



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

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	2024/25	2025/26	2026/27
Priority 1	Outdoor Learning continued from 2023-24	Pupil Leadership in Learning (Play/Enquiry Based Learning)	
Priority 2	Health – PE – continued from 2023-34	Vision, values and aims refresh (rights focus)	Expressive Arts
Priority 3	Circle Framework/ The Promise (2024-2026)		



Section 2: Improvement Priority 1	
School/Establishment	Mosshead Primary
Improvement Priority 1	Outdoor Learning
Person(s) Responsible	Outdoor Learning Lead (CT) Supporting by HT and Acting PT 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 Improvement in attainment, particularly in literacy and numeracy.	school leadership teacher professionalism parent / carer involvement and engagement curriculum and assessment	QI 1.2 Leadership of Learning QI 2.2 Curriculum QI 2.2 Curriculum QI 2.3 Learning, Teaching & Assessment QI 2.7 Partnerships 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 Improvement in attainment in literacy and English
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 Learners the outdoor environment will allow them to better show their achievements) Article 31 – The right to play			



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. Learners 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. Learners 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. X/ 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 learners given additional support in achievement through Junior Duke award 	<ul style="list-style-type: none"> £1356 – Learning Through Landscapes £1650 (approx.) – Outdoor Learning Resources £2400 (approx.) – Seesaw – to share outdoor learning info/ approaches/ examples with families <p>Total £5400</p>



Outcomes/Expected Impact	Tasks/Interventions	Measures	Timescale(s)	Progress
<p>Learners will have increased opportunities to learn outdoors, applying skills in a different context.</p> <p>All staff will report increased knowledge, confidence and skills in planning and delivering learning outdoors.</p> <p>All learners will experience a variety of play opportunities during break times.</p> <p>Learners will experience quality learning experiences outdoors.</p> <p>A group of learners (P6) will have increased opportunities for Wider Achievement through the Junior Duke programme.</p>	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?	
	Learning Through Landscapes will do learning literacy outdoors workshop to explore opportunities for using the outdoor environment to enhance learning outdoors. Teachers and support staff will consider some literacy outdoor learning activities to use with learners.	Staff feedback from outdoor learning training. Learning Council feedback on learning outdoor opportunities. Peer feedback during whole staff and dept mtgs SLT observations and feedback.	October 24 (Inservice Day)	
	Staff will carry out professional reading (as recommended by EDC/ LTL)/ professional enquiry and discussion with colleagues in stages/ depts. Collaboratively staff will plan quality learning experiences in outdoor learning.	Collaborative planning Peer feedback during whole staff and dept mtgs SLT observations and feedback.	By June 25	

All Learners 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 24	
	Development of school grounds to improve support for outdoor learning. Outdoor Learning lead will work with PTA, Parent Council and Pupil Leadership groups.	Improvement to school grounds.	By June 25	
	Link with Sustrans to plan and carry out local area walks to link with relevant topics over the school year.	Learner and teacher feedback following outdoor walks.	Plan by Oct 24. Walks by May 25.	
	Link with Outdoor Ed (Alan Smith) and Sustrans to plan bikeability training for all P6 and P7 learners.	All P6 learners will be trained at Bikeability Level 1. All P7 learners will be trained at Bikeability Level 2.	Plan by Oct 24. Bikeability Training Level 2 (P7) by Oct 24. Bikeability Level 1 (P6) by March 25.	
	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.	Year group plan (Eco Committee). Fruit and veg grown and used in school.	Ongoing throughout the year.	

East Dunbartonshire: Education Service
Framework for School Improvement Planning 2024/25

	Continue to develop the Junior Dukes programme with an identified group of learners (P6). PT to support.	Junior Dukes programme in place.	By June 25	
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Section 2: Improvement Priority 2	
School/Establishment	Mosshead Primary
Improvement Priority 2	Health – PE
Person(s) Responsible	Physical Education Lead (CT/PE lead) Supported by HT Collaborating with Sports Council

NIF Priority	NIF Driver	HGIOS 4 QIs	EDC Service Plan 2023-26
Delete / copy as required	Delete / copy as required	Delete / copy as required	Delete / copy as required
Improvement in children and young people's health and wellbeing Placing the human rights and needs of every child and young person at the centre	teacher professionalism teacher professionalism curriculum and assessment school improvement	QI 1.2 Leadership of Learning QI 2.2 Curriculum QI 2.3 Learning, Teaching & Assessment QI 3.1 Wellbeing, equality & inclusion	Improvement in children and young people's mental health and wellbeing Placing the human needs and rights of every child and young person at the centre of education
Links to rights: Articles 12 & 14 – The right to share your opinion (feedback from stakeholders around PE) Article 19 – The right to be safe (learning how to be safe during PE) Article 24 – The right to be healthy (understanding the benefits of exercise) Articles 28 and 29- The right to learn and be the best you can be (some Learners will showcase their best achievements in PE) Article 31 – The right to play (linked to physical education outdoors)			

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 HT. Learners 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. 	<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 Learners targeted for extra-curricular experiences). 	<p>N/A</p>



