



Section 1: School Information and 3 Year Improvement Plan Priorities	
School/Establishment	Mosshead Primary
Head Teacher	Laura Law
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	2025/ 26	2026/27	2027/28
Priority 1	Meta-skills	Meta-skills	To be decided by new HT in consultation with all stakeholders
Priority 2	Framework for Equity & Literacy	Framework for Equity & Literacy	
Priority 3	Circle Framework/ The Promise (Year 2)	Vision, values and aims refresh (rights focus)	



Section 2: Improvement Priority 1 – Year 1	
School/Establishment	Mosshead Primary
Improvement Priority 1	Meta-skills
Person(s) Responsible	DHTs Acting PT Supported by HT Collaborating with teachers Collaborating with Pupil Learning Group / Parent Body for feedback

NIF Priority	NIF Driver	HGIOS 4 QIs	EDC Service Plan 2023-26
Improvement in skills and sustained, positive school-leaver destinations for all	school leadership teacher professionalism parent / carer involvement and engagement curriculum and assessment	QI 1.2 Leadership of Learning QI 2.2 Curriculum QI 2.3 Learning, Teaching & Assessment QI 2.7 Partnerships QI 3.3 Increasing creativity and employability	Improvement in employability skills and sustained, positive school leaver destinations for all young people

Links to rights:

Articles 12 & 14 – The right to share your opinion (feedback from stakeholders around skills knowledge and development)

Article 19 – The right to be safe (learning how to apply skills in a safe and responsible way)

Articles 28 and 29- The right to learn and be the best you can be (for some learners, a focus on a range of skills will allow them to better show their achievements)

Article 31 – The right to play

Opportunities for Leadership	Resource Requirements	Parental Engagement and Involvement
- Learners will provide feedback/ suggestions for improvement/ gather peers' views through focus groups e.g. Learning Council, inc. use of HGIOURS. - Learners will have opportunities to lead learning about the application of skills development through assemblies, class lessons, and sharing the learning events - Teaching staff who have engaged with PEBL last year will lead and advise staff through this development - Teachers will lead learning through professional reading and enquiry approaches. - Parents will be invited to contribute to and enhance our skills development thought 'Parents as Partners' workshops focusing on skills in the workforce	- Time – see collegiate calendar for SIP meetings (13.5 hours) and In-service Days/Personal professional development time - Cover costs for staff undertaking any leadership responsibility that requires release from class. - Authority STEM coordinator/ learning lead to do a session on STEM/ skills development (tbc)	- Parent Feedback - feeding into improvement planning (Glow Forms). - Seesaw - Information and learning showcased for families (tagged 'skills'). Families can show skills learned outwith the school environment. - Parent Council ongoing involvement in feeding back parent views at meetings. - Parent 'stay and play' sessions and sharing the learning events 'Parents as Partners' workshops focusing on 'My Job and the Skills I need' including parents and wider community/local businesses. - Let's Focus On Skills booklet created for parents
Professional Learning	Interventions for Equity	Pupil Equity Funding (PEF) Allocation
- Whole staff/ Teaching staff CLPL (In-service Days/ collegiate hrs) - Professional reading/ online materials - Quality assurance processes - Peer/ SMT professional discussions - Professional Enquiry approaches - Seesaw staff page to display the potential progression of skills across P1-7	Skills development as a strategy to support and enhance learning and teaching, link to skills for learning, life and work	- STEM/ Play resources P1- P7 - £700 - Seesaw –£2200 (approx.)

