



Standards & Quality Report  
2020-21

and

School Improvement Plan  
2021-22



## Introduction

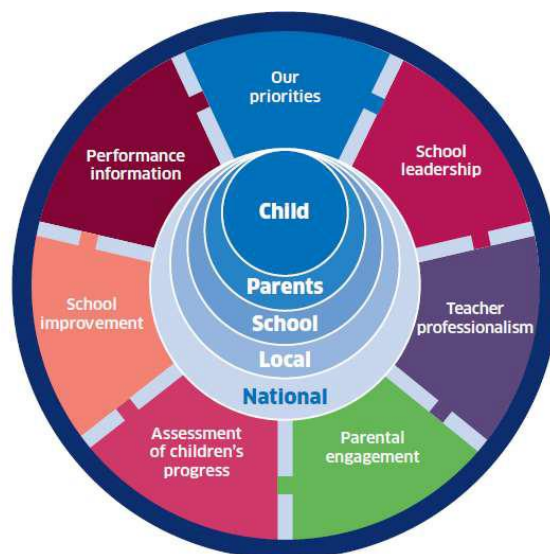
Shetland Islands Council is committed to delivering the best possible outcomes for children and young people so that they have the best start in life and are ready to succeed by following the principles of Curriculum for Excellence, the National Improvement Framework, Getting it Right for Every Child (GIRFEC), and Developing the Young Workforce.

We want to know how well we are doing this and how we can improve. We are continuously evaluating what we do and how it makes a difference to our learners. We have been asking ourselves - staff, pupils, parents/carers, and other partners - the questions contained in this Standards and Quality Report. Our self-evaluation - involving staff, pupils, parents/carers, and other partners - is in the pages that follow, along with our main improvement priorities for session 2021/22. This report is based on the quality indicators in *How Good is Our School?* 4<sup>th</sup> Edition (2015) and *How Good is our Early Learning and Childcare?* (2016) and on the priorities and drivers of the National Improvement Framework.

The current National Improvement Priorities are:

- Improvement in attainment, particularly in literacy and numeracy;
- Closing the attainment gap between the most and least disadvantaged children;
- Improvement in children and young people's health and wellbeing; and
- Improvement in employability skills and sustained, positive school leaver destinations for all young people

The National Improvement Drivers are:



## Our Vision for Mossbank School

*'We want Mossbank School to be a place where pupils, parents and staff can achieve their full potential.*

*A place where pupils, parents and staff are respected and valued for their contributions.*

*A place where children are nurtured and inspired to go forward into an ever-changing world with the values and skills they need to succeed.*

*A place of high expectations at the center of its community, with its community at its centre'*

## At Mossbank Primary School we aim to:

- Ensure that all children at Mossbank are safe and happy in School with caring adults they trust.
- Ensure that all children at Mossbank benefit from the Curriculum for Excellence to achieve their full potential.
- Ensure pupils have opportunities to make friends.
- Ensure pupils learn to be responsible for their own learning.
- Ensure all pupils know how to stay healthy and safe.
- Ensure that all pupils are included.
- Respect and take responsibility for our School and all the people in it and treat others as we would wish to be treated.

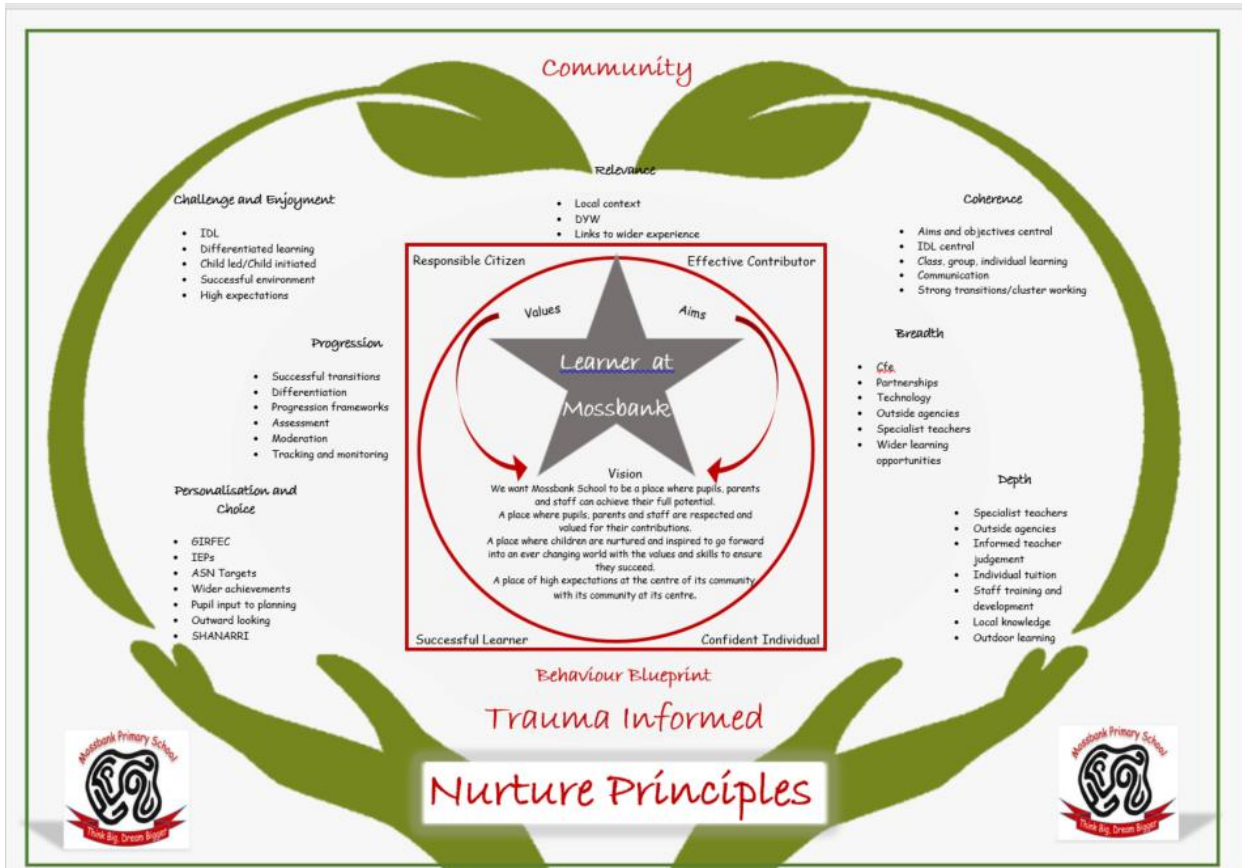
We achieve this by being

**Ready, Respectful and Safe**

at all times in our school.

## Our Curriculum

We designed our curriculum in consultation with all stakeholders and our curriculum rationale reflects our own unique setting.



