

Framework for School Improvement Planning 2023/24

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/

Session	Looking Forwards – 3 Year Improvement Plan Priorities		
	Bullet point key priorities for the next 3 years		
	2023/24	2024/25	2025/26
Priority 1	Maths – cont.	Expressive Arts - Music	Pupil Leadership in Learning (Play/ Enquiry Based Learning)
Priority 2	Outdoor Learning	Outdoor Learning cont.	Science
Priority 3	Health – RSHPE/ PE	Health – PE cont.	Languages

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Section 2: Improvement Priority 1	
School/Establishment	Mosshead Primary
Improvement Priority 1	Maths
Person(s) Responsible	HT Supported by Acting DHT, Acting PT, Teaching Staff. Collaborating with Parent Council/ Parent Body on supports required Collaborating with Learning Council/YSL on planning/ implementation/ progress Collaborating with EDC Maths Champions/ QIO on improving learning and teaching/ supporting professional learning

NIF Priority	NIF Driver	HGIOS 4 QIs	EDC Service Plan 2023-26
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 2.2 Curriculum QI 2.3 Learning, Teaching & Assessment QI 2.5 Family Learning QI 3.2 Raising attainment and achievement	Improvement in attainment in numeracy and Maths Improvement in employability skills and sustained, positive school leaver destinations for all young people

<p>Links to rights:</p> <p>Articles 12 & 14 – The right to share your opinion (feedback from stakeholders around learning in Maths)</p> <p>Articles 28 and 29- The right to learn and to be the best you can be (giving the best opportunities for pupils to attain and achieve in Maths and develop a positive Maths mindset)</p>

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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/ Additional Teaching Staff/ 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.	Further developing teacher knowledge and confidence with a range of strategies/ resources. (building on work from 22-23). Number talks/ Pupil Enquiry/ Concrete Resources/ Fractions, Decimals and Percentages/ etc.	Teachers and pupils improved confidence in using a range of strategies and resources. Staff questionnaire Learning Reps feedback Classroom Visits	Aug 23-May 24	
Maintain 'almost all' pupils achieving appropriate levels.	Further develop bar modelling skills through Barvember (White Rose Maths)	Teachers and pupils improved confidence in using bar modelling strategies to solve number problems. Teacher feedback Learning Reps feedback.	Nov 23	
Maintain 'almost all' pupils attaining above average in P4 and P7 standardised assessment results.	Continue to develop application of Maths skills in a context within all stages.	Teachers and pupils improved confidence in application of Maths skills as seen in classwork/jotters/ assessments/ etc.	Aug 23-May 24	
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.	Review with staff, Learning Council and YSL. 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	
All learners will experience high quality learning and teaching in Maths.				

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	Collaborative Professional Enquiries to evaluate and improve learning and teaching of Maths (Some teachers will select Maths as a focus 2023-24).	Professional Enquiry feedback to all staff at May In service Day.	Ongoing throughout year	.
To provide leadership opportunities for pupils to lead learning in Maths. Learners are better supported in Maths in the home.	Young STEM leaders will create Maths Challenges. Young STEM leaders will create videos to showcase resources/ strategies. Teachers will collaborate to plan for challenge/ make use of investigative approaches, providing opportunities to lead learning through everyday interactions.	YSL feedback Parent feedback Enhanced opportunities for challenge and pupils leading learning seen through jotters and in classroom practice. Learners' feedback	Ongoing throughout year	
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, focused on Fractions, Decimals and Percentages in a real life context, including HOTS. Folder created with exemplars of each level From Early > 3 rd .	T2 – Jan-Mar	

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Section 2: Improvement Priority 2	
School/Establishment	Mosshead Primary
Improvement Priority 2	Outdoor Learning
Person(s) Responsible	Acting PT Supported by HT and DHT Collaborating with 2 teacher leads Collaborating with Learning Council, Sports Council, Eco Group on implementation/ progress Collaborating with Parent Council/ Parent Body for feedback

NIF Priority	NIF Driver	HGIOS 4 QIs	EDC Service Plan 2023-26
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	Placing the human needs and rights of every child and young person at the centre of education Improvement in children and young people's mental health and wellbeing

Links to rights: Articles 12 & 14 – The right to share your opinion (feedback from stakeholders around outdoor learning) Article 19 – The right to be safe (learning how to be safe in the outdoor environment) Article 24 – The right to be healthy (using the outdoor environment provides both mental and physical health benefits) Articles 28 and 29- The right to learn and be the best you can be (for some pupils the outdoor environment will allow them to better show their achievements) Article 31 – The right to play.