Outcomes/Expected Impact	Tasks/Interventions	Measures	Timescale(s)	Progress
Outcomes for learners; targets; % change	Activities in Working Time Agreement, Professional Learning	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?	
Increased learner knowledge and confidence in identifying, applying and evaluating the meta-skills	Baseline – Staff / Learner baseline measuring confidence and knowledge of the meta-skills and their application across the curriculum Post – Post-implementation Glow Forms	Glow Forms Data will be used to inform development of priority from August onwards	Staff -May 2025 Learners Aug 2025 April / May 2026	
	Introduction / Overview - Meta-skills staff session to provide overview, process of introducing these, resources – Example of how this can be introduced at a range of levels - Skills Development Scotland resources – Meta-Skills Characters - What does it look like, sound like, feel like? - Development of skills mats	Learning Council feedback Peer feedback during whole staff and dept. meetings SLT observations and feedback	Aug / Sept 25 Inservice Day (Carol) Collegiate session 20/8 and St/ Dept Mtg (Oct 25) Implementation Aug – Oct 2025 (P2-7) / Aug – Dec P1	



	- Skills linked stories - Targeted skills assemblies			
	Application, Self-Evaluation & Recognition Learners will recognise when each focus skill is being used and celebrate this (stickers, photos of meta-skills) Learners will self-assess their application of skills across learning	School See-Saw skills page Skills Development Scotland Self-Assessment resources Skills displays across the school Observations Learner conversations Baseline evaluations	Implementation Aug – Oct 2025 (P2-7) / Aug – Dec P1	
Increased learner knowledge and confidence in applying and evaluating meta-skills through high quality play experiences (P1)	Planned play experiences linked to relevant skills	Observations See-Saw Play planning documentation Displays / Big Learning Books (P1?) for target areas	Sept– May 2025	
	Learner evaluation of skills utilised through play	Observations See-Saw Learner feedback / class sharing	Dec – May 2026	
	Skills incorporated into Medium term play planning	Updated play planning	Dec- May 2026	
	Continue to develop professional knowledge of the play approach in P1	PLAY authority PLC's (optional) Good Practice visits to other establishments Sharing of good practice at staged / departmental meetings Personal CLPL	August 2025 Onwards	



		Practitioner Enquiry –(optional)		
	Play Policy updated to reflect skills	Updated approach reflected in updated policy	May 2026	
Increased learner knowledge and confidence in applying and evaluating meta-skills through high quality STEM experiences	Introduction / Overview - Meta-skills / STEM focus staff session: - Overview of STEM A Stories with identified skills allocated P1-7 - P1 Play STEM activities linked to science, technology and social studies topic linked to skills - P2/3 STEM Station -science, technology and social studies focus linked to skills - Raise STEM challenges P4-7 linked to skill (optional)	Learner Pre & Post Glow Form	October 2025 Oct Inservice (Robyn)	
	Application, Self-Evaluation & Recognition – - Delivery of set science topics, STEM A Stories, RAISE challenges (P4-7) - P2/3 Planned time in area to develop meta - skills through STEM station consolidation task, ICT station, creation station - Skills evaluated using range of materials / approaches	Peer feedback during whole staff and dept. meetings SLT observations and feedback School See-Saw skills page RAISE Stem Materials Moderation of skills across P1-7	October – December 2025 Moderation – collegiate session 17/12	



	(SDS resources, group discussions etc.)			
	Continue to develop professional knowledge of STEM	STEM online PLC's (optional) Good Practice visits to other establishments highlighted through STEM nation/EDC PLC sessions. Sharing of good practice at staged / departmental meetings Personal CLPL Practitioner Enquiry –(optional)	October 2025 onwards	
Increased learner knowledge and confidence in applying and evaluating meta-skills through high quality PEBL experiences	Introduction / Overview - staff sessions to provide overview - Example of how this can be introduced at a range of levels: • Principles of PEBL • Examples of structure of a PEBL focus • Linking of meta-skills to PEBL • Planning for PEBL • Progression of guided to independent PEBL • Evaluating PEBL & use of skills • Staff share examples of PEBL from last session • Trialling of some aspects of PEBL T2	Staff PEBL Pre & Post Glow Forms Peer feedback during whole staff and dept. meetings SLT observations and feedback Good Practice visits	January – March 2026 Collegiate Sessions 7/1, 22/1 + St/D Mtg	



