



MOSSBANK PRIMARY SCHOOL



Standards and Quality Report 2022-23 & School Improvement Plan September 2023-24

This report covers the session 2023-24. It is produced as part of the process of school self-evaluation. It will also contribute to the overall authority and national perspective on standards and quality.

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Abbreviations:

CfE: Curriculum for Excellence
HGIOS: How Good is Our School (4 th Edition)
QIO: Quality Improvement Officer
HWB: Health and Well-being
GIRFEC: Getting It Right For Every Child
IEP: Individual Educational Plans
NIF: National Improvement Framework
PEF: Pupil Equity Funding
DYW: Developing the Young Workforce
GTCS: General Teaching Council for Scotland
SALT: Speech and Language Therapy
SIP: School Improvement Plan
RRS: Rights Respecting Schools

Section 1: Our School

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.

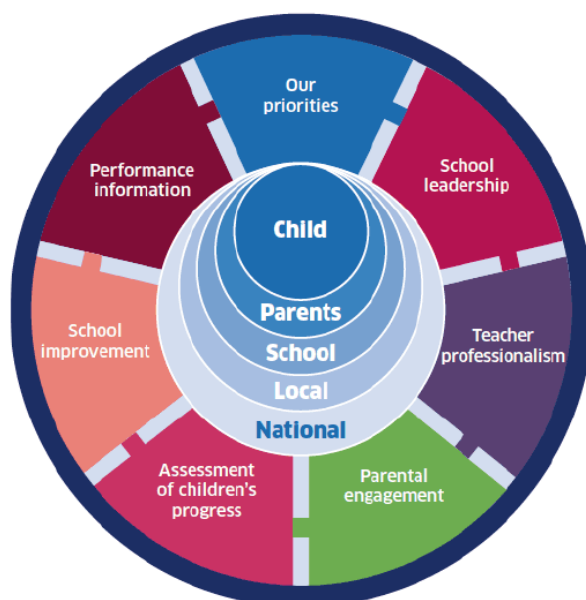
We want to know how well we are doing this and how we can improve. We are continuously evaluating what we do and how it makes a difference to our learners.

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 2023/24. This report is based on the quality indicators in *How Good is Our School?* 4th 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:



The School and its context

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 and the recently completed play based learning room, 'The Den'. In this lower part of the school there is a 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 Clerical Assistant'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 school has recently been through a period of considerable staff changes. Our p1-3 class



have had four different teachers in the last five years, not including many supply teachers in between, we are now in a more stable position with our p1-4 teacher having been in post for two years.

Our P4-7 teacher has been in post for one year.



Our ELC setting has also experienced a number of staff changes in the last two years, however we now have a very dedicated and capable ELC team.

There is an active, but small Parent Council. A small but dedicated core group of parents are committed to supporting the school and taking forward any improvements. We are

continuously working towards engaging more parents in the Parent Council.

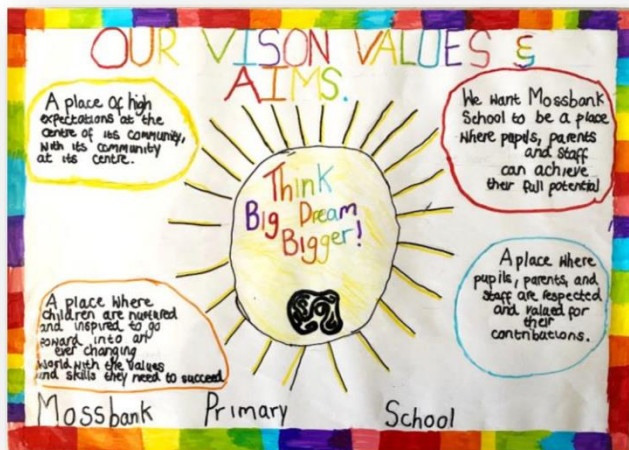
The school enjoys good links with many outside agencies including, the Health Visitors, Speech and Language Therapy, Occupational Therapy, Pre-School Home Visiting Service, Child Smile, Psychological Services Outreach, Police Scotland, Active Schools, Shetland Library and Ability Shetland. Our school 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.



School Vision, Values and Aims

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 to ensure they succeed. A place of high expectations at the centre of its community, with its community at its centre.’



At Mossbank Primary School we value:

- Honesty
- Diversity
- Fairness
- Respect
- Inclusion
- Citizenship
- Behaviour
- Hard-work
- Leadership

At Mossbank Primary School we aim to:

- Ensure that all children 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.
- We will respect and take responsibility for our School and all the people in it and treat others as we would wish to be treated