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Opportunities for Leadership	Resource Requirements	Parental Engagement and Involvement
<ul style="list-style-type: none"> Teaching staff who are outdoor learning leads 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. Learning Council, Eco Group, etc including use of HGIOURS. Pupils will have opportunities to lead learning about outdoor learning through assemblies, class lessons, etc. Teachers will be leading learning in the outdoors based on professional reading and enquiry approaches. 	<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. Funding for CLPL delivered by Learning Through Landscapes. 	<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. Parent 'stay and play' outdoors opportunities. Twitter feed of learning outdoors.
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. Peer/ SMT professional discussions Professional Enquiry approaches. 	<ul style="list-style-type: none"> Outdoor Learning as a strategy to support and enhance learning and teaching. Identified pupils given additional support in achievement through Junior Duke award 	<ul style="list-style-type: none"> £1800 – Learning Through Landscapes £1400 – Outdoor Learning Resources £2200 (approx.) – Seesaw – to share outdoor learning info/ approaches/ examples with families

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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?	
Pupils will have increased opportunities to learn outdoors. All staff will report increased knowledge, confidence and skills in planning and delivering learning outdoors.	Learning Through Landscapes will do an introductory workshop on the why and how for outdoor learning. Teachers and support staff will consider some outdoor learning activities to try out with pupils.	Staff feedback from outdoor learning training. Pupils will have increased opportunities for outdoor learning.	By end Aug 23	
All learners will enjoy a range of play opportunities outdoors at break times. Children will experience quality learning experiences outdoors.	Staff will carry out professional reading (as recommended by EDC/ LtL)/ professional enquiry and discussion with colleagues in stages/ depts. To plan quality learning experiences in outdoor learning.	Ongoing throughout the year	By end June 24	
A group of pupils will have increased opportunities for Wider Achievement through the Junior Duke programme (PEF)	Learning Through Landscapes will do learning maths outdoors workshop to explore opportunities for using the outdoor environment to enhance learning outdoors. Teachers and support staff will consider some maths outdoor learning activities to use with pupils.	Staff feedback from outdoor learning training. Pupils will have increased opportunities for outdoor learning in Maths. Learning Council feedback on learning outdoor opportunities.	By end Dec 23	

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All pupils will benefit from partnership work with Active Schools and Sustrans.	Link with Active Schools and school Sports Council to enhance opportunities for outdoor play at break times. Playleaders trained, programme of activities, loose parts, scooters, etc.	Learning Council and Sports Council feedback about outdoor play opportunities at breaktime.	By Dec 23	
	Link with Sustrans (George Phillips) to plan and carry out local area walks to link with relevant topics over the school year.	All classes will experience an outdoor walk linked to in class learning.	Plan by Oct 23. Walks by May 24.	
	Link with Outdoor Ed (Alan Smith) and Sustrans (George Philip) to plan bikeability training for all P6 and P7 pupils.	All P6 pupils will be trained at Bikeability Level 1 All P7 pupils will be trained at Bikeability Level 2.	Plan by Oct 23. Bikeability Training Level 2 (P7) by Oct 23. Bikeability Level 1 (P6) by March 24.	
	Pilot of the Junior Dukes programme with an identified group of pupils (P6)	PT will plan, carry out and evaluate the Junior Dukes programme with a view to potentially rolling this out to other year groups going forward.	By June 24	
	Eco group to lead on the management of the growing programme – vegetable beds, flower pots, orchard, hedgerows, etc. and consider how to make best use of these resources to support outdoor learning.	Eco group will make a plan for year groups. The school will make good use of the opportunities to grow fruit and veg and use these in school.	Ongoing throughout the year.	
	<i>Yr 2 (24-25)– Developing Literacy Outdoors/ Developing the use of outdoor community spaces.</i>			

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Section 2: Improvement Priority 3	
School/Establishment	Mosshead Primary
Improvement Priority 3	Health – RSHPE and PE
Person(s) Responsible	RSHPE (Acting DHT) and Physical Education (CT, PE Lead)

NIF Priority	NIF Driver	HGIOS 4 QIs	EDC Service Plan 2023-26
Improvement in attainment, particularly in literacy and numeracy. Closing the attainment gap between the most and least disadvantaged children	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 2.3 Learning, Teaching & Assessment QI 3.2 Raising attainment and achievement	Improvement in attainment in literacy and English Closing the attainment gap between the most and least disadvantaged

<p>Links to rights:</p> <p>Articles 12 & 14 – The right to share your opinion (feedback from stakeholders around health)</p> <p>Article 19 – The right to be safe (learning how to be safe during PE/ safety within relationships education)</p> <p>Article 24 – The right to be healthy (understanding the benefits of exercise)</p> <p>Articles 28 and 29- The right to learn and be the best you can be (some pupils will showcase their best achievements in PE)</p> <p>Article 31 – The right to play (linked to physical exercise outdoors)</p>

