



EXCELLENCE FOR ALL

A commitment to excellence, equity and inclusion that empowers all
children and young people to succeed in learning and life.

• RESPECT • COURAGE • CREATIVITY • FAIRNESS • TRUST •



Equity & Opportunity

To reduce barriers, promote equity, and enhance opportunities so all learners can thrive in a diverse, inclusive and creative learning environment.



Family & Community Partnerships

To work collaboratively with families and communities, putting children's rights at the heart of decision making and supporting family wellbeing.



Learning & Teaching

To deliver high-quality innovative learning and teaching, that supports wellbeing, achievement and attainment for all.



Child Centred & Future Focused

To provide an education system based on relationships and collaboration to prepare every learner for a successful future.



Inclusion & Empowerment

To foster a nurturing and inclusive environment where everyone feels respected, safe and inspired to achieve their full potential.

Framework for School Improvement Planning 2026 – 29

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

[Vision Values and Aims - Mosshead Primary](#)

[mosshead-curriculum-rationale.pdf](#)

Current Standards & Quality Report

<https://sway.cloud.microsoft/Sxlxv9xmEUeU17Ok?ref=Link>

Looking Forwards – 3 Year Improvement Plan Priorities

Bullet point key priorities for the next 3 years

Session	2026/27	2027/28	2028/29
Priority 1	Wellbeing & Inclusion	Wellbeing & Inclusion	Wellbeing & Inclusion
Priority 2	Pedagogy & Meta-Skills	Curriculum - CIC Implementation Planning 21 Hours	Pedagogy CIC Implementation

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Section 2: Improvement Priority 1			
School/Establishment	Mosshead Primary		
Improvement Priority 1	Wellbeing & Inclusion		
Strategic Leads	Erin Smyth/Nicole Steele		
Education Service Aim	IMAGINE Leadership Strategy	NIF Priority	HGIOS 4 QIs
Inclusion & Empowerment	Priority 6: Wellbeing & Inclusion	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	QI 3.1 Wellbeing, equality & inclusion

Opportunities for Leadership	Resource Requirements	Parental Engagement and Involvement
- Teacher leading RRS priority - Pupil Committees (RRS ambassadors steering group and links with all other pupil leadership groups)	- UNICEF website resources - Time – noted on collegiate calendar - Cover costs for staff	- Seesaw / Newsletter updates for RRS - RRS Parental workshop
Professional Learning	Interventions for Equity	Pupil Equity Funding (PEF) Allocation
- Whole staff/ Teaching staff CLPL (In-service Days/ collegiate hrs). Professional reading/ viewing online materials - Quality assurance processes - peer/ SMT/professional discussions - Linking with identified schools	social & emotional wellbeing	£1700 – wellbeing resources

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Outcomes/Expected Impact for learners	Tasks/Interventions	Measures	Timescale(s)	Progress to date
consider targets, % change expected	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?	Termly update
Most children are familiar with a wide range of Articles of the CRC, the ABCDE of rights and understand the role of duty bearers.	Identified teacher leaders to attend 'Achieving Gold' Rights Respecting Schools training.	Completion of Gold accreditation training workshop by RRS Leads.	June 2027	
	Gold action plan shared at Aug In-service. Staff CLPL on refresher on the role of duty bearers and how to include rights in the planning and delivery of teaching and learning. ABCDE of Rights introduced to staff.	Staff aware of priorities in action plan and work towards shared goals. Pre/Post Staff Glow Form measuring confidence and knowledge of the UNCRC, ABCDE of Rights and the application of Rights across the curriculum.	August 2026 Baseline - Aug 2026 Post – May 2027	
	Staff to work with pupils to create class charters including links to ABCDE of Rights/ School Values and the role of duty bearers.	Class charters displayed in all classes show ABCDE of rights, values links and role of duty bearer. RRS committee to evaluate these and provide feedback to classes.	Sept 2026	
	Rights leads carry out pupil rights audit to assess understanding of ADCDE of rights, duty bearers and rights in action. Follow up actions to be implemented. Rights Ambassadors steering group to be established.	Pre/Post Learner (P4-7 / Rights Ambassadors?) Glow Form. Pupils from p1-7 involved in pupil leadership group.	Baseline - Sept 2026 Post – May 2027	
All children can identify how rights are embedded across school life.	Annual assembly programme will make links to Rights including Class Charter assembly.	All classes to share class charter at assembly with relevant features. All assemblies to include links to UNCRC articles and rights.	Sept 2026 Ongoing throughout year.	
	RRS ambassadors to facilitate mascot design competition. Winning mascot to be used in displays across school.	All pupils can identify rights mascot and explain their understanding of this.		