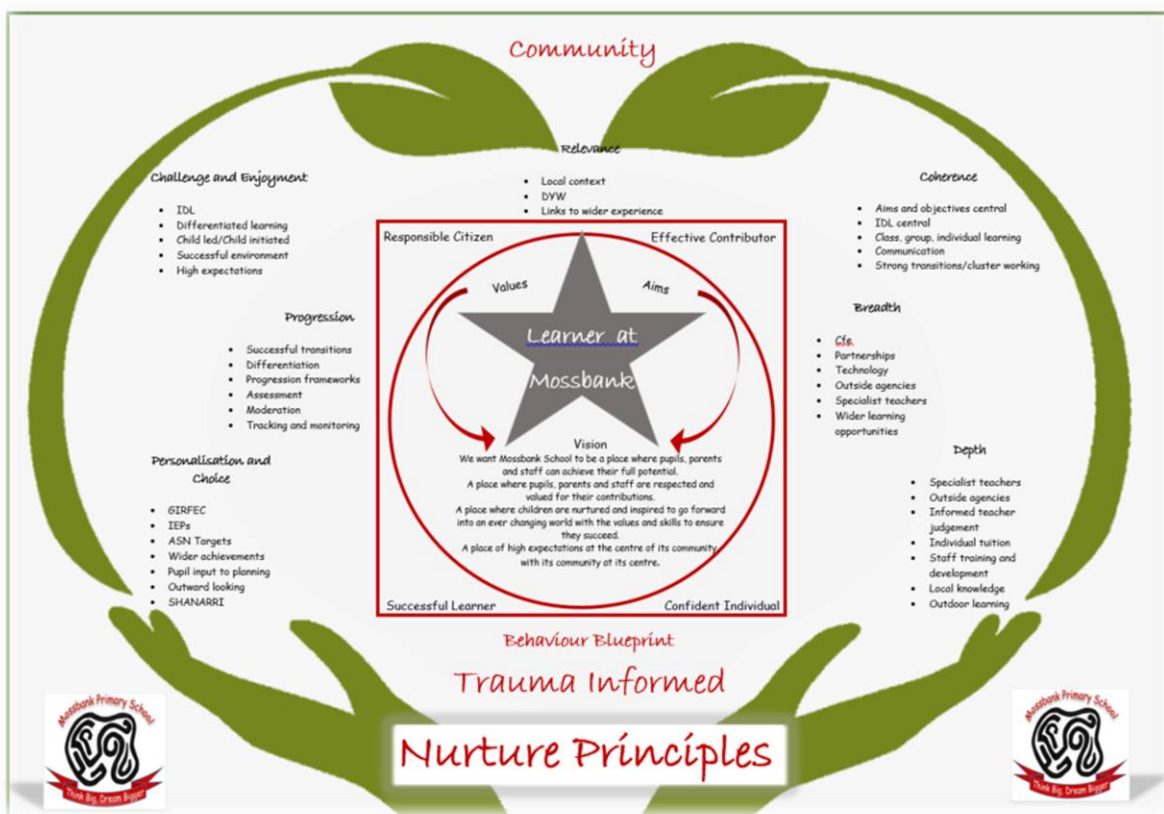
Our Curriculum

Within our curriculum, we celebrate the rich culture and diversity of our unique location. For example, our topic cycle reflects our local culture, industry and landscape as well as the wider world. Diversity, inclusion and health and wellbeing are also central to our curriculum design. When designing our curriculum we placed the learner at the centre of our planning.

Within the context of the four capacities of the Curriculum for Excellence and in line with our Vision, Values and Aims, we strive to ensure Breadth, Coherence, Relevance, Depth, Progression, and Personalisation and choice within the curriculum we offer.

We also consider:

- Local and National Guidance
- GIRFEC
- Excellence and Equity
- Raising Attainment and Closing the Gap
- Developing the Young Workforce



Section 2: Self Evaluation

Consultation

Self-evaluation is at the heart of our practice in Mossbank School.

We consult:

- Pupils
- Parents/carers
- Staff
- Partners/community

Pupil voice

- There is an active pupil council in the school. Pupils are selected from their house teams and primary 7 all serve.
- Pupils are asked formally once a year through a questionnaire about their school experience.
- Strong, trusting relationships between staff and pupils lead to open and honest communications.
- Learner evaluations are used when planning and learning.
- All pupils are given the chance to be heard during assemblies.
- The Head Teacher is a familiar figure in the school and pupils will regularly approach her with their views.



Parent/Carer Involvement/Voice

- A strong ‘relationships first’ model underpins our school ethos and helps to ensure open and honest communication.
- Parents’ views are formally sought yearly through a questionnaire.
- Informal conversations happen regularly at ‘Family Fridays’ and other school events.
- The school has an ‘open door’ policy and parents regularly pop in.
- Individual parents’ meetings and the GIRFEC process ensures regular contact with parents and carers.
- All parents are welcome on the Parent Council.
- Parents help with the upkeep of our school grounds.
- Anchor for Families (PEF funded in 2022/23) supports our families.
- Parent ‘suggestion box’ up at reception area.



Staff Views

- Staff are given yearly PRD meetings. This has recently been changed to ‘continuous conversations’ with staff so that their views are not only heard once a year.
- Staff meetings are held regularly.
- Staff questionnaires given yearly.
- Informal conversations are held daily regarding pupils learning, school improvements and the life of the school.
- Primary and ASN staff meet for 15 minutes every morning.
- ELC meetings are held fortnightly.

Partnerships and Community

- The views of our community partners and organisations are sought yearly through questionnaires.
- Community partners help with after school clubs and attend our 'Family Fridays'.
- Mossbank Under 5's group visit the ELC regularly and ELC staff have visited the group over at the hall.
- Bookbug sessions occur regularly and are planned in consultation with the health visitor to meet the needs of the community.
- Partners in health promotions are consulted about their experience of working in our school and their views are considered when planning for improvement.
- Community learning is at the heart of our ethos in Mossbank Primary School. We have strong links with Adult Learning, they access the school on a weekly basis to run classes.
- Community work and North Mainland Community Development Group work closely with us and regularly organise 'Gie it A Go' days in the school.
- Active Schools play a big part in our school year. They run afterschool clubs and support with community events and 'Family Fridays'.
- Mossbank Church regularly donates to the School and we visit yearly for a Christmas Service.
- Mckimms Ltd/Welcome Inn fundraise and donate to the school regularly.