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?	
<ul style="list-style-type: none"> To improve learners' experiences in HWB – PE through improved teacher knowledge, confidence and skills. To work with Active Schools to provide quality experiences for learners in Physical Education within and out with the school day. Achievement of Sport Scotland Gold Award (3rd Update). 	Continued programme of staff CLPL supporting needs identified in audit (running over 2 years).	Staff will engage in and feedback about PE CLPL and how this is impacting on learning.	T1 – Ball skills + ball games T1 – Fitness/ Skipping T2 – Dance T3 – Striking and Fielding	
	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. Pupil feedback on being a playleader (P6) Infant class feedback on having playleaders (P1-3)	Sept 24	
	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. P5-7 Sports Committee to feedback on break times experiences.	Oct 24	
	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. Sports Committee to feedback on extra curricular clubs.	May 25	
	Annual PE plan to be reviewed and adapted following input from teaching staff/ Sports Council.	Revised plan to be created for following session.	May 25	



	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 physical education learning experiences. Learning Council feedback on outdoor PE.	May 25	
	Bank of resources to support learning experiences in PE to be created/ adapted.	Bank of resources to be created, organised and shared.	May 25	
	Sport Scotland Award (Gold) to be completed for the 3 rd consecutive time.	Achievement of Sport Scotland Gold Award (3 rd Update).	June 25	



Section 2: Improvement Priority 3	
School/Establishment	Mosshead Primary
Improvement Priority 3	The Circle Framework/ The Promise CIRCLE (Child Inclusive Research Into Curriculum Education)
Person(s) Responsible	DHTs Collaborating with Rights Ambassadors Collaborating with Parent Council/ Parent Body

NIF Priority	NIF Driver	HGIOS 4 QIs	EDC Service Plan 2023-26
Delete / copy as required	Delete / copy as required	Delete / copy as required	Delete / copy as required
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 Closing the attainment gap between the most and least disadvantaged children	school leadership teacher professionalism parent / carer involvement and engagement school improvement	QI 1.1 Self evaluation for self improvement QI 2.1 Safeguarding and child protection QI 2.4 Personalised Support QI 2.6 Transitions QI 2.7 Partnerships 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 Closing the attainment gap between the most and least disadvantaged
Links to rights: Articles 12 & 14 – The right to share your opinion (feedback from all stakeholders) Article 19 – The right to be safe (the classroom/ school as a safe place) Article 24 – The right to be healthy (support for all aspects of health – physical, mental, emotional and social) Articles 28 and 29- The right to learn and be the best you can be Article 31 – The right to play			

Opportunities for Leadership	Resource Requirements	Parental Engagement and Involvement
<p>Lead CIRCLE Trainer(s) to attend PLCs with other EDC Staff – 29/5, 24/10, 30/1, 1/5 3:30-5pm.</p> <p>Teacher Leadership related to classroom practice.</p> <p>Peer observations and professional dialogue – within and outwith Mosshead.</p> <p>Learner leadership group to review class/ school environment.</p> <p>Lead CIRCLE Trainer(s) to attend CIRCLE Participation Scale Training May 25.</p>	<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. Funding for CLPL as required. Circle Framework Tools. The Promise Resources (Ed Scotland website). 	<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.
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"> The Circle Framework as a strategy to support all learners, especially those with additional support needs. The Promise – support for care experienced learners (including revisiting the nurture principles) 	N/A



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?	
All learners' needs and behaviours will be better understood and supported through increased staff understanding of inclusions and additional support needs	<p>Staff questionnaire to assess knowledge/ skills at start and end of year.</p> <p>Introduction to The Circle Framework at Aug Inservice for all staff.</p> <p>Circle advisor PLC Sessions throughout the year fed back to school staff.</p> <p>Learner consultation shows that targeted groups of learners have an increased awareness of the strategies and supports that they can access within their learning environment.</p>	<p>Staff pre and post training questionnaire.</p> <p>Staff feedback from initial introduction.</p> <p>Feedback from learner groups.</p>	<p>Aug 24 and May 25</p> <p>August Inservice Day</p> <p>Ongoing throughout year</p>	
Improved Classroom Environments for Children: Make use of CICS (Circle Inclusive Classroom Scale) to evaluate and adapt classroom environment – to	<p>Use CICS individually and with a supportive peer to critically analyse classroom.</p> <p>Use adapted CICS with Learners to gather learner feedback on learning environments.</p>	<p>Action Plans following assessment of learning environments.</p> <p>Learning visit feedback through Action Plan/</p>	Term 1 and 2 By March 25	



be done in sections over T1 and T2	Explore Skills, Supports and Strategies in Circle Framework. Create Action plans and make changes. Cycle of assess > plan > change> assess Evaluation changes with peers/ learners. Learning visits with colleagues in similar school environment. Ed Psychologist to support staff as required in assessment/ change.	Evaluations and discussions with staff.		
All learners will experience improved approaches for supporting children and young people using the Circle Framework	All staff implement appropriate interventions with consideration of CICS & skills, support and strategies outlined in Circle Framework.	Evaluations from reflections with colleagues and changes made to classroom practice as a result of self-evaluation using CICS. Staff post training questionnaire. Staff discussion.	Term 3 By June 25	
Almost all staff develop their understanding of 'The Promise' to improve outcomes for learners, especially those who are 'care experienced'.	All staff (Including FM) to watch 2 presentations and complete module related to The Promise.	School will achieve the 'We Promise' Award.	Feb Inservice day (am)	
Yr 2 – Circle Participation Scale/ Review paperwork for PSG to take account of Circle Framework/ Joint working with parents/ partners to support learners using ideas from the Circle Framework. The Promise Award – impact on learners.				



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 24/25: £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 17 June 2024