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All children understand their role as global citizens.	Refresh Rights Achievement certificates with RRS group.			
	Audit of visual environment to ensure it is reflective of our diverse community. Creation of a 'warm welcome' wall to embrace diversity of cultures and languages spoken in Mosshead. Cultural brunch with parents. Audit of resources for play / reading materials to reflect diversity.	RRS group audit of environment. Pupil voice evident in decision making in class and across the school.	December 2026	
	Staff to be introduced to Global Goals at August In-service day. Global Goals Assembly to introduce these to pupils. All classes to complete a Global Goals enquiry topic in term 1. Learning to be shared at assembly. Global Goals to be embedded through curriculum.		August 2026 Aug-Oct 2026 Ongoing	
All children have the opportunity to participate in a campaigns which promote the rights of others locally and globally.	School participation in campaigns to be audited by RRS. Opportunities for links with other leadership committees for joint role in wider community campaigns including Show Racism the Red Card Day, Foodbank Collection, Children in Need, Safer Internet Day etc.	Campaign audit complete. Yearly calendar created.	Ongoing throughout year.	
	Rights leads use Youth Advocacy Toolkit with RRS committee to facilitate a campaign on a global issue.	Campaign theme identified.	April 2027	
	Awareness of UNCRC raised in and beyond the school through: - Newsletter updates - Sharing of RRS group meeting minutes on committee wall - Right of the Month shared on Seesaw			
Most adults and the wider community show a commitment to CRC.				

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	- Rights, Anti-Bullying and Promoting Positive Attitudes and Behaviour policies reviewed with RRS group and community and shared on website. - Cultural brunches			
	Refresh school vision, values and aims	Refreshed values embedded within school/class/playground charters and create school mascot Behaviour Code	December 2026	
Improved emotional wellbeing for pupils using a universal approach to this across the school.	Input at Aug In-service day Wellbeing check-ins from DHT. Staff to share experiences of wellbeing check-ins over past year and whole-school agreement to be reached in how these are consistently implemented and actioned. 'Mosshead Musts' from CIRCLE ICS to be recapped at Aug In-Service day and shared in forward plans to ensure consistency in approaches to inclusion across the stages.	Audit of staff views on current use of wellbeing check-ins. Gather pupil voice through Pupil Council. Wellbeing check-ins embedded across all stages and consistent approach to implementing these evident in classroom observations. Sharing of good practice at stage meetings.	Aug 2026	
Improved self-regulation of pupils across the school.	Educational Psychologist to give input to all staff / support Zones of Regulation. Zones of Regulation book purchased and professional reading signposted. Emotional / wellbeing check-ins to be focused on ZER. Visual displays to be created in each open area and classroom to be referred to. All classes to introduce the Zones of Regulation through HWB lessons. Staff to model the language of the Zones to aid with regulation. Resources to be purchased and made accessible for all pupils to support regulation. Story books to be purchased supporting themes of zones of regulation. Books to be used by classes.	Pre training / post implementation staff glow form. Record incidences of dysregulation and time to regulate for individuals Ferre Laevers Repeat after period of implementation	February 2027	

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	Input from Lang&Com / Wellbeing Outreach teachers for all staff on Sensory Circuits. All staff to implement sensory circuits within classrooms / with individuals. Each classroom and open area to be provided with sensory circuit resources. Open areas and corridors to reflect sensory circuit pathways.	Pre training / post implementation staff glow form.	February 2027	
	Implementation of Health and Wellbeing tracking for all pupils by class teachers / SLT. Comparison of collected data over time. 1-to-1 HWB conversations between pupils and staff following survey results. HWB plan created for pupils of concern.	Pupil views gathered through HWB questionnaire.	April 2027	
Targeted pupils will be supported through the process of identifying and supporting dyslexia.	Catch-up Level 1 dyslexia Scotland training for identified staff. Level 2 dyslexia Scotland training for members of leadership team. Familiarisation with refreshed EDC dyslexia policy.	Completion of training certificates.	April 2027	