Collaboration and consultation with our stakeholders in session 2022/23

Who?	When?	How?	What did we find out?
Staff	Ongoing May 2023	Regular conversations Staff meetings Questionnaires and evaluations	<p>Almost all staff agreed:</p> <ul style="list-style-type: none"> • The school is well led and well managed • They are supported to engage in professional learning • Vision, Values and Aims underpin the work of the school • Colleagues treat each other with respect • Children are encouraged and supported to treat each other with respect • They find working at Mossbank School rewarding <p>Development themes:</p> <ul style="list-style-type: none"> • Further opportunities for leadership roles at all levels • Further opportunities for collaborative working across the school and cluster to effectively take forward improvement
Children and young people	Ongoing May 2023	Regular conversations Pupil Council meetings Questionnaires and evaluations	<p>Almost all children agreed that:</p> <ul style="list-style-type: none"> • I feel safe when I am at school • My teachers ask me about what I want to learn • I am encouraged by staff to do the best that I can • I feel comfortable approaching staff with suggestions or questions • My school gives me the chance to take part in activities out with school hours • My school listens to my views • My school helps me understand and respect others • I have someone in my school who I can talk to if I am upset or worried • Staff treat me fairly and with respect <p>Development themes:</p> <ul style="list-style-type: none"> • Homework linked to improvement and learning • Embed principles of UNCRC

Parent and Carers	Ongoing May 2023 Sept 2022 Feb 2023	Regular conversations Parent Council meetings Questionnaires and evaluations Parent's nights	<p>ELC Parents</p> <p>All agreed or strongly agreed that;</p> <ul style="list-style-type: none"> • Their child likes being at ELC • Staff treat children fairly and with respect • Their children are safe in the setting • Their child's learning and development is well supported by the setting • Their child is supported to be physically active by the setting • The setting supports their child's wellbeing • Staff really know their children • Their child's behaviour is managed appropriately • The setting helps their child to become confident <p>Almost all agreed or strongly agreed that:</p> <ul style="list-style-type: none"> • Learning experiences in the setting are at the right level for their child <p>Primary 1-7 Parents</p> <p>All agreed or strongly agreed that;</p> <ul style="list-style-type: none"> • The school encourages children to treat others with respect <p>Almost all agreed or strongly agreed that;</p> <ul style="list-style-type: none"> • Staff know their children well • Their child is well supported by the school • Their child's progress is assessed • The school gives advice about how to support their child's learning • They are satisfied with the quality of teaching • The school is well led and well managed • The school provides support for families • The school plays a central role in the community • They are kept informed as to the work of the parent council • The school helps their child to feel confident
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			<ul style="list-style-type: none"> • The school gives their child the help they need • The school provides opportunities for family learning • Overall they are happy with the school <p>Development themes:</p> <ul style="list-style-type: none"> • Homework • Promote the work of the Parent Council and encourage all parents to become involved
Community and other stakeholders	Ongoing May 2023	Continuous conversations Questionnaires and evaluations	<p>All partners agreed:</p> <ul style="list-style-type: none"> • The school values the contributions made by their agency • Overall partnership working at Mossbank School works well <p>Development themes:</p> <ul style="list-style-type: none"> • All partners to Mossbank Primary School are fully aware of the Child Protection procedures in place

Progress made towards previous development priorities

NIF PRIORITIES Placing the human rights and needs of every child and young person at the centre of education Improvement in children and young people’s health and wellbeing Closing the attainment gap between the most and least disadvantaged children and young people Improvement in skills and sustained, positive school-leaver destinations for all young people Improvement in attainment, particularly in literacy and numeracy <i>(highlight as appropriate)</i>		NIF DRIVERS School and ELC leadership Teacher and practitioner professionalism Parent/carer involvement and engagement Curriculum and assessment School and ELC improvement Performance information		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
Priority 1: To Raise attainment in Literacy						
What were our outcomes? Most Learners in p4, without an identified Additional Support Need will achieve first level literacy by June 2023.	What did we do? The school took part in the first cohort of the CYPIC writing programme.	What was the impact on learners? The first run of the intervention in January indicated a slight improvement, although the school did not implement the bundle in its entirety due to the complex nature of the classes. The second intervention proved more successful, the run charts were up on the wall and the children were much more engaged in the process. By June 2023, 50% of pupils achieved first level.	What are the next steps and how do you plan to evidence the impact of further actions required? We will continue to use the bundle and we have added the intervention to our calendar in terms 2 and 4 in the 2023/24 session.			

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Priority 2: To develop high quality outdoor learning in our school

What were our outcomes?	What did we do?	What was the impact on learners?	What are the next steps and how do you plan to evidence the impact of further actions required?
<p>Overall attainment of a level in numeracy for a p5 focus group of children will improve.</p> <p>Engagement in the outdoor environment with in ELC will improve.</p>	<p>All staff attended two training opportunities with Kate Hookham, who visited our school.</p> <p>Baseline assessments with focus groups.</p> <p>Outdoor lesson in term 2. Due to bad weather, HT commitments and the fact that the group became very distracted outdoors we decided to focus on numeracy in the classroom. These children were reassessed in March and became part of a SEF funded numeracy group.</p> <p>ELC audit of outdoor area with a focus on engagement.</p>	<p>Staff have increased confidence in delivering lessons outdoors.</p> <p>By June 2023 50% of the children in the group had moved from first to second level.</p> <p>Observations indicated that most of the children in our ELC were engaged in the outdoor environment at Leuven level 4 when the door was open and the children had the choice to be inside or outside. However, this increased to almost all of the children when the door was closed and all of the children were outside. This led to a rethink about our outdoor play procedures. For or a period of time we ensured that all children went outside for an hour each day with the door to the playroom closed. Once we came back in the door remained open and children could choose to stay outside if they wanted. This led to a much higher level of engagement outside. We have now found that children are choosing to go out more often and we are now back to an open door free-flow model.</p>	<p>We will continue to develop outdoor learning in our school.</p> <p>We very much hope to have our polytunnel finished within the next couple of months, this will provide us with a great outdoor learning environment.</p> <p>We have included developing our outdoor area to provide greater opportunities for literacy on our 2023/24 SIP.</p>