	Collaborative Planning Time – Focus on PEBL for T3 linked to Commonwealth Games	Peer feedback during whole staff and dept. meetings	January – March 2026 Inservice Day – 18/ 2 + Collegiate SIP session - 25/3	
	Implementation & Evaluation - All stages carry out a guided PEBL in T3 linked to Commonwealth Games - Evaluation of skills used	Learner feedback on application of meta-skills through PEBL Peer feedback during whole staff and dept. meetings SLT observations and feedback	May 2026 27/5/25 – Collegiate Session - Self Evaluation	
	Continue to develop professional knowledge of PEBL	EDC PEBL PLC's (optional) Good Practice visits to other establishments Sharing of good practice at staged / departmental meetings Personal CLPL	Ongoing	
	Creation of Meta-Skills progression planner	Skills Development Scotland resources Learner feedback	Jan – May 2026	
	Parent visits to demonstrate the use of skills in the workplace		Ongoing + link to Careers' Fayre	



Section 2: Improvement Priority 2 – Year 1	
School/Establishment	Mosshead Primary
Improvement Priority 2	Framework for Equity & Literacy
Person(s) Responsible	DHT Supported by HT Collaborating with teachers

NIF Priority	NIF Driver	HGIOS 4 QIs	EDC Service Plan 2023-26
Improvement in attainment, particularly in literacy and numeracy.	school leadership teacher professionalism curriculum and assessment performance information	QI 1.2 Leadership of Learning QI 2.2 Curriculum QI 2.3 Learning, Teaching & Assessment QI 3.2 Raising attainment and achievement Choose an item.	Improvement in attainment in literacy and English

Links to rights:

Articles 12 & 14 – The right to share your opinion (feedback from stakeholders around skills knowledge and development)

Articles 28 and 29- The right to learn and be the best you can be



Opportunities for Leadership	Resource Requirements	Parental Engagement and Involvement
- Teaching staff will work with SMT to identify potential targets to address learners' barriers in literacy - Teaching staff will work with SMT to measure the impact of identified intervention - Teachers will lead learning through professional reading and enquiry approaches - Learners will provide feedback on any interventions that they have participated in	- Time – see collegiate calendar for SIP meetings and In-service Days/Personal professional development time - Cover costs for staff undertaking any leadership responsibility that requires release from class. - Possible interventions as identified through the use of the Equity & Literacy document	Sharing approaches to supporting literacy through targeted home learning
Professional Learning	Interventions for Equity	Pupil Equity Funding (PEF) Allocation
- Teaching staff Authority CLPL session, in-house (In-service Days/ collegiate hours) - Support staff CLPL on relevant interventions - Professional reading/ online materials - Quality assurance processes - Peer/ SMT professional discussions through tracking & monitoring - Professional Enquiry approaches	- Literacy interventions for targeted learners as identified through the use of the Equity in Literacy document - Additional teacher to support ½ day a week x 16 weeks (T1) through EDC funding	Literacy interventions as identified through literacy framework including digital supports (£2500)

Outcomes/Expected Impact	Tasks/Interventions	Measures	Timescale(s)	Progress
Outcomes for learners; targets; % change	Activities in Working Time Agreement, Professional Learning	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?	
Improve attainment in literacy through closing an identified gap using the Equity in Literacy Framework document	Staff CLPL (Cluster) introduction to document	Staff Evaluations of CLPL cluster event Peer feedback during whole staff and dept. meetings	Collegiate Session - 18 September	
	Baseline to identify a gap at target stages e.g. P1	Standardised assessments (to be discussed with Ed Psy)	August - Oct 2025	
	Target individuals identified across stages	Attainment Data Tracking & Monitoring meetings	Target individuals identified by Oct 2025	
	Use of Framework for Equity & Literacy to identify appropriate barrier and intervention - additional teacher to provide time for this to be done.	Tracking and Monitoring meetings Completion of Equity & Literacy Pro forma documentation (Gathering a full picture of the child, previous interventions, data, impact) Universal support plans	October – March 2026	
	Post Assessment to measure impact	Ongoing assessment End of term assessments Targeted/ Standardised assessments where appropriate Equity & Literacy Pro forma documentation ACEL data	As appropriate as intervention is completed	
	Collaborative staff opportunities to develop knowledge	Literacy Champion feedback / support Dyslexia Modules (Ed Scotland) Personal Reading / CLPL	October – March 2026	