## Our School

- Mossbank Primary School is situated 28 miles north of Lerwick serving the communities of Mossbank, Firth and Toft. Standing beside the Village Hall, the school provides a focal point for life in the Community. The School is housed in a bright, modern building with extensive play areas and grounds, which offer scope for pupils to become actively involved in caring for their Environment. There is also an enclosed multi-court for sporting activities. The Upper wing of the school houses Early Learning and Childcare. The Lower Wing contains the two Primary classes they share an open area which can be used for study or free choice play. In this lower part of the school there is a resource room, library, art room, music room and ASN base. The two wings are linked by a multi-purpose Hall used for Assemblies, PE and dining. The Head Teacher's and Secretary's rooms are located in a corridor leading off the main entrance to the school.
- We have a canteen and hot meals are prepared on site. The pupils also benefit from a healthy tuck shop, although during these times of Covid restrictions this is not available.
- The school has recently been through a period of considerable staff changes. Our p1-3 class have had four different teachers in the last four years, not including many supply teachers in between.
- Our ELC setting has also experienced a number of staff changes. Our Senior Practitioner has reduced her hours and we are awaiting an appointment to the vacant part of her post. Two members of staff are currently on maternity leave. We have lost one Practitioner post due to falling numbers and our ELC teacher retired at end of last term.
- Our ASN teacher, who had been in post for less than a year, left in April, the HT has taken on this role. This in turn, led to the p4-7 class experiencing two different teachers for 0.5 of a week in the last term.
- In a small two teacher school such disruption is difficult for the whole school community. We have now appointed permanent teachers for p1-3 and ELC. Our ASN post will continue to be filled by the HT. We have very recently appointed to the Senior Practitioner in ELC post.
- There is an active Parent Council and Pupil Council in the school, however our current Chairperson is standing down at the forthcoming AGM.

- The school enjoys good links with many outside agencies including, the Health Visitors, Speech and Language Therapy, Occupational Therapy, Pre-School Home-Link Service, Child Smile, Psychological Services Outreach, Police Scotland, Active Schools, Shetland Library and Ability Shetland. Our school is used by community groups such as the North Mainland Development Group, Ability Shetland, Delting Community Council and Shetland College.
- We have good links with Shetland College and where possible try to support students to gain qualifications.

## Self Evaluation

Self-evaluation is at the heart of our practice in Mossbank school. We use Self-evaluation in the following ways:

- Parents and carers opinions are sought through questionnaires and suggestion boxes
- The school is reviewed under the HGIOS 4 indicators.
- Informal reflection/ discussions
- Continuous Staff Review and Development
- SHANNARI scores from all p4-7 pupils are collected, collated and tracked.
- There is an active Parent and Pupil Council
- Local businesses have been involved in identifying priorities and fundraising towards them.
- SNSA data and teacher judgements inform next steps

(SNSA data and CfE judgements are not shared publicly. Our small school roll would mean that confidentiality would be difficult to ensure)

## Conclusions and Main Points of Action from 2019 TIV

The Head Teacher is highly regarded throughout the school community. Conditions have been set through establishing positive relationships within school and across school community, including partnership and multi-agency working, to allow improvements to be taken forward. This will build on the caring and nurturing ethos throughout the school, to the benefit of the happy, polite learners who are keen to learn.

### **Actions:**

- Improvements in learning, teaching and assessment to raise attainment
- Improvements in tracking and monitoring of children's learning and attainment
- Review curriculum to ensure it is progressive and relevant, and links to the school's values, skills for learning, life and work.
- Local Authority personnel to support school staff to produce an action plan following the visit and support to establish key systems and procedures, reflected in the SIP

## COVID 19

The Covid 19 pandemic has impacted on our school in the following ways:

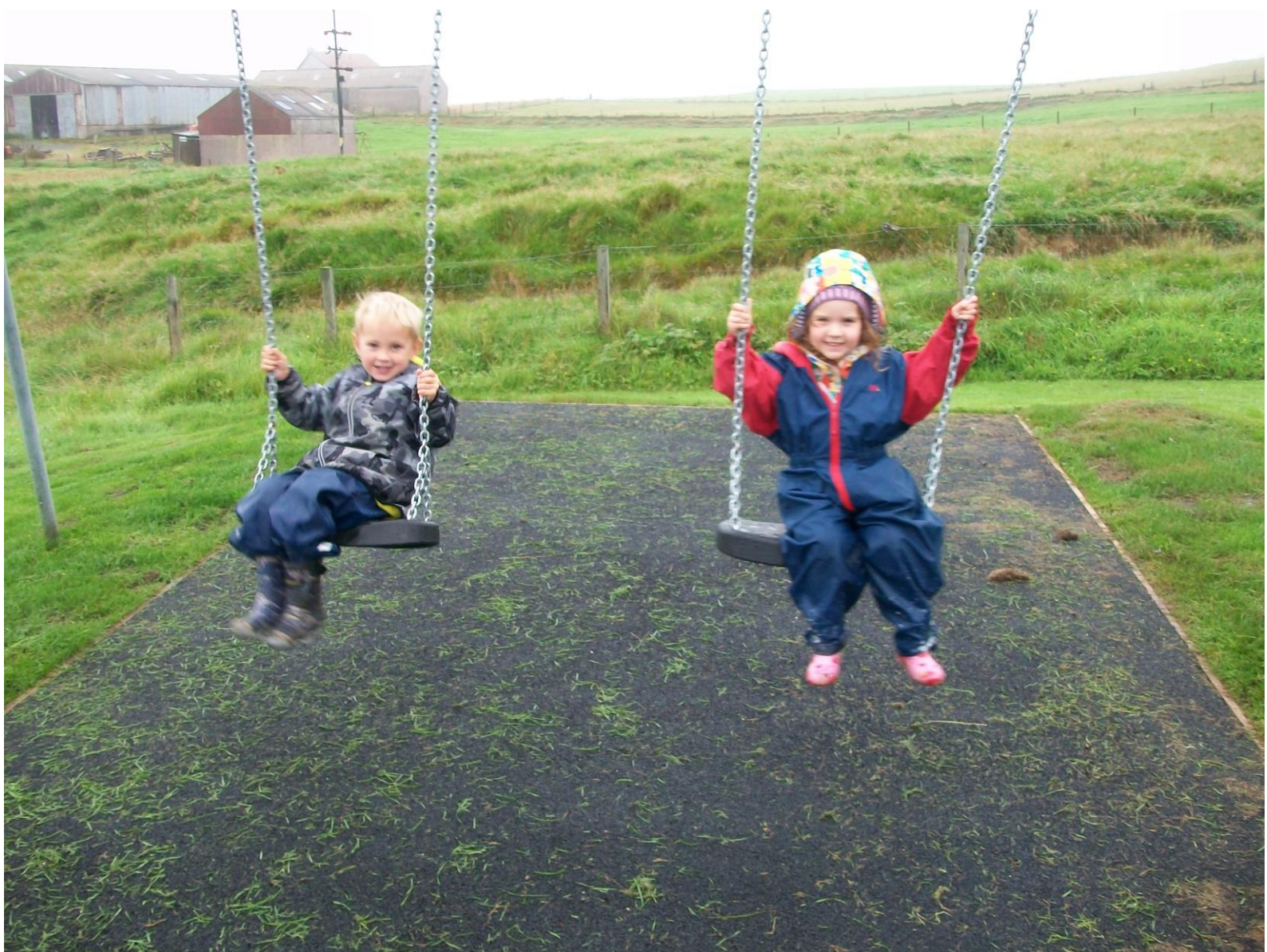
- Our children have had vastly different learning experiences during both lockdowns. Engagement in learning was very variable. For some pupils home learning was a very positive experience, while, for some others it proved to be very difficult. We also had almost 50% of our role still attending during the second lockdown, this added to the inequality of experience for our learners.
- We experienced two instances where Covid 19 cases impacted on our school. This led to a one day closure for deep cleaning in March and our upper primary class self-isolating in June. Both occurrences prompted anxiety among staff and parents and led to a drop in attendance by pupils and staff.
- The pandemic has hindered our progress in embedding our Family Fridays into our school routines. We hope to be restart these soon. As restrictions ease, we now need to ensure that the relationships we worked so hard to build up with parents and carers are not lost.
- Other community events such as school shows, coffee mornings, senior citizens lunches, etc have also been affected.
- Our learner led parents' evening and individual parents evenings have also not been able to go ahead. Ad-hock communications with parents and carers at drop off and pick up times have also been disrupted.
- Stress levels among staff has also been a factor during the pandemic. We will continue to support staff by ensuring that they are aware of, and have access to, the staff welfare service.
- Support services such as SALT, PSHVS, OT have been affected. We are only now seeing a return to face to face support.
- Staff have been upskilled in ICT, in particular GLOW, we now need to ensure skills remain fresh for pupils and staff.