<p>NIF PRIORITIES Placing the human rights and needs of every child and young person at the centre of education Improvement in children and young people’s health and wellbeing Closing the attainment gap between the most and least disadvantaged children and young people Improvement in skills and sustained, positive school-leaver destinations for all young people Improvement in attainment, particularly in literacy and numeracy <i>(highlight as appropriate)</i></p>	<p>NIF DRIVERS School and ELC leadership Teacher and practitioner professionalism Parent/carer involvement and engagement Curriculum and assessment School and ELC 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 2.4 Personalised support 2.5 Family Learning 2.6 Transitions 2.7 Partnerships</p>	<p>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</p>
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Priority 3: Improved engagement and learning throughout the school.

What were our outcomes?	What did we do?	What was the impact on learners?	What are the next steps and how do you plan to evidence the impact of further actions required?
<p>Most children will be engaged in learning at Leuven level 4 or above.</p>	<p>Staff engaged in outdoor learning with Kate Hookham. Continued reflection of play-based learning in The Den. Five hours a week post to VP to evaluate and update resources in The Den. Continued observation and recording of engagement.</p>	<p>Specific classroom observations indicated that most pupils were operating at Leuven level 4 or above and that lessons provided appropriate pace and challenge. However, this is not consistent and from learning walks and teacher judgement, the minority of pupils are working at Leuven 4 or above. Many of our learners have ESN which has greatly impacts engagement.</p>	<p>We now need to develop a robust system to record learning in The Den. We will consider this as core business in 2023/24. We will continue to record engagement through our tracking and monitoring and continue to embed active play-based learning in our school. Through our nurture groups and AFSW we will continue to try to minimise the impact of ESN needs on engagement.</p>

Pupil Equity Fund Reporting 2022/23

<p>Project/intervention: Anchor for Families Support Worker role is established in our school Additional ASN teacher time to improve reading in target group.</p> <p>What was your gap? Identified families with poor school engagement is reflected in attainment.</p>					
<p>Interventions for Equity Interventions for Equity Self-evaluation National Improvement Hub (education.gov.scot)</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>Planned Outcome Identified children and families will have increased engagement in learning.</p>		<p>Measures of impact on learners Learners who were under achieving in reading were identified. Baseline Sept 2022</p> <ul style="list-style-type: none"> 3 pupils were working at orange – support required. Many benchmarks not met. May be working at a level below expected. Very unlikely to achieve the level at the end of the appropriate stage 2 pupils were working at yellow – some support required. Some benchmarks not met. Working within level expected but may not reach the end of level at the expected time 1 pupil was working at red – significant support required. Working at least 1 level below expected. Will not achieve expected level 			
Teaching and Learning	X	<p>By June 2023;</p> <ul style="list-style-type: none"> 3 of the 6 pupils (50%) had moved to the next colour All pupils demonstrated an improved attitude to, and enjoyment of reading <p>We have not yet seen an improvement in engagement in targeted families, however, as the AFFSW role embeds in our school and relationships with families are strengthened we would hope to see improvements.</p>			
Leadership					
Family and Community	X				



Heading out to clean up our community as part of 'Da Voar Redd Up.

Last day of ELC.



Visiting Breckon Farm.



Enjoying our enterprise day.

Self-evaluation for continuous improvement

Qualitative Data

- Classroom observations
- Learning walks, etc.
- Focus group discussions
- Feedback from online and face-to-face meetings
- Verbal feedback from learners and parents and carers
- Conversations in staffrooms
- School ethos

Quantitative Data

- Attainment of a CfE level
- Attendance, absence and late-coming
- Measures of learner engagement using the Leuven Scale
- SHANARRI indicators
- Tracking and Monitoring
- Planning documentation
- Curriculum rationale
- Questionnaires and surveys with stakeholders and minutes of meetings with them
- Bullying and exclusion statistics
- Child Protection referrals
- Free School Meals data
- PRDs
- Professional learning records
- Child's Plans, CSPs and IEPs
- School Improvement and Team Improvement reports Education Scotland and Care Inspectorate inspection reports

Leadership of Change (QI 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 a reality.

In 2017, in partnership 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 'Vision Statement'. Our pupils were then asked to write 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. The school rules of 'Ready Respectful and Safe' are widely used throughout the school community by pupils and staff.

Recent TIV (December 2021) and School Improvement Visits from School's Link Officer (May 2023) It was noted that the school's Vision, Values and Aims were evident in the ethos and attitudes of staff and pupils.

All staff show commitment to shared educational values and professional standards, this is reflected in regular PRD meetings, continuous conversations and continuous professional development. Staff engage in professional dialogue and professional learning. Regular PRD meetings identify staff development needs and training.