		EDC Literacy Twilight sessions (optional) Practitioner Enquiry – optional		
Section 2: Improvement Priority 3 – Year 2				
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 Pupil Council 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 school improvement	QI 1.1 Self evaluation for self improvement QI 2.4 Personalised Support 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
Lead CIRCLE Trainer(s) to attend CIRCLE Participation Scale Training. Lead CIRCLE Trainer(s) to attend PLCs with other EDC Staff Teacher Leadership related to classroom practice. Peer observations and professional dialogue – within and outwith Mosshead. Learner leadership – inclusion of pupil voice in relation to individual target setting and identification of appropriate support strategies.	• Time – see collegiate calendar for SIP/Staff meetings (7.5 hours) and Inservice Days/Personal professional development time. • Cover costs for staff undertaking any leadership responsibility that requires release from class. • CIRCLE Framework tools: CIRCLE resource to support Inclusive Learning and Collaborative Working (Primary) Resources Education Scotland • Education Scotland Training videos	• Seesaw - Information and learning showcased for families. • Parent Council ongoing involvement in feeding back parent views at meetings. • Parental engagement – use of Participation Scale to support individual learners.
Professional Learning	Interventions for Equity	Pupil Equity Funding (PEF) Allocation
• Whole staff/ Teaching staff CLPL (Inservice Days/ collegiate hrs). • Professional reading/ viewing online materials • Quality assurance processes. • Peer/ SMT/professional discussions • Professional Enquiry Approaches	• The Circle Framework as a strategy to support all learners, especially those with additional support needs.	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 children and young people's needs and behaviours will be better understood and supported through increased staff understanding of inclusion and additional support needs.	Expanding on CIRCLE Framework at Aug Inservice, specifically Participation Scale and associated supports for all staff. Circle advisor PLC sessions throughout the year fed back to school staff. Parent and Pupil consultation shows that targeted groups of learners have an increased involvement in identification of strategies and supports that they can access within their learning environment	Staff feedback from the initial introduction session highlights areas for development within CIRCLE Action plan. Staff pre and post training assessment of knowledge and skills. Pupil Voice tools/ pupil forum Parent Voice gathered through parent appointments/ TACS	August Inservice Day August 25 & June 26 June 26	
Improved Classroom Environments for Children: Teachers make use of CICS (Circle Inclusive Classroom Scale) to evaluate and adapt classroom environment	Staff use CICS individually and with a supportive peer to critically analyse classrooms for new cohort of pupils using learning from last session.	Reflections with colleagues and changes made to classrooms as a result of self evaluation using CICS- and Action Plan Moderation and evaluation evidence shows increase in universal level supports available to all learners	Oct 25	



Improved implementation of Personalised support Improved participation of individual children through analysis of Participation Scale (CPS) and associated skills and strategies. Children will benefit from a more detailed assessment of needs when required, with class teachers being able to work alongside staff with specific support for learning remits.	Staff use CPS to identify individual learners' strengths and areas for development Staff will identify and implement further strategies to enhance pupil skills in collaboration with Parent/carer and individual children and young people Staff use CPS alongside formative and summative assessment to identify individual learners' strengths and areas for development	Completion of pre and post participation scale for individuals – case studies for those who have support plans/TAC meetings. Views of parents/carers and learners will be used to inform the assessment process and to develop a shared understanding of successful support strategies. Use of parent postcards as appropriate.	By June 26	
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, Supports and Strategies outlined in Circle Framework	Reflections with colleagues and changes made to classroom practice as a result of self-evaluation using CICS action plan and CPS	Term 3 By June 26	



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 25/26: £5400 Total PEF allocated in SIP £5400 Underspend: £ 0

PEF Planning is included in other area of SIP – linked to skills and literacy

School Improvement Plans should be emailed to the link Quality Improvement Officer by Friday 13th June.