

MOSSBANK PRIMARY SCHOOL

Standards and Quality Report 2023/2024
&
School Improvement Plan
August 2024-June 2025



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

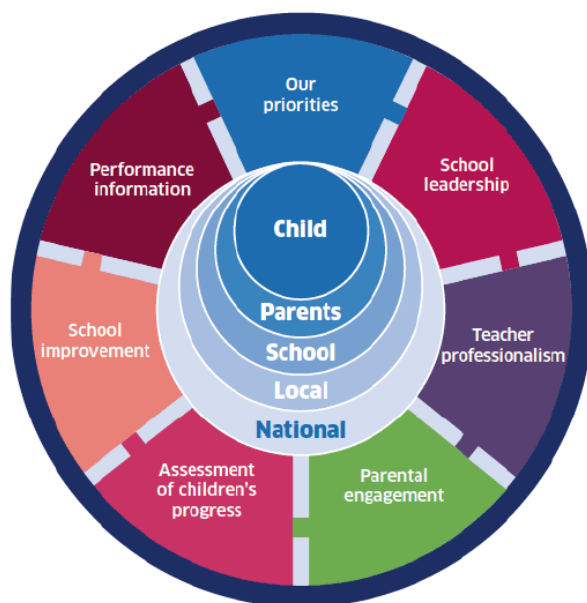
Introduction

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. 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 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.

- 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.

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 community events, 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.

Having been through a period of considerable change, the school is now in a more settled



position, the head teacher has been in post for over seven years and both class teachers have been in post for over two years.



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

There is an active, but small Parent Council.

This 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 and Adult Learning.

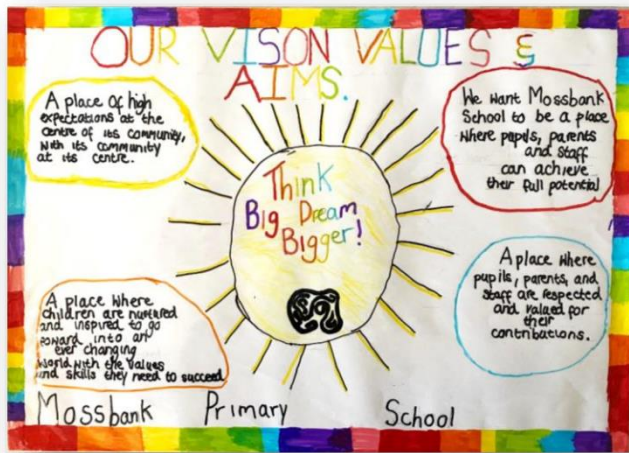
We have good links with Shetland College and where possible try to support students to gain qualifications.



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.