Collaboration and consultation with our stakeholders in  
session 2020/21

Who?	When?	How?	What did we find out?(bullet points on key themes)
Staff	Annual Termly Continuously	PRD meetings Staff meetings In formal consultation	Stress levels during Covid, particularly support staff 39% Staff referred to Staff Welfare service Staff feel supported by school management but less so by Children's Services and the Scottish Government HWB needs to be a priority.
Children and young people	Continuously Termly	Pupil Council assemblies SHANARRI evaluations	
Parent and Carers	Continuously  February/ August 2021	New school Blog - improved communication Open door policy Questionnaires	Most parents have been happy with the levels of support given over the pandemic. ICT issues identified  See Appendix. 1.
Community and other stakeholders	Regular contact	Email etc.	Shetland College are delighted to be accessing the school building again NMLP are also excited about opening up a bit more this year.

# Standards & Quality Report 2020-21



## Progress made with the Priorities from our 2020-21 School Improvement Plan

<p><b>NIF PRIORITIES</b></p> <ul style="list-style-type: none"> <li>-Improvements in attainment, particularly in Literacy and Numeracy</li> <li>-Closing the attainment gap between the most and least disadvantaged children</li> <li>-Improvement in children and young people's health and wellbeing</li> <li>-Improvement in employability skills and sustained, positive school leaver destinations for all young people</li> </ul> <p><i>(highlight as appropriate)</i></p>	<p><b>NIF DRIVERS</b></p> <ul style="list-style-type: none"> <li>School Leadership</li> <li>Teacher Professionalism</li> <li>Parental Engagement</li> <li>Assessment of Children's Progress</li> <li>School Improvement</li> <li>Performance Information</li> </ul>	<ul style="list-style-type: none"> <li>1.1 Self-evaluation for self-improvement</li> <li>1.2 Leadership for learning</li> <li>1.3 Leadership of change</li> <li>1.4 Leadership and management of staff</li> <li>1.5 Management of resources to promote equity</li> </ul>	<ul style="list-style-type: none"> <li>2.1 Safeguarding and child protection</li> <li>2.2 Curriculum</li> <li>2.3 Learning, teaching and assessment</li> <li>2.4 Personalised support</li> <li>2.5 Family Learning</li> <li>2.6 Transitions</li> <li>2.7 Partnerships</li> </ul>	<ul style="list-style-type: none"> <li>3.1 Ensuring wellbeing, equality and inclusion</li> <li>3.2 Raising attainment and achievement/Securing children's progress</li> <li>3.3 Increasing creativity &amp; employability/ Developing creativity &amp; skills for life &amp; learning</li> </ul>
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### Priority 1: To minimise the effects of CoVid 19 and ensure that pupils, families and staff are supported.

<p><b>What were our outcomes?</b></p> <p>Pupils, staff and families can access support on specific issues they may face.</p>	<p><b>What did we do?</b></p> <ul style="list-style-type: none"> <li>• Five families referred to FLSW</li> <li>• Three school counselling referrals made</li> <li>• Free school meals families offered additional food packages</li> <li>• Ability Shetland provided all families with a CO-OP voucher and hats and scarves</li> <li>• Two families referred to PSHVS</li> <li>• On-going support from PSHVS</li> <li>• Digital Inclusion devices provided for children who required them</li> <li>• 39% of staff are receiving support from staff welfare service</li> </ul>	<p><b>What was the impact on learners?</b></p> <ul style="list-style-type: none"> <li>• Pupils enjoy working with FLSW</li> <li>• Almost all parents have engaged positively</li> <li>• Boxall profile and Leuven data will be useful over time but as is the case with nurture, improvements are slow.</li> <li>• Pupils are engaging with the school counselling service.</li> <li>• PSHVS have now resumed setting and home visits, too early to measure impact.</li> <li>• Staff report improved mental health form seeing Staff welfare counsellors, less staff absences and thus greater continuity for the children.</li> </ul>	<p><b>What are the next steps and how do you plan to evidence the impact of further actions required ?</b></p> <p>This will be an ongoing priority as we continue to operate within this pandemic. Hard data from Boxall profiles and Leuven Scale will continue to be monitored.</p>
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<p>All families who face barriers to digital learning will be supported to overcome them.</p> <p>Parents receive regular informal feed back from school now that the opportunities to talk with staff are reduced due to CoVid restrictions.</p>	<p>Digital Inclusion devices provided for children who required them</p> <p>School provided paperpacks where parents found engaging digitally diRegular check ins from CT and HT</p> <p>ASN pupils/parents contacted weekly</p>	<p>76% of parents who responded to the survey were happy with the level of support given to their children during lock down.</p> <p>92% of those who responded said their child had access to a suitable device for learning</p> <p>83% of parents felt happy to approach the school for support.</p>	<p>We will try to maintain levels of digital skills with the children.</p>
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<p><b>NIF PRIORITIES</b>  -Improvements in attainment, particularly in Literacy and Numeracy  -Closing the attainment gap between the most and least disadvantaged children  -Improvement in children and young people's health and wellbeing  -Improvement in employability skills and sustained, positive school leaver destinations for all young people</p> <p><i>(highlight as appropriate)</i></p>	<p><b>NIF DRIVERS</b>  School Leadership  Teacher Professionalism  Parental Engagement  Assessment of Children's Progress  School Improvement  Performance Information</p>	1.1 Self-evaluation for self-improvement 1.2 Leadership for learning 1.3 Leadership of change 1.4 Leadership and management of staff 1.5 Management of resources to promote equity	2.1 Safeguarding and child protection 2.2 Curriculum 2.3 Learning, teaching and assessment 2.4 Personalised support 2.5 Family Learning 2.6 Transitions 2.7 Partnerships	3.1 Ensuring wellbeing, equality and inclusion 3.2 Raising attainment and achievement/Securing children's progress 3.3 Increasing creativity & employability/ Developing creativity & skills for life & learning
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**Priority 2: To embed the use of progression frameworks in literacy and numeracy at all stages in our school.**