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Opportunities for Leadership	Resource Requirements	Parental Engagement and Involvement
<ul style="list-style-type: none"> Teacher lead in Sport will manage the PE development, supported by DHT with Health responsibility. 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 Sports Council leading on developments in PE. Playground leaders (P6) leading in playground experiences. Parent volunteers will lead in extra-curricular clubs, supported by Active Schools. 	<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 PE or RSHPE. 	<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 PE. Volunteers for extra-curricular clubs.
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). Personal development through Active Schools courses Professional reading/ viewing online materials Quality assurance processes. SMT/Class Teacher professional discussions/ class visits 	<ul style="list-style-type: none"> Increased opportunities for engagement in activity (identified pupils targeted for extra-curricular experiences) 	<p>N/A</p>

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Outcomes/Expected Impact	Tasks/Interventions	Measures	Timescale(s)	Progress
<ul style="list-style-type: none"> To provide appropriate support for HWB through the use of the EDC Wellbeing Tracker, Shine Survey and identified strategies. To improve the learning in RSHP through the implementation of the new resources. 	Iheart programme for P6 to support HWB, with particular emphasis on Shine Survey results.	Evaluation of iheart programme by P6 pupils and staff.	Aug-Oct 24	
	Familiarisation with EDC HWB Tracker	Relevant staff will know how to use and analyse EDC HWB tracker.	By Sept 23	
	Implementation and analysis of EDC HWB Tracker for P4-7.	All P4-7 pupils will complete new HWB survey using EDC tracker	By end Oct 23	
	Teacher discussions and follow ups with individuals following completion of HWB tracker.	Notes will be recorded on HWB spreadsheet to identify any concerns and follow up measures.	By end Nov 23	
	Revise the RSHPE section of the HWB Programme of Study.	A revised HWB programme of study will be in place with revised RSHPE.	By Mar 24	
	Consultation with Parent Council re new RSHPE programme.	Parent Council feedback.	Mar 24	
	Professional Learning for teachers for new RSHPE programme.	Teachers will be familiar with new learning and linked resources for supporting RSHP.	April 24	
	Consultation/information sharing with wider Parent Forum	Info shared with all parents about new learning outcomes/experiences and supporting resources.	May 24	
	Implementation of new RSHPE programme across the school.	Monitoring of Forward Planning and through professional discussion at tracking/ assessment meetings.	May-June 24	
	Evaluation of new RSHPE programme and adaptations as required.	Learning Council feedback. Teacher feedback.	June 24	

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<ul style="list-style-type: none"> To improve pupils' experiences in HWB – PE through improved teacher knowledge, confidence and skills. To work with Active Schools to provide quality experiences in Physical education within and out with the school day. 	Staff CLPL on 'What Makes a Good PE Lesson'	PE lead to provide an overview of what a good PE lesson might look like for games/ gymnastics/ athletics/ etc.	Sept 23	
	Audit and evaluation of staff confidence and skill in PE.	PE lead to evaluate staff questionnaires and create plan from this.	Sept 23	
	Programme of staff CLPL to support needs identified in audit (to run over 2 years)	Programme to be established taking account of most immediate training needs from survey.	Sept 23	
	CLPL for teaching staff (using results from audit)	Teachers confidence in delivering quality PE will increase. SMT quality assurance visits.	4 th Oct 23 29 th Nov 23 24 th Jan 24 2 May 24	
	Playleaders to be trained by Active Schools and timetable of playleader support created.	Playleaders will be trained and have an active role in supporting a range of playground experiences.	Sept 23	
	Sports Council and Playleaders to review and adapt break time learning experiences	Learning experiences/ timetables will be created and shared at assembly by SC and playleaders.	Oct 23	
	Extra Curricular clubs to be established for all year groups over the year.	Plan for a wide range of extra-curricular clubs supported by volunteers/ young leaders/ coaches.	Oct 23	
	Annual PE plan to be reviewed and adapted following input from teaching staff/ Sports Council.	Revised plan to be created for following session.	Dec 23	
	Develop learning experiences in PE outdoors to make effective use of our outdoor space.	Staff feel confident using the outdoor space for a range of	May 24	

		physical education learning experiences.		
	Banks of resources to support learning experiences in PE to be created.	Bank of resources to be created, organised and shared.	May 24	
	Plan for programme of CLPL for following year to support further teacher development.	CLPL programme will be in place.	June 24	
	Achievement of Sport Scotland Award.	Sport Scotland Award completed	Ongoing	

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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 PEF allocation 23/24: £5400 Total PEF allocated in SIP £5400 Underspend: £ 0

PEF Planning is included in other area of SIP – linked to Outdoor Learning

School Improvement Plans should be emailed to the link Quality Improvement Officer by Monday 19 June 2023