Senior leaders provide strong leadership which has enabled our school and wider community to develop an aspirational vision. This underpins our continuous improvement. Almost all parents who responded to our 2023 questionnaire were happy with the school leadership. Almost all felt welcome in school and able to raise any issues. Equally, almost all felt that issues raised would be dealt with quickly and appropriately.

Pupil voice is demonstrated through our pupil council, Sports Leadership Awards, assemblies, play-based, child led pedagogy in ELC and P1-4, TALBS, Social fitness programme and transition projects. In a recent School Improvement Visit it was noted that children felt empowered and able to approach the HT and other staff to suggest improvements and ideas.

The school has undergone a transformation of the physical environment over the last 5 years, this is now almost complete and it was noted that the children shared a real sense of pride and joy about their school.

Staff demonstrate that they feel confident and able to undertake leadership roles within the school regularly by organising trips, fundraisers, visits, adapting the environment or sharing resources. We now need to ensure that leadership at all levels is embedded within our practice.

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. Her leadership was highlighted as a key strength of the school in the 2021 TIV. The school is committed to improving learning and teaching at all stages. Huge progress has already been made in P1-4 with the move towards play-based learning and the creation of 'The Den', our designated play based learning space. We now need to develop robust ways of recording learning in 'The Den'. We are now embedding a more active approach to learning and teaching in the upper stages.

The Head Teacher has created conditions where staff have the confidence 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 whole 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 are our 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 continuing to embed, routinely reflecting on and developing our practice, taking account of our self-evaluation and vision for continuous improvement. We have embedded a culture where staff, learners and partners engage regularly in critical and creative thinking. As a result, children and young people are developing an increased capacity to respond and adapt to change. We have developed effective strategies to monitor and evaluate the impact of changes on outcomes for learners and the work of our school. The collection and use of qualitative and quantitative data is becoming embedded in our school improvement planning.

There have been vast improvements made to the physical environment within the school and we now have more flexible, well resources learning spaces. We will continue to audit and develop the physical environment to meet the needs of our learners.

Sweeping changes have happened in our ELC setting both in the physical environment and pedagogical approaches. ELC staff now 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: 3

Learning, teaching and assessment (QI 2.3)

Learning and Engagement

There is a caring ethos which is underpinned by respectful relationships, the principles of nurture and trauma informed practice. The ethos and culture of our school reflects a commitment to children's rights and positive relationships. SIP Priority 2, 2019/20 resulted in our 'Behaviour Blueprint' which has been embedded quickly by both pupils and staff. All staff engaged in training using the work of Paul Dix and as a result our school rules of 'Ready, Respectful and Safe' were introduced.

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 technology Progression framework and a clearer understanding of how this can enhance learning. This is reflected in our 2023/24 SIP Priority 4.

Learners are engaged in setting targets for their learning on a termly basis. Targets are visible on the target wall, pupils' desks and are shared with parents and the head teacher via 'Take A Look Books' (TALBs).

Children are polite and keen to learn.

In 2022/23 our SIP looked at engagement. From teacher judgements, Learning Walks, and classroom observations, we found out that the minority of our learners were engaged in learning at Leuven Level 4. Despite high quality learning and teaching, many pupils have emotional, social and behavioural needs which impacts on their engagement.

FLSW role has led to evidence of greater engagement in the classroom, this role has now evolved into our Anchor For Families Support Worker, supported by PEF funding.

Children with ASN are discussed at our morning meetings and monthly ASN meetings, interventions are appropriate and targeted.

Quality of Teaching

Teaching staff at Mossbank Primary School are dedicated, hardworking, caring and reflective practitioners. They are supportive of the Head Teacher's vision for the school and work with her to ensure the best possible outcomes for all learners.

The school has a consistent approach to sharing learning intentions and almost all our learners can talk confidently about their targets and learning.

Our P1-4 teacher is committed to developing a play-based approach, this is supported by senior leadership and ESO. A more active approach to learning is evident in our p5-7 class.

Our school participated in the CYPIC Improving Writing Project in 2022/23. The project indicated an improvement in writing for the participating group and also an increase in teacher confidence, particularly in assessing writing.

Personalisation and choice is evident in both classes.

Differentiation is evident in both classes.

We are committed to evaluating our learning spaces and developing neutral, flexible fit for purpose learning environments which support current pedagogical approaches and meet the needs of our learners.

Planning Tracking and Monitoring

Tracking and monitoring systems have been developed and are now in the third year of use. Tracking and Monitoring meetings are held with HT prior to the data being entered.

Progression pathways for Literacy and Numeracy are in place and staff are now using these in conjunction with a new planning system. This is embedded in our practise and enables teacher judgements to be more accurate and our data collection to be more robust. Our HWB pathway is now in its second year of use.

Effective use of Assessment

A formal assessment schedule for our school is now in its third year of use. Staff are more comfortable in using the data it provides to identify next steps.

Assessment is now considered at the planning stage and these assessments are used to make informed judgements interventions for pupils.

Assessment data is used to inform tracking and monitoring.

We are taking a flexible approach to using our SNSA assessments, we see the benefit of the data in planning for learning and we are now using them in a more robust way.

Base line data is now being used more confidently to measure progress in target groups. (CYPIC Writing and Maths recovery).

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

Ensuring wellbeing, equity and inclusion (QI 3.1)

Wellbeing

School ethos is caring and friendly.

All staff have a deep understanding of the needs of our learners and their families.

Informal conversations about learners occur daily, staff are interested, hardworking and committed to providing the best for our learners. There is a sense of pride and commitment among staff that we are doing our very best for all pupils.

Curriculum Rationale reflects our strong focus on Nurture and Trauma Informed Practice. The HT and Senior practitioner in ELC are trained in Trauma Informed Practice, we now need to ensure all staff are trained in this.

All staff are aware of and consider the nurture principles when engaging with our children, almost all staff are trained in Nurture.

Health and Wellbeing progression pathway is becoming 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 and Anchor for Families. 100% of school partners agreed or strongly agreed that the school values the contribution made by their agency and that partnership working with Mossbank School works well.

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.

All children have access to a healthy tuck shop.

All children benefit from two periods of Physical Education every week.

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.

All staff are trained in Child Protection Level 2, Head teacher Level 3.

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 through the use of IEPs, GIRFEC Child's plans. Assistive technology, small group interventions, and whole class support.

Anchor for Families Support Worker (AFFSW) supports identified children and families, this is an invaluable link with home. Although no longer funded through PEF, we continue to build on the strong links with our AFFSW and she is still based in our school two days per week and plays an active role in supporting our families.

The Six Principles of Nurture underpin our ethos and are evident throughout our school.

We have been running Nurture Groups in our school for well over 8 years and staff are highly skilled in this area. Boxall profiles are used to measure improvement.

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. The physical environment of our school is audited and adapted regularly to meet the needs of our learners.

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

Raising attainment and achievement (QI 3.2)

Attainment over time

Tracking and monitoring systems are now embedded.

Early indications show a slight increase in attainment – however in such a small school fluctuations in data are inevitable.

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

Achievement of a level data is now more robust and evidence based.

Continuous professional development is leading to greater teacher confidence in assessing work and awarding a level.

We now need to look at moderation within our school and cluster to ensure teacher judgements are as accurate as possible.

Attainment in literacy and numeracy

Extensive work on play-based pedagogy is continuing in the ELC and p1-4 classrooms. This has increased engagement and we are at the beginning to evaluate the impact on attainment, although such small numbers make it difficult to attribute change to one particular area. 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.

In 2022/23 the school participated in the CYPIC writing programme which led to increased attainment in Literacy.

Staff are committed to using the CYPIC model to improve outcomes in our school.

We are taking part in a Test of Change group with two other schools to look at Maths recovery work.

In the 2022/23 session a SEF funded numeracy group with a target group was beginning to show positive results. This group will continue in 2023/24 funded by PEF.

A PEF funded reading group improved attainment in Reading in the 2022/23 session.

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

An Anchor for Families Support Worker, has replaced our Family Learning Support Worker (through PEF) and supports some of our vulnerable families, this will continue this year.

Targeted interventions for identified learners include the Nessy Programme, First Keys, Toe-by-Toe and individually planned work. Pupils with high level needs use adaptive communication supports.

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 achievements are displayed on our Star Boards, highlighted in our assemblies and present on our WOW wall.

Children set and evaluate termly targets which are displayed on the Football wall and moved to the back of the net when achieved, this is monitored by the HT. 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.

Effective multi- agency working is strong, e.g. 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.

All our partners agree that partnership working with Mossbank school works well and that their service was valued by the school.

Health and Wellbeing is measured and tracked through SHANARRI outcomes.

Most of our pupils achieve the appropriate levels at p1, 4 and 7 – we would like this to be all!

SNSA results show steady progress for children.

Wider Achievement is celebrated and fostered in school in our WOWs (Wider Opportunities Weeks) every second Friday afternoon. This is recorded in a Scrap book and linked to skills and learning.

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

School Improvement Plan 2023/24



Section 3: Action

Factors influencing the improvement plan 2023/24

<p>Local authority factors</p> <ul style="list-style-type: none"> • Shetland Islands Council National Improvement Framework Plan • Children’s Services, Recovery and Renewal Plan • Children’s Services, Directorate Plan SIC Operational Guidance: School Improvement Planning and Standards and Quality Reporting • SIC Strategy for Parental Involvement 2018 	<p>School factor</p> <ul style="list-style-type: none"> • Class sizes and needs within the classes • Split P4 class • Recent changes in staff, p4-7, ELC • Continuous evaluation and improvement of the school environment • 	<p>Local factors</p> <ul style="list-style-type: none"> • Recent economic downturn in the North Mainland including the closure of Scatsta Airport and the destruction of the Moorfield Hotel are still relevant factors for our community.
<p>National factors and drivers</p> <ul style="list-style-type: none"> • Curriculum for Excellence • Realising the Ambition • National Improvement Framework • The Scottish Attainment Challenge • Education Reform and Empowerment • Getting It Right for Every Child • Developing Young Workforce • Digital Learning and Teaching Strategy • The Equity Audit • “Learning Together”: Scotland’s national action plan for parental involvement etc. 2018-2021 • Cost of living crisis 	<p>UNCRC</p> <ul style="list-style-type: none"> • We need to ensure that 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 	<p>Tacking Inequalities, Poverty Proofing and Cost of the School Day</p> <ul style="list-style-type: none"> • 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 AFFSW who works directly with families and can signpost where necessary • Christmas toy and clothes swap • Parent Council successfully applied for the Household Hardship Fund, which resulted in every family in our school getting £125.

School Improvement Plan 2022/23

<p>NIF PRIORITIES</p> <ul style="list-style-type: none"> Placing the human rights and needs of every child and young person at the centre of education. Improvement in children and young people’s health and wellbeing Closing the attainment gap between the most and least disadvantaged children and young people Improvement in skills and sustained, positive school-leaver destinations for all young people Improvement in attainment, particularly in literacy and numeracy. 	<p>NIF DRIVERS</p> <ul style="list-style-type: none"> School and ELC leadership Teacher and practitioner professionalism Parent/carer involvement and engagement Curriculum and assessment School and ELC improvement Performance information 	<p>1.1 Self-evaluation for self-improvement</p> <p>1.2 Leadership for learning</p> <p>1.3 Leadership of change</p> <p>1.4 Leadership and management of staff</p> <p>1.5 Management of resources to promote equity</p>	<p>2.1 Safeguarding and child protection</p> <p>2.2 Curriculum</p> <p>2.3 Learning, teaching and assessment</p> <p>2.4 Personalised support</p> <p>2.5 Family Learning</p> <p>2.6 Transitions</p> <p>2.7 Partnerships</p>	<p>3.1 Ensuring wellbeing, equality and inclusion</p> <p>3.2 Raising attainment and achievement/Securing children’s progress</p> <p>3.3 Increasing creativity & employability/ Developing creativity & skills for life & learning</p>
<p>Priority 1: Raise attainment in maths.</p> <p>Continuation from 2022/23? N</p>				
<p>Context</p> <p>Our tracking and monitoring evidence shows that 38% of pupils will need additional support to pass the expected level in maths.</p> <p>Many high tariff children are supported by ASN interventions. We have decided to focus on the P7 year group and use the CYPIC model to identify targets and plan an intervention.</p> <p>The School is also taking part in a SEF funded ‘Test of Change Project’ with two other schools, focusing on raising attainment in numeracy.</p> <p>We have chosen a small group to focus on this year with a view to a wider roll out if the results are positive.</p>	<p>Planned Outcome</p> <p>71% of Primary 7 pupils will achieve 2nd level maths by June 2023.</p> <p>Base line is 0%.</p>	<p>How exactly are we going to do it?</p> <ul style="list-style-type: none"> Maths baseline assessment completed in August 2023. SNSA assessments moved from May to September to inform planning. Areas for development are identified and a plan will be established. Using the QA tools from CYPIC model, individual targets will be set, relevant to the benchmarks. Pupils will be aware of what they need to do to achieve their target. Regular weekly input from ASN worker Maths resources identified and purchased/borrowed. Parents will be asked to become involved in the initiative; home maths bags will be used (borrowed from Anchor for Families). 	<p>Resources & Lead Person</p> <ul style="list-style-type: none"> JC SM EC 	<p>Monitoring the impact of the priority on learners</p> <ul style="list-style-type: none"> Baseline assessments and SNSA assessments completed by August/September 2023. Members of staff will be identified to attend the ‘Test Of Change’ group by September 2023. Progress will be monitored and targets adjusted as required. Baseline assessments will be repeated in May 2024.

NIF PRIORITIES <ul style="list-style-type: none"> Placing the human rights and needs of every child and young person at the centre of education. Improvement in children and young people’s health and wellbeing Closing the attainment gap between the most and least disadvantaged children and young people Improvement in skills and sustained, positive school-leaver destinations for all young people Improvement in attainment, particularly in literacy and numeracy. 	NIF DRIVERS <ul style="list-style-type: none"> School and ELC leadership Teacher and practitioner professionalism Parent/carer involvement and engagement Curriculum and assessment School and ELC improvement Performance information 	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: The UNCRC will become embedded in our school.

Continuation from 2022/23? N

Context	Planned Outcome	How exactly are we going to do it?	Resources and Lead Person	Monitoring the impact of the priority on learners
From our pupil consultation, 2023, only 30% of learners in said that other children treated them fairly and with respect.	By June 2024 at least 80% of pupils feel that they are treated fairly and with respect by their peers.	Children will complete ‘How Good is Our School?’ questionnaires by Aug 2023. The school will ensure UNCRC rights of the child are embedded in our practice through: <ul style="list-style-type: none"> Assemblies Classwork Displays Pupil and parent council Pupil voice/ownership Children will complete ‘How good is Our School?’ questionnaires June 2024.	<ul style="list-style-type: none"> Rights respecting school resources Partnership working JC – lead person. 	SHANARRI evaluations will provide ongoing assessments.

NIF PRIORITIES <ul style="list-style-type: none"> Placing the human rights and needs of every child and young person at the centre of education. Improvement in children and young people's health and wellbeing Closing the attainment gap between the most and least disadvantaged children and young people Improvement in skills and sustained, positive school-leaver destinations for all young people Improvement in attainment, particularly in literacy and numeracy. 	NIF DRIVERS <ul style="list-style-type: none"> School and ELC leadership Teacher and practitioner professionalism Parent/carer involvement and engagement Curriculum and assessment School and ELC improvement Performance information 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 3: Improving the ELC outdoor environment to raise attainment in literacy and numeracy.