<p><b>What were our outcomes?</b></p> <p>All children will have access to learning which</p> <ul style="list-style-type: none"> <li>• builds on prior learning.</li> <li>• tracks the progress of all learners.</li> <li>• ensures that learning experiences are relevant and not reliant on schemes</li> </ul>	<p><b>What did we do?</b></p> <p>All teaching staff are aware of the pathways and have begun to use the new planning format to enhance support assessment and progression</p>	<p><b>What was the impact on learners?</b></p> <p>This has had minimal impact on the learners this year due to the pandemic. Many of the staff meetings had to be postponed or cancelled. Increased workload and stress of home learning meant that many development priorities had to be postponed.</p>	<p><b>What are the next steps and how do you plan to evidence the impact of further actions required?</b></p> <p>This will be a target on next years SIP</p>
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<p><b>NIF PRIORITIES</b>          -Improvements in attainment, particularly in Literacy and Numeracy          -Closing the attainment gap between the most and least disadvantaged children          -Improvement in children and young people's health and wellbeing          -Improvement in employability skills and sustained, positive school leaver destinations for all young people    <i>(highlight as appropriate)</i></p>	<p><b>NIF DRIVERS</b>          School Leadership          Teacher Professionalism  <b>Parental Engagement</b>          Assessment of Children's Progress          School Improvement          Performance Information</p>	<p>1.1 Self-evaluation for self-improvement          1.2 Leadership for learning          1.3 Leadership of change          1.4 Leadership and management of staff          1.5 Management of resources to promote equity</p>	<p>2.1 Safeguarding and child protection          2.2 Curriculum          2.3 Learning, teaching and assessment  <b>2.4 Personalised support</b>  <b>2.5 Family Learning</b>          2.6 Transitions          2.7 Partnerships</p>	<p><b>3.1 Ensuring wellbeing, equality and inclusion</b>  <b>3.2 Raising attainment and achievement/Securing children's progress</b>          3.3 Increasing creativity &amp; employability/ Developing creativity &amp; skills for life &amp; learning</p>
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<p><b>Priority 3: Family Learning and Support Worker post will be established.</b></p>			
<p><b>What were our outcomes?</b>          Identified families will be able to access timely, focused support</p>	<p><b>What did we do?</b>          Colleen Flaws was appointed to the post, August 2020.          Families identified and referred by October 2020          CF supporting BA in Nurture group delivery.</p>	<p><b>What was the impact on learners?</b>          As it is with nurture, the impact of such interventions are difficult to measure and the results are often not quickly obvious.  <b>What pupils said</b>          100% pupils enjoyed working with FLSW          Better focus at school, increased confidence and someone to talk to, were the top three benefits identified by pupils.  <b>What parents said</b>          83% of parents strongly agreed that the service was useful, 17% agreed.          83% of parents strongly agreed that FLSW is easy to talk to and approachable, 17% agreed.</p>	<p><b>What are the next steps and how do you plan to evidence the impact of further actions required ?</b>            Continue the post and look carefully at a more robust method of tracking impact.</p>

		<p>Emotional support and better links with the school were top two benefits identified by parents.</p> <p>The average rating out of 5 for the service was 4.67.</p> <p><b>What staff said</b></p> <p>Teachers observed a significant improvement in engagement and demeanour of pupils in the classroom.</p>	
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## Pupil Equity Fund Reporting, 2020/21

*(NB – this may only be partly completed this session due to COVID-19 and due to this being a change in reporting expectations)*

<p><b>Project/intervention: Creation of Family Learning Support Worker Post</b></p> <p><b>What was your gap?</b></p>
<p><b>Interventions for Equity</b> <a href="#">Interventions for Equity</a>   <a href="#">Self-evaluation</a>   <a href="#">National Improvement Hub (education.gov.scot)</a></p> <p><i>(highlight the interventions that apply)</i></p>

Early intervention and prevention	Social and Emotional Wellbeing	Promoting healthy lifestyles	Targeted approaches to literacy and numeracy	Promoting a high quality learning experience	Differentiated support
Use of Evidence and Data	Employability and Skills Development	Engaging beyond the school	Partnership working	Professional learning and leadership	Research and evaluation to monitor impact
<b>Planned Outcome</b> Greater engagement in school by identified group		<b>Measures of impact on learners</b> 83% Parents strongly agreed that the service was useful, 17% agreed. 83% strongly agreed that FLSW was approachable and easy to talk to, 17% agreed 67% cited emotional support and the largest percentage of the support provided while 33% said she provided a good link with the school. The service was rated as 4.67 out of 5 100% pupils enjoyed working with FLSW Better focus at school, increased confidence and someone to talk to, were the top three benefits identified by pupils. Teachers observed a significant improvement in engagement and demeanour of pupils in the classroom.			
Teaching and Learning					
Leadership					
Family and Community	x				



## School self-evaluation, 2020-21, and priorities for further improvement

### Leadership of Change (Q1 1.3)

#### Developing a shared vision, values and aims relevant to the school and its community

Our vision, values and aims are shaped by a clear understanding of the social, economic and cultural context of our school community. Leadership at all levels is becoming embedded in our school and this enables our vision, values and aims to become an embedded reality.

In 2017 in conjunction with the Parent Council and wider parent body, we revisited our vision, values and aims. Parents, pupils and staff were asked to vote on their 'top 10' values. These were reflected in our written 'Mission Statement'. Our pupils were then asked to come up with a slogan for our school. This was added to our school logo and the 'Think Big, Dream Bigger' theme is visible on all correspondence and throughout the school. SIP priority 2 (2019/20) focused on ethos and behaviour management. This led to the production of a Behaviour Blueprint which is now becoming embedded in our practice.

Most staff show commitment to shared educational values and professional standards, this is reflected in regular PRD meetings and continuous professional development. Staff engage in professional dialogue and professional learning. Two members of staff are currently studying towards a degree. Regular PRD meetings identify staff development needs and training.

Senior leaders provide strong leadership which is now enabling our school and wider community to develop an aspirational vision. This underpins our continuous improvement.

Pupil voice is demonstrated through our pupil council, JRSO and Sports Leadership Awards, assemblies, play-based, child led pedagogy

in ELC and P1-3, TALBS, Social fitness programme and transition projects.

Our curriculum rationale reflects an in-depth knowledge and understanding of our community and therefore reflects the local context.

### Strategic planning for continuous improvement

During her time in post the head teacher has developed positive relationships within the school community. They should now be used to develop shared understanding and commitment to improvements in learning and teaching.

We are committed to the development of play-based child led learning in the ELC and p1-3.