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Section 2: Improvement Priority 2			
School/Establishment	Mosshead Primary		
Improvement Priority 2	Pedagogy & Meta-Skills		
Strategic Leads	Carol Lennon/Robyn McLaughlan		
Education Service Aim	IMAGINE Leadership Strategy	NIF Priority	HGIOS 4 QIs
Child Centred & Future Focused	Priority 7: Skills for Learning, Life & Work	Improvement in skills and sustained, positive school-leaver destinations for all	QI 1.2 Leadership of Learning QI 2.7 Partnerships QI 3.3 Increasing creativity and employability
Opportunities for Leadership	Resource Requirements	Parental Engagement and Involvement	
- Representatives (Staff and learners) within each committee link their activities up to meta skills being used - P7 Buddy activities linked to meta-skills – train P1. - Learners will continue to have opportunities to lead learning about the application of skills development through assemblies, class lessons, and sharing the learning events - Teacher leaders will modify PEBL planners based on staff feedback from Year 1. - Teacher leaders will develop STEM Station to link more explicitly to skills. - P1 teachers plan for open area and continue to link targets and play opportunities to meta-skills. - Share good practise across the authority - Continue to link Career's Week to Meta- Skills	- Staff cover as required - Assembly materials - Meta-skills posters - PEBL display boards	- Newsletter updates - Seesaw – Meta Skills tagged in posts - Parent Council ongoing involvement in feeding back parent views at meetings. - Parent 'stay and play' sessions and sharing the learning events - Careers Week - Let's Focus On Skills booklet created for parents	
Professional Learning	Interventions for Equity	Pupil Equity Funding (PEF) Allocation	
- Professional reading/ online materials - Meta-skills embedded in quality assurance procedures and documentation - Meta-skills embedded in Peer/ SMT professional discussions - Sharing good practise across the authority	employability & skills development	£2200 SeeSaw for sharing meta-skills £1500 STEM station and play resources	

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Outcomes/Expected Impact for learners	Tasks/Interventions	Measures	Timescale(s)	Progress to date
consider targets, % change expected	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?	Termly update
All learners will develop and demonstrate increased knowledge, understanding and application of meta-skills across the curriculum.	Refresh meta-skills at all stages: P1 – Self Management Skills P2 – Innovation Skills P3 – Social Intelligence Skills P4-7 – All skills using the Tree of Knowledge assembly tasks	P1-3 – Learners will be able to identify and talk about relevant meta-skills. (Pre) P4-7 – Classes identify individual skills that they would like to understand more. (Post) assessment following update activities. Meta-Skills staff displays.	August – September 2026	
	Skills explicitly referenced in lessons, success criteria and plenaries	Consistent use of skills starter and plenary slides. Quality Assurance Peer and SMT visits to show a consistent use of meta-skills across all classes.	September 2026 onwards	
	P1 – Embedding of Meta-skills in the play environment through completion of targets. Embedding of target meta-skills in play areas. Meta-skills explicitly modelled in these areas.	P1 Play Planning adapted to include meta-skills. Observations reintroduced with a meta-skills focus. Seesaw sampling evidencing regular reference to meta-skills in learning.	October 2026	
	P2-3 STEM station – STEM challenges created to specifically link to target meta skills.	Through reflection task / discussion, learners will be able to name meta-skill used, give a simple explanation of how they used this and be able to apply the skill in new challenges. Gather pupil views on STEM Station activities.	P2 Challenges – December 2026 P3 Challenges – March 2027	
	PEBL planners adapted to reflect feedback from Year 1.	Staff Glow Form - Planners re-evaluated following next PEBL investigation.	October 2026	

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	PEBL approach - One PEBL per year with the option for a second at each stage	Forward Plan reviews and meetings Quality Assurance visits. Jotter monitoring / Samples of pupils' work. Learner Feedback re: PEBL approach (Glow Forms).	January 2027	
	Learning intention / success criteria for PEBL lessons linked to meta-skill(s) / Dual learning intentions for each lesson			
	Update Play Policy to include meta-skills and agreed PEBL approach	Play environments and shared areas reflect meta-skills (displays, prompts, resources). Consistency across stages in approach to play and PEBL. Quality assurance observed lessons, peer observations.	March 2027	
All learners will develop and demonstrate increased knowledge, understanding and application of meta-skills across the wider school.	Embed Meta Skills in school committees – Committee objectives, activities to be linked to relevant meta-skills	Meta-skills referenced on committee walls. Meta-skills referenced in committee updates.	October 2026	
	Meta-skills referenced in PSG paperwork, USPs and Action Plans as appropriate	Meta-skills linked to personal targets where appropriate. Meta-skills linked to action plans where appropriate.	September 2026	