits, including invite for every parent to attend with child.
Professional Learning	Interventions for Equity	Pupil Equity Funding (PEF) Allocation
<ul style="list-style-type: none"> • Whole staff/ Teaching staff CLPL (Inservice Days/ collegiate hrs). • Professional reading/ viewing online materials (including Scottish Book Trust). • Quality assurance processes. 	<ul style="list-style-type: none"> • Increased opportunities for reading role models. • Access to a range of high quality texts across a variety of genres. • Access to phonics based early reading books. 	<p>PEF Funding - £5400</p> <p>New reading books for Early/ First Level–phonics/ wider genre range to support improvements in reading/ writing.</p> <p>Dyslexia Friendly Reading Books for P2-7 (Barrington Stokes).</p>

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<ul style="list-style-type: none"> SMT/Class Teacher professional discussions. 	<ul style="list-style-type: none"> Resources to promote engagement in reading and writing in infant stages including motor skills in use every week. 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. 	
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Outcomes/Expected Impact	Tasks/Interventions	Measures	Timescale(s)	Progress
<ul style="list-style-type: none"> To maintain and build on the improvements in reading ensuring we maintain the improvement made in session 21-22. Reading Schools will be the focus of this work (Gold Award) along with the introduction of high quality reading texts across a range of genres, aligning with phonics programme. 	New Reading books introduced at early stages.	New reading books in use. Staff, pupil and parent feedback. Monitoring through formative and summative assessment.	By Aug 22. Throughout 22-23	
	Dyslexia friendly novels/ books added to libraries for P2-7 (Barrington Stokes).	New books in use. Feedback from pupils with dyslexia identifications.	By Aug 22 Throughout 22-23	
	Audit of Gold standard for reading schools and identify strengths and areas for improvement.	Reading School Audit.	By Sept 22	
	Create a plan with actions and timescales to work towards Gold level using Reading Schools Framework.	Action Plan created.	By Oct 22	
	Gather evidence towards Gold award based on action plan.	Evidence collected.	May 23	

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	Submit evidence for Gold award to reading Schools.	Gold Award achieved.	May 23	
<ul style="list-style-type: none"> To improve engagement and increase attainment in writing for boys and reduce the gender related attainment gap, with a focus on genre based writing and technical skills, including spelling. 	Introduce new approach to spelling based on research evidence.	New approach in use.	Sept 22	
	Review spelling of common words. Lists to be created for P1-7 and new words introduced/taught weekly.	Common word lists identified for P1-7 and in use with weekly spelling.	Sept 22	
	Spelling – review/ share practice/ next steps.	Staff feedback and changes as required.	Oct 22	
	Review of practice and strategies throughout the year (standing item at staff meetings).	Staff feedback and changes as required.	Ongoing through session	
	Spelling – review/ evaluate.	Evaluation from staff and pupils related to new spelling practices.	Feb 23	
	Let's Focus on Spelling leaflet created to support family learning.	Families feel able to support children's spelling at home.	April 23	

PEF Planning – as above – linked to reading/writing at Early/First Level

Section 3: Interventions for Equity: Pupil Equity Funding (PEF) not included in priorities 1-3					
Outcomes/Expected Impact	Tasks/Interventions	Resources	Measures	Timescale(s)	Progress
Outcomes for learners; targets; % change	Health & Wellbeing, Literacy and Numeracy interventions for identified groups	Identify PEF allocation, staffing and resources that will be procured to support	Identify qualitative, quantitative, evaluative pre and post measures	What are the key dates for implementation? When will outcomes be measured?	Identify progress and impact in narrowing the PRAG

School Improvement Plans should be emailed to the link Quality Improvement Officer by Wednesday 19 June 2022