Head Teacher strives to create conditions where staff feel confident to initiate well-informed change and are committed to collective responsibility in the process of change. We now need to ensure proposed changes demonstrate the interconnectedness of the school and community in improving learning and outcomes for children and young people.

### Implementing improvement and change

Conditions have been created to allow work to now progress on identified priorities. Raising attainment in literacy and numeracy should be priorities.

There is a robust school improvement plan which contains relevant priorities.

Head teacher is working collaboratively with Children's Services and has developed a clear rationale and chosen appropriate approaches to effectively facilitate change, leading to greater equity for all learners. We are beginning to routinely reflect on and develop our practice taking account of our self-evaluation and vision for continuous improvement. We are beginning to create a culture where staff, learners and partners engage regularly in critical and creative thinking. As a result, children and young people are beginning to develop increased capacity to respond and adapt to change. We are developing effective strategies to monitor and evaluate the impact of

changes on outcomes for learners and the work of our school.

Sweeping changes have happened in our ELC setting. Staff have a much greater understanding of Early level pedagogy and continuous provision. ELC staff are committed to leading change throughout the school.

**Self-evaluation grade on the HGIOS?4 six-point scale: 4**

Learning, teaching and assessment (Q1 2.3)

### Learning and Engagement

There is a caring ethos which is underpinned by respectful relationships and principles of nurture. The ethos and culture of our school reflects a commitment to children's rights and positive relationships. SIP Priority 2, 2019/20 has resulted in our 'Behaviour Blueprint' which has been embedded quickly by both pupils and staff.

Most of our children and young people are eager and active participants in their learning.

We make use of digital technology to support learning but we recognise the need for a digital tech Progression framework.

CoVid 19 has ensured that learners and staff have embraced digital learning.

Learners are engaged in setting targets for their learning on a termly basis. Targets are visible on pupils' desks and shared

with parents and the head teacher via 'Take A Look Books' (TALBs).

Children are polite and keen to learn.

FLSW role has led to evidence of greater engagement in the classroom.

### Quality of Teaching

The quality of teaching across the school has been variable, as was reflected in the 2019 TIV. To improve the consistency and quality of teaching, a shared understanding of what high quality learning and teaching looks like has been developed collegiately. The school is working towards a consistent approach to sharing learning intentions and skills to ensure all children are aware of the purpose of their learning and the skills they are developing. The school is working towards active, playbased learning in all areas.

New P1-3 teacher is committed to developing a play-based approach with p1-3, this is supported by senior leadership and ESO.

We are committed to evaluating our learning spaces and developing neutral, flexible fit for purpose learning environments. This aim is echoed in the Learning Estates Strategy, which identifies our school as requiring significant redecoration and modernisation.

### Planning Tracking and Monitoring

Tracking and monitoring systems have been developed and are now in the second year of use.

Progression pathways for Literacy and Numeracy are in place and staff are now using these in conjunction with a new planning system. We are now in a place to embed this in our practise. This will enable teacher judgements to be more accurate and our

data collection to be more robust.

### Effective use of Assessment

A formal assessment schedule for our school and we are now ready to implement it.

Informal formative assessment is now considered at the planning stage.

These assessments are used to make informed judgements interventions for pupils.

**Self-evaluation grade on the HGIOS?4 six-point scale: 3**

### Ensuring wellbeing, equity and inclusion (Q1 3.1)

#### Wellbeing

School ethos is caring and friendly.

Curriculum Rationale reflects strong focus on Nurture and Trauma informed Practice, staff are trained in TIP and Nurture.

All staff are aware of and consider the nurture principles when engaging with our children.

Health and Wellbeing progression pathway now needs to be embedded into our planning.

School has good links with support services such as PSHVS, SALT, Social work, Early Help team, School Counselling service,

Active schools.

Covid Recovery is at the centre of our practice this year, we refer to the 'Nurture, Reconnection, Recovery and Resilience' guidance from SIC Children's Services.

SHANARRI indicators are used to promote an understanding of wellbeing and provide pupil voice.

Staff/pupils relationships are positive and respectful.

Strong ethos of teamwork between staff, leading to collegiate practice and better outcomes for children.

### Fulfilment of Statutory Duties

School works within the GIRFEC framework, Child's Plans and IEPs are in place for children who need them.

Child protection procedures are in place and understood by all staff.

Staff are trained in Child Protection Level 2.

### Inclusion and Equality

School rules of Ready, Respectful and Safe are embedded in our ethos and understood by children, staff and parents.

Additional support needs are identified and met.

Family Learning Support Worker supports identified families.

The Nurture Principles underpin our ethos.

Nurture Group takes place every Wednesday.

Staff have an understanding of trauma informed practises and some have undertaken training in this area.

Through the GIRFEC Framework we work closely with other agencies to ensure support is in place for our school to be truly inclusive.

The school environment supports inclusivity and is well equipped to provide a suitable space for all learners.

**Self-evaluation grade on the HGIOS?4 six-point scale: 5**

### Raising attainment and achievement (Q1 3.2)

#### Attainment over time

Tracking and monitoring systems are now in place throughout the school, these now have to be embedded. We are now well placed to begin gathering data to show progress.

SNSA results are available to demonstrate progress and areas for development.

Achievement of a level data is beginning to be more robust

## Attainment in literacy and numeracy

Extensive work on play-based pedagogy is now happening in the ELC and p1-3 classrooms to increase engagement and improve attainment. Staff are committed to CPD and we are working closely with the ESO for Early Years.

Emerging Literacy strategies underpin our learning and teaching. Staff are trained in this and the school is working with ESO Peripatetic Teacher of Emerging Literacy.

Staff are engaging in training on benchmarks and are working collegiately to develop a shared understanding which will lead them become more confident in their judgements.

We have recently employed a Family Support Worker with PEF funding to engage with and support some of our most vulnerable families.

Our SIP identifies and addresses areas for development and investment.

## Overall quality of learners' achievement

Achievement of any kind is celebrated in our school, pupil's work is displayed on our Incredible Work Wall and highlighted in our assemblies.

Children set and evaluate termly targets which are displayed on the Football wall and moved to the back of the net when achieved. These are included in Take A Look Books which are shared with parents.

Our focus on nurture and emotional wellbeing remains at the heart of our curriculum and is reflected in our Curriculum



Rationale.

Multi- agency working is strong, eg SALT, PSHVS, OT, Paediatrics, Health Visitors, Dental Health Team, Health Improvement, Bruce Family Centre, Social Work, Early Intervention Service, Educational Psychologist and Ed Psych Outreach.

Health and Wellbeing measured and tracked through SHANARRI outcomes.

Most of our pupils achieve the appropriate levels at p1, 4 and 7

SNSA results show steady progress for children.

**Self-evaluation grade on the HGIOS?4 six-point scale: 3**

# School Improvement Plan 2021-22



## Factors Influencing the 2021/22 School Improvement Plan

<p><b>Local authority factors</b></p> <ul style="list-style-type: none"><li>• Shetland Islands Council National Improvement Framework Plan</li><li>• Children's Services, Recovery and Renewal Plan</li><li>• Children's Services, Directorate Plan SIC Operational Guidance: School Improvement Planning and Standards and Quality Reporting</li><li>• SIC Strategy for Parental Involvement 2018</li></ul>	<p><b>National factors and drivers</b></p> <ul style="list-style-type: none"><li>• Curriculum for Excellence</li><li>• Realising the Ambition</li><li>• National Improvement Framework</li><li>• The Scottish Attainment Challenge</li><li>• Education Reform and Empowerment</li><li>• Getting It Right for Every Child</li><li>• Developing Young Workforce</li><li>• Digital Learning and Teaching Strategy</li><li>• The Equity Audit</li><li>• "Learning Together": Scotland's national action plan for parental involvement etc. 2018-2021</li></ul>
<p><b>School factors</b></p> <ul style="list-style-type: none"><li>• ELC expansion work to be carried out in the 21/22 school year</li><li>• Recent changes in staff, p1-3, ELC and ASN</li><li>• Covid 19 in the local context</li><li>• Continuous evaluation and improvement of the school environment</li><li>• Lack of janitorial support leads to greater workload on other staff</li><li>• Poor attendance at PC AGM</li></ul>	<p><b>Local factors</b></p> <ul style="list-style-type: none"><li>• Recent economic downturn in the North Mainland including the closure of Scatsta Airport and the destruction of the Moorfield Hotel</li></ul>

### UNCRC

- This is embedded in the ethos of our school
- Assemblies focusing on rights and responsibilities
- Behaviour Blueprint
- P1-3 Teacher is well versed in *Global Citizenship* and will lead school community in this area

### Tacking Inequalities, Poverty Proofing and Cost of the School Day

- School run breakfast club offers support at a low cost
- Support to access grants and free school meals is offered
- Ability Shetland provide support, clothing etc
- PEF funding supports FLSW who works directly with families and can signpost where necessary.

## Improvement Priorities for 2021-22

<p><b>NIF PRIORITIES</b>          -Improvements in attainment, particularly in Literacy and Numeracy          -Closing the attainment gap between the most and least disadvantaged children          -Improvement in children and young people's health and wellbeing          -Improvement in employability skills and sustained, positive school leaver destinations for all young people</p> <p>(highlight as appropriate)</p>	<p><b>NIF DRIVERS</b>          School Leadership          Teacher Professionalism  <b>Parental Engagement</b>  <b>Assessment of Children's Progress</b>  <b>School Improvement</b></p> <p><i>Performance Information</i></p>	<p>1.1 Self-evaluation for self-improvement          1.2 Leadership for learning          1.3 Leadership of change          1.4 Leadership and management of staff</p> <p><b>1.5 Management of resources to promote equity</b></p>	<p>2.1 Safeguarding and child protection          2.2 Curriculum          2.3 Learning, teaching and assessment          2.4 Personalised support          2.5 Family Learning          2.6 Transitions</p> <p><b>2.7 Partnerships</b></p>	<p><b>3.1 Ensuring wellbeing, equality and inclusion</b>          3.2 Raising attainment and achievement/Securing children's progress</p> <p><b>3.3 Increasing creativity &amp; employability/ Developing creativity &amp; skills for life &amp; learning</b></p>
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### Priority 1: To raise attainment in literacy and numeracy at Early Level

Continuation from 2020/21? **N**      Link to COVID-19 recovery **Y**

	Planned Outcome	How exactly are we going to do it?	What?	When?	Resources and Lead Person	Monitoring the impact of the priority on learners
<p>Attainment data is not consistent over the past three years but indicates an overall fall.</p> <p><b>Early</b>            2018-100%            2019 - 25%            2021 - 50%</p> <p><b>First</b>            2018-67%</p>	<p>Most learners, who do not have an identified additional support need will achieve expected levels by June 2022</p>	<p><b>Implement high quality continuous provision in ELC and P1-3</b></p>	<p>'The Den' will be open in August 2021</p> <p>Continuous professional dialogue about play-based pedagogy</p> <p>Staff training</p>	<p>August 2021</p> <p>ESO visit 2/9/21 Ongoing</p> <p>October In Service</p>	<p><i>ESO, HT, ELC Teacher and P1-3</i></p> <p><i>ESO, HT, ELC Teacher and P1-3</i></p> <p><i>All staff</i></p>	<p>High quality observations of learning will provide evidence of impact and inform next steps.</p> <p>Greater engagement from pupils. Evidenced on Leuven scale in Tracking and Monitoring</p>

<p>2019 - 0%</p> <p>2021 - 80%</p> <p><b>Second</b></p> <p>2018-100%</p> <p>2019 - 33%</p> <p>2021 - 50%</p>		<p><b>Engagement with the Emerging Literacy Initiative</b></p> <p><b>Staff will engage with and demonstrate an understanding of the Progression pathways and planning systems in place</b></p> <p><b>Encourage family learning, Parental Involvement and Engagement.</b></p>	<p>Participation in Emerging Lit network</p> <p>Staff meetings</p> <p><b>Engage with target families</b></p> <p><b>Re-instate Family Fridays if safe to do so</b></p>	<p>07/9/21</p> <p>28/9/213</p> <p>30/11/21</p> <p>08/2/22</p> <p>26/4/22</p> <p>Dates</p> <p>24/8/21</p> <p>8/9/21</p> <p>12/1/21</p> <p>Ongoing</p> <p>As soon as safe to do so</p>	<p>ELC Teacher</p> <p>Class Teacher</p> <p>Senior Practitioner</p> <p>ELC Teacher</p> <p>Class Teacher</p> <p>FLSW</p> <p>HT</p>	<p>Phonic screener will provide baseline for development</p> <p>Continuous assessment and observation</p> <p>Assessments are identified at the planning stage</p> <p>Tracking and monitoring is completed regularly to give an accurate picture of levels and inform next steps.</p> <p>Greater engagement from identified pupils. Evidenced on Leuven scale in Tracking and Monitoring</p>
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<p><b>NIF PRIORITIES</b>  -Improvements in attainment, particularly in Literacy and Numeracy  -Closing the attainment gap between the most and least disadvantaged children  -Improvement in children and young people's health and wellbeing  -Improvement in employability skills and sustained, positive school leaver destinations for all young people    (highlight as appropriate)</p>	<p><b>NIF DRIVERS</b>  School Leadership  Teacher Professionalism  Parental Engagement  Assessment of Children's Progress  School Improvement    Performance Information</p>	<p>1.1 Self-evaluation for self-improvement  1.2 Leadership for learning  1.3 Leadership of change  1.4 Leadership and management of staff    <b>1.5 Management of resources to promote equity</b></p>	<p>2.1 Safeguarding and child protection  2.2 Curriculum  2.3 Learning, teaching and assessment  2.4 Personalised support  2.5 Family Learning  2.6 Transitions    <b>2.7 Partnerships</b></p>	<p>3.1 Ensuring wellbeing, equality and inclusion  3.2 Raising attainment and achievement/Securing children's progress    <b>3.3 Increasing creativity &amp; employability/ Developing creativity &amp; skills for life &amp; learning</b></p>
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*Priority 2: To improve children's wellbeing*

**Continuation from 2020/21? Y      Link to COVID-19 recovery Y**

<p>Staff report that pupils and their families are experiencing higher levels of stress and anxiety at school or at home, evident in engagement and wellbeing. There has been an increase in parental concerns.</p>	<p><b>Planned Outcome</b>  By June 2022, almost all pupils will be engaged, happy and secure at school.</p>	<p><b>How exactly are we going to do it?</b>  <b>What?</b>  Pupils benefit from a well-planned and developmentally appropriate HWB Programme, which ensures progression    Referrals made to</p>	<p><b>When?</b>    As required</p>	<p><b>Resources and Lead Person</b>  HT  HT    Boxall profiles , LSW</p>	<p><b>Monitoring the impact of the priority on learners</b>    School Questionnaires    Leuven Scale (tracking and monitoring)    Boxall Profiles (target groups)</p>
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<p>38% of Parents said they felt it should be a focus for our SIP</p> <p>Positive relationships are associated with improved attainment, behaviour, attendance and long term resilience to manage life's challenges.</p> <p>60% children upper Primary children indicated that they would like a school Pet.</p>	<p>Pupils will experience the benefits of caring for a pet, including</p> <ul style="list-style-type: none"> <li>• Fulfilling caring responsibilities</li> <li>• Gaining an understanding of life cycles, loss and change</li> <li>• Shared responsibility</li> <li>• Parental involvement</li> </ul>	<p><i>School Counselling team when appropriate</i></p> <p><i>Identified families - support through PEF</i></p> <p><i>Nurture group for identified children</i></p> <p><i>HWB progression pathway in place</i></p> <p><i>Staff will decide on planning sheets/coverage recording</i></p> <p><i>Staff will look at links to IDL and revise programme</i></p> <p><i>The school will decide on an</i></p>	<p>Staff meetings 6<sup>th</sup> October</p> <p>21 10<sup>th</sup> November</p> <p>.</p> <p>Term 2 Staff Meeting 20<sup>th</sup> October</p> <p>PC meeting 22<sup>nd</sup> September</p>	<p>HT CTs</p> <p>HT CT</p>	<p><i>SHANARRI monitoring</i></p> <p><i>Leuven scale of engagement</i></p> <p>Feedback from pupils and staff Engagement</p>
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		<i>appropriate pet and purchase it</i>			
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<p><b>NIF PRIORITIES</b>  -Improvements in attainment, particularly in Literacy and Numeracy  -Closing the attainment gap between the most and least disadvantaged children  -Improvement in children and young people's health and wellbeing  -Improvement in employability skills and sustained, positive school leaver destinations for all young people</p> <p><i>(highlight as appropriate)</i></p>	<p><b>NIF DRIVERS</b>  School Leadership  Teacher Professionalism  Parental Engagement  Assessment of Children's Progress  School Improvement</p> <p><b>Performance Information</b></p>	<p>1.1 Self-evaluation for self-improvement  1.2 Leadership for learning  1.3 Leadership of change  1.4 Leadership and management of staff</p> <p><b>1.5 Management of resources to promote equity</b></p>	<p>2.1 Safeguarding and child protection  2.2 Curriculum  2.3 Learning, teaching and assessment  2.4 Personalised support  2.5 Family Learning  2.6 Transitions</p> <p><b>2.7 Partnerships</b></p>	<p>3.1 Ensuring wellbeing, equality and inclusion  3.2 Raising attainment and achievement/Securing children's progress</p> <p><b>3.3 Increasing creativity &amp; employability/ Developing creativity &amp; skills for life &amp; learning</b></p>
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*Priority 3 To Expand high quality continuous provision in our ELC setting*

Continuation from 2020/21?Y      [Link to COVID-19 recovery Y](#)

	Planned Outcome	How exactly are we going to do it? What?	When?	Resources and Lead Person	Monitoring the impact of the priority on learners
Planned expansion work will be carried out in our ELC environment this year	Almost all learners will have improved engagement and experience quality play curriculum in ELC	Planned expansion in ELC  Children will benefit from a rich, well planned, fit for purpose learning environment  Time to plan for continuous provision	Term 2  Staff meetings Term 2  Non-floor time Staff meetings 26 <sup>th</sup> October 11 <sup>th</sup> November 12 <sup>th</sup> January	HT   HT, ELC staff ESO  HT, Senior Practitioners ESO	Feedback from staff Levels of engagement in purposeful learning - staff observations  Feedback from staff Levels of engagement in

		<p>in the new room</p> <p>Staff have a shared vision and understanding of what child led learning means in Mossbank ELC.</p> <p>Through CPD Reading Play Policy is developed</p>	<p>17<sup>th</sup> Feb</p>	<p>Key documents available</p>	<p>purposeful learning</p>
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<p><b>NIF PRIORITIES</b>  -Improvements in attainment, particularly in Literacy and Numeracy  -Closing the attainment gap between the most and least disadvantaged children  -Improvement in children and young people's health and wellbeing  -Improvement in employability skills and sustained, positive school leaver destinations for all young people</p> <p><i>(highlight as appropriate)</i></p>	<p><b>NIF DRIVERS</b>  School Leadership  Teacher Professionalism  Parental Engagement  Assessment of Children's Progress  School Improvement</p> <p><b>Performance Information</b></p>	<p>1.1 Self-evaluation for self-improvement  1.2 Leadership for learning  1.3 Leadership of change  1.4 Leadership and management of staff</p> <p><b>1.5 Management of resources to promote equity</b></p>	<p>2.1 Safeguarding and child protection  2.2 Curriculum  2.3 Learning, teaching and assessment  2.4 Personalised support  2.5 Family Learning  2.6 Transitions</p> <p><b>2.7 Partnerships</b></p>	<p>3.1 Ensuring wellbeing, equality and inclusion  3.2 Raising attainment and achievement/Securing children's progress</p> <p><b>3.3 Increasing creativity &amp; employability/ Developing creativity &amp; skills for life &amp; learning</b></p>
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*Priority 4 Covid Recovery : Parental Engagement*

Continuation from 2020/21?N      [Link to COVID-19 recovery Y](#)

	<b>Planned Outcome</b>	<b>How exactly are we going to do it? What?</b>	<b>When?</b>	<b>Resources and Lead Person</b>	<b>Monitoring the impact of the priority on learners</b>
<p>Many parents appear disengaged from school post pandemic due to "closed door policy" during Covid 19. Increased concerns from parents/care</p>	<p>By June 2022, increase opportunities for parents/carers to engage in the life and work of the school in order to:</p> <ul style="list-style-type: none"> <li>• Increase parental confidence in supporting learning</li> <li>• Further strengthen staff and parent/carer relationships</li> </ul> <p>Overall, this will have a</p>	<p>Improved communication, through use of school blog. What has been happening each week, any special events.</p> <p>Reinstate "Family Fridays" as soon as we can.</p>	<p>Ongoing</p>	<p>HT  All staff  School Blog</p>	<p>Engagement in parent questionnaires</p> <p>Monitor opportunities and attendance over the year - either virtually or in person.</p> <p>Good attendance at Family Fridays and positive feedback</p>