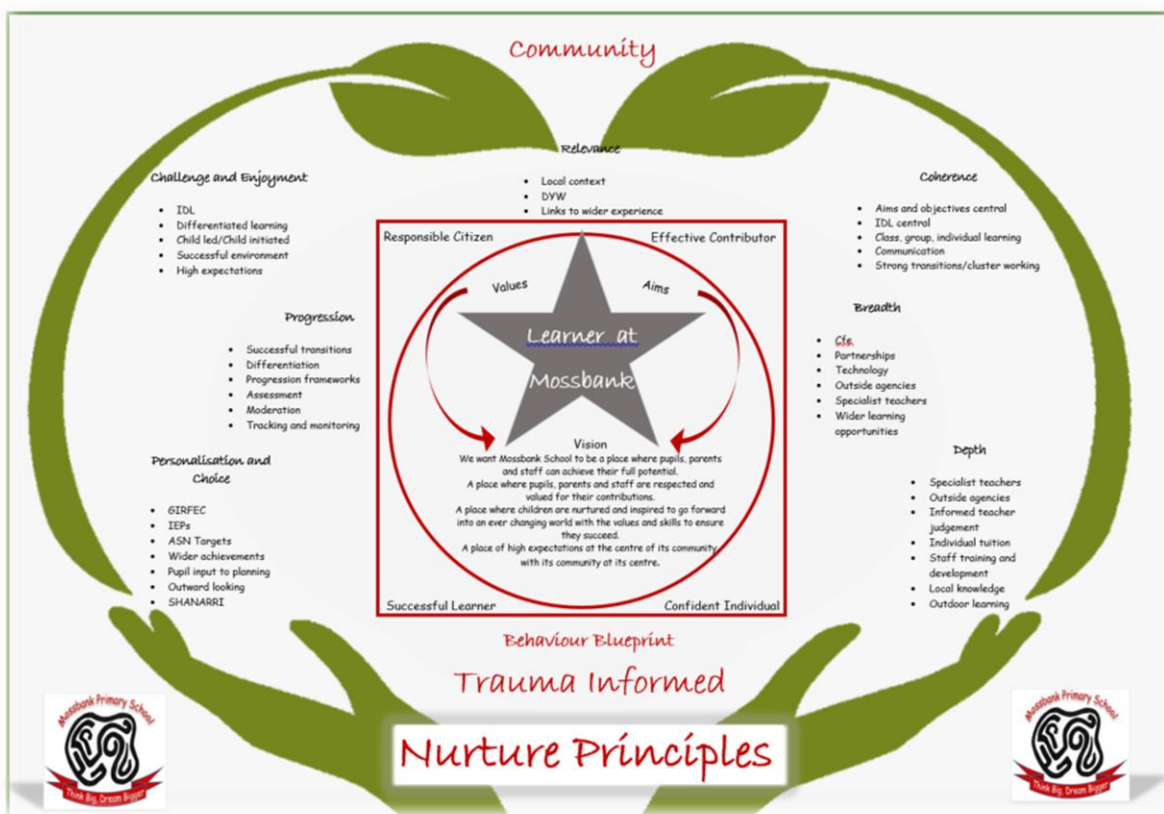
Our Curriculum

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 and our very successful 'Teatime Tuesday' initiative.
- 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.



Enjoying our new suits purchased from the SSE
Community Benefit fund.

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>All parents ELC and P1-7 Agreed or strongly agreed that: Their child is happy in school They are happy with their child's progress That staff support their children well That ELC staff are approachable and easy to talk to Are happy for the school to decide on its development priorities</p> <p>Almost all ELC and P1-7 Parents agreed that</p> <ul style="list-style-type: none"> · They are given enough feedback about their child's learning · Feel confident in approaching the school with any concerns · Feel that issues raised are dealt with promptly and appropriately · Feel that they are given enough opportunities to participate in the life of the school · Feel that teaching staff are approachable and easy to talk to · Feel that support staff are approachable and easy to talk to · Feel that the head teacher is approachable and easy to talk to · Feel that the school is well led and well managed <p>Development themes</p> <ul style="list-style-type: none"> · Continued use of learning journals would be welcomed ·
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 (highlight as appropriate)		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 Numeracy						
What were our outcomes? 71% of Primary 7 pupils will achieve 2 nd level maths by June 2023. Base line is 0%.	What did we do? SEF funded <ul style="list-style-type: none"> • Base line established through SNASAs and assessment. • Maths recovery programme implemented by LSA based on the QI principles from CYPIC writing programmw 	What was the impact on learners? <ul style="list-style-type: none"> • All learners reported more confidence in maths and numeracy • All learners reported a reduction in stress when approaching a maths task • 80 % of learners achieved second level. 	What are the next steps and how do you plan to evidence the impact of further actions required? <ul style="list-style-type: none"> • Similar interventions planned next year’s P7 class (currently expect 50%) to pass second level. • SEF bid has been submitted for a similar intervention for our current P6 class. At present 50% are on track to achieve 2nd level by June 2025. 			

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

<p>What were our outcomes?</p> <p>By June 2024 at least 80% of pupils feel that they are treated fairly and with respect by their peers.</p>	<p>What did we do?</p> <p>Baseline assessments from SHANARRI assessments 2022 informed our priority.</p> <ul style="list-style-type: none"> • Whole school UNCRC steering group formed comprising staff, pupils and partners. • UNCRC display produced and plan identified for future developments 	<p>What was the impact on learners?</p> <p>When asked in June 2024 almost all, 98% of pupils said that they treated fairly and with respect by their peers.</p>	<p>What are the next steps and how do you plan to evidence the impact of further actions required?</p> <p>Be guided by our steering group to continue to embed the UNCRC In all we do at Mossbank school.</p>
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<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</p>	<p>NIF DRIVERS School and ELC leadership Teacher and practitioner professionalism</p>	<p>1.1 Self-evaluation for self-improvement 1.2 Leadership for learning 1.3 Leadership of change</p>	<p>2.1 Safeguarding and child protection 2. Curriculum</p>	<p>3.1 Ensuring wellbeing, equality and inclusion</p>
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<p>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>Parent/carer involvement and engagement Curriculum and assessment School and ELC improvement Performance information</p>	<p>1.4 Leadership and management of staff 1.5 Management of resources to promote equity</p>	<p>2.3 Learning, teaching and assessment 2.4 Personalised support 2.5 Family Learning 2.6 Transitions 2.7 Partnerships</p>	<p>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.

<p>What were our outcomes? Attainment of early level literacy will improve with the development of high quality outdoor provision in ELC. (Baseline 50%)</p>	<p>What did we do?</p> <ul style="list-style-type: none"> • Audit of our outdoor area with a focus on literacy • Identified improvements