Continuation from 2022/23? Y

Context	Planned Outcome	How exactly are we going to do it?	Resources and Lead Person	Monitoring the impact of the priority on learners
<p>Our attainment in literacy for Early Level last year was 50%.</p> <p>Within our ELC setting at present 19% of children have and identified communication needs.</p> <p>During our observations last year, we noted a high level of engagement in outdoor learning. We now need to ensure that our outdoor learning environment fully supports language and literacy development and, therefore, leads to improved attainment.</p>	<p>Attainment of early level literacy will improve with the development of high quality outdoor provision in ELC. (Baseline 50%)</p>	<ul style="list-style-type: none"> Audit current outdoor continuous provision/environment linked to skills Use the benchmarks to track continuous provision outdoors Review Outdoor Play Policy in line with national guidance <ul style="list-style-type: none"> Out to Play Space to Grow RTA My World Outdoors Curriculum for Excellence through outdoor learning Raise funds for resources Apply for grants for weatherproof suits Working group meet to plan developments <p>Proposed schedule:</p> <ul style="list-style-type: none"> By 2nd Oct – Current outdoor audit completed By Oct in service – plan in place By Dec – new outdoor play policy, resources purchased, implement changes Jan – June monitor and record engagement in the outdoor area 	<p>EN, JC, HP All ELC Staff</p>	<ul style="list-style-type: none"> Tracking and monitoring information reviewed 2023 as a baseline for literacy. Focused observations on literacy skills outdoors. Tracking and monitoring information updated in February 2024.

NIF PRIORITIES <ul style="list-style-type: none"> Placing the human rights and needs of every child and young person at the centre of education. Improvement in children and young people’s health and wellbeing Closing the attainment gap between the most and least disadvantaged children and young people Improvement in skills and sustained, positive school-leaver destinations for all young people Improvement in attainment, particularly in literacy and numeracy. 	NIF DRIVERS <ul style="list-style-type: none"> School and ELC leadership Teacher and practitioner professionalism Parent/carer involvement and engagement Curriculum and assessment School and ELC improvement Performance information 	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 4: The use of digital technology in our school.

Continuation from 2022/23? N

Context	Planned Outcome	How exactly are we going to do it?	Resources and Lead Person	Monitoring the impact of the priority on learners
<p>Our data indicates that achievement of a level in literacy and numeracy across all levels could be improved.</p> <p>We are aware that our use of digital technologies across our school are not supporting learning in a coherent and equitable way.</p>	<p>Achievement of a level in literacy and numeracy at all levels will improve through the use of digital technologies.</p>	<p>Audit digital learning in our school, consider:</p> <ul style="list-style-type: none"> Opportunities Resources Home/school links Staff and pupil confidence <p>From audit, identify areas of development, e.g. purchase resources, staff training, etc.</p> <p>Develop a digital learning pathway for our school linked to planning and outcomes.</p> <p>By June 2025 all learners will:</p> <ul style="list-style-type: none"> Have access to appropriate technology Have the skills to use the technology Benefit from a well-planned Progression Framework for Digital Technologies 	<ul style="list-style-type: none"> BS EC JC VP HP Staff meetings Staff development time Collegiate working Parent Council involvement 	<p>Review progress in February 2024.</p> <p>Review progress in June 2024.</p> <p>Set targets for June 2025.</p>

PEF Allocation 2023/24 - £6755.48			Carry forward from 2022/23: £0		
Project/intervention: Maths Recovery group					
What data/evidence informs this? (What is your gap?)					
91% of pupils who are eligible for PEF funding are not on track to achieve the appropriate level in numeracy or Literacy					
Interventions for Equity Interventions for Equity Self-evaluation National Improvement Hub (education.gov.scot) <i>(highlight the interventions that apply)</i>					
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
Planned Outcome 50% of pupils in our current Maths Recovery group will achieve second level by June 2023.		Details of project/intervention: Maths intervention group funded through SEF in 2023 was beginning to indicate improvement in pupil attainment. We will continue this group until October 2024. Vikki Parry (LSW) will be employed to continue this work.		Resources and Lead Person Vikki Parry - LSW	
Measures of impact on learners <i>State how monitoring will take place and by whom.</i>		Baseline assessment were done in March 2023 and updated in June 2023. We will continue to monitor the progress using these and SNSA assessments			
Teaching and Learning	x				
Leadership					
Family and Community					

Working Time Agreements 2022/23

ITEM	Detail	Hours
TEACHING AND LEARNING		
CLASS TEACHING	Based on 1.0 FTE	22.5
PERSONAL PREPARATION AND CORRECTION	One third of class contact time	7.5
COLLEIGIATE TIME		
COLLEGIATE TIME (ANNUAL)	5 hours x 39 weeks this does not include time within the in service	
ESSENTIAL SCHOOL ACTIVITIES		
REPORTS	1.5 hours per pupil (based on 24 pupils)	36
UPDATING TALBS	Largely pupil led and in class time but allowance for teacher input out of class	10
PARENT MEETINGS	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
PROFESSIONAL REVIEW AND DEVELOPMENT	1 hour meeting	1
PROFESSIONAL READING	As and when needed	6
STAFF WELFARE	Informal support	3
STAFF CONSULTATION TIME	0.5 hpw with ASN teacher	19
CLUSTER MODERATION	2x 1.5.hr meeting plus 1.5 hrs prep time	3
SCHOOL BASED MODERATION	3x1hr meetings	3
SELF EVALUATION	3x1hr meetings	3
ASSESSMENT LEADING TO ACHIEVEMENT OF A LEVEL	Collating assessments/professional judgements (6 hours per term, prior to monitoring meeting with HT towards tracking and monitoring	24
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, feedback 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 MATHS	As per training dates	6
SIP 2 TO EMBED UNCRC	1 hour meetings termly	4
SIP 3 IMPROVE ELC OUTDOOR ENVIRONMENT	1 hour meetings with FLSW termly	4
SIP 4 AUDIT AND IMPROVE DIGITAL TECH	1 hour meetings termly	4
TIME ALLOCATED TO DEVELOPMENT TASKS		19