<p>rs.</p> <p>Reduction in attendance at recent Parent Council AGM</p>	<p>positive impact on experiences for our children and young people.</p>	<p>Teacher's question time on a Friday afternoon.</p> <p>Staff will try to capture video snippets of the children happy and engaged or any specific "Wow" moments and send these home to individual parents via email. (ELC)</p> <p>Letters home.</p> <p>Pupil Council will invite parents to Parent Council</p> <p>Ask parents to undertake specific tasks.</p>	<p>September 2021</p>		<p>Teacher's question Time becomes embedded and interactive.</p> <p>Staff and parents/carers report that home/school communication is embedded.</p> <p>Parent council has reached a quorum and can continue.</p>
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	Full and active Parent Council.				
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## Pupil Equity Fund – Planning and Reporting

PEF Allocation 2021/22: £8454.00		Carry forward from 2021: £4112.75					
<p><b>Project/intervention: Family Learning Support worker role is consolidated</b></p> <p style="text-align: center;"><b>High quality continuous provision for play based learning in Early level is created</b></p> <p><b>What data/evidence informs this?</b></p> <p>Identified families with poor school engagement is reflected in attainment of a level in pupils</p> <p>Levels of engagement are lower in identified groups</p>							
<p><b>Interventions for Equity</b> <a href="#">Interventions for Equity</a>   <a href="#">Self-evaluation</a>   <a href="#">National Improvement Hub (education.gov.scot)</a> <i>(highlight the interventions that apply)</i></p>							
Early intervention and prevention	Social and Emotional Wellbeing	Promoting healthy lifestyles	Targeted approaches to literacy and numeracy	Promoting a high quality learning experience	Differentiated support		
Use of Evidence and Data	Employability and Skills Development	Engaging beyond the school	Partnership working	Professional learning and leadership	Research and evaluation to monitor impact		
<p><b>Planned Outcome</b>  <b>Stretch Aim :Improve attainment for targeted learners</b></p> <p>Identified children and families will have increased engagement in learning</p> <p>Greater engagement in play passed learning in identified children in P1-3</p>		<p><b>Details of project/intervention:</b>            Support for identified families in and out of school            Nurture group for identified learners in school            Signposting families to other agencies            PEEP sessions            Creation of 'The Den'            Initial spend on resources to create environment  <b>NB – Previous PEF funded FLSW has left</b></p>		<p><b>Resources and Lead Person</b>            HT             HT            CT            ES</p>		<p><b>Measures of impact on learners</b>  <i>Achievement of a level by identified pupils</i>  <i>Greater engagement by identified pupils (Leuven)</i>  <i>Achievement of a level by identified pupils</i>  <i>Greater engagement by identified pupils (Leuven)</i>  <i>High quality observations of play</i></p>	
Teaching and Learning		X					

Leadership		so this is draft until plan is finalised with possible new staffing.		
Family and Community	X			



ITEM	Detail	Hours
<b>TEACHING AND LEARNING</b>		
<b>CLASS TEACHING</b>	Based on 1.0 FTE	22.5
<b>PERSONAL PREPARATION AND CORRECTION</b>	One third of class contact time	7.5
<b>COLLEGIATE TIME</b>		
<b>COLLEGIATE TIME (ANNUAL)</b>	5 hours x 39 weeks this does not include time within the in service	
<b>ESSENTIAL SCHOOL ACTIVITIES</b>		
<b>REPORTS</b>	1.5 hours per pupil (based on 24 pupils)	36
<b>UPDATING TALBS</b>	Largely pupil led and in class time but allowance for teacher input out of class	10
<b>PARENT MEETINGS</b>	One formal evening (5 hours) plus prep (0.5 hours per child) at 22 pupils, one child led evening (2hours) plus planning meeting (2 hours)	20
<b>PROFESSIONAL REVIEW AND DEVELOPMENT</b>	1 hour meeting	1
<b>PROFESSIONAL READING, NIF, COVID RECOVERY ETC</b>	As and when needed	6
<b>STAFF WELFARE</b>	Informal support	3
<b>STAFF CONSULTATION TIME</b>	0.5 hpw with ASN teacher	19
<b>CLUSTER MODERATION</b>	2x 1.5.hr meeting plus 1.5 hrs prep time	3
<b>SCHOOL BASED MODERATION</b>	3x1hr meetings	3
<b>SELF EVALUATION</b>	3x1hr meetings	3
<b>ASSESSMENT LEADING TO ACHIEVEMENT OF A</b>	Collating assessments/professional judgements (6 hours per term, prior to monitoring meeting with HT towards tracking and	24

LEVEL	monitoring	
TRACKING AND MONITORING MEETING	Term 2, Term 3 and Term 4	3
FEEDBACK FOLLOWING CLASSROOM OBSERVATIONS	1 hour x 2	2
FUNDRAISING PLANNING MEETING	Terms 2 and 3 (2x 1 hour)	2
SHANARRI MONITORING	Terms 1,3,4	2
EXTRA SCHOOL DEVELOPMENT	4x0.2 brainstorm meeting, feed back to staff 4x1 hour meeting t1-t4	6
CHRISTAMS CONCERT PLANNING MEETING AND CONCERT	Term 2	5
TRACKING AND MONITORING, INPUTING LEVELS PRIOR TO REPORTS	Terms 2, 3, 4	3
EVALUATIONS ON TO PLANNING	One hour each item	4
ORGANISING SCHOOL TRIP	One trip per year	2
GIRFEC REVIEW MEETINGS	As and when required	7
REQUISITION ORDER	Term 4	3
FLEXIBILITY	Loss of non contact - various (6x50mins) emails, corporate demands not planned for , extra reading , extra staff meetings.	8
TOTAL	Time required for essential school operational activities	178
COLLEGIATE TIME REMAINING FOR SIP		
SIP 1 TO RAISE ATTAINMENT IN LITERACY AND NUMERACY AT EARLY LEVEL	1x 1hour meetings termly	4
SIP 2 TO IMPROVE CHILDREN'S WELLBEING	1 hour meetings termly	4

<b>SIP 3 TO EXPAND HIGH QUALITY CONTINUOUS PROVISION IN OUR ELC SETTING</b>	1 hour meetings with FLSW termly	4
<b>SIP 4 COVID RECOVERY:PARENTAL ENGAGEMENT</b>	Update Blog, FF planning 15 minutes every 4 weeks	3
<b>PEF PRIORITY</b>		
<b>FAMILY LEARNING SUPPORT WORKER ROLE IS CONSOLIDATED</b>		
<b>HIGH QUALITY CONTINUOUS PROVISION FOR PLAY BASED LEARNING IN EARLY LEVEL IS CREATED</b>		
<b>TIME ALLOCATED TO DEVELOPMENT TASKS</b>	2 x 1 hour meetings with AMF term 2, 1x 1 hour meeting with JN term 3 , reading/research 1 hour	5
<b>TOTAL COLLEGIATE TIME</b>		16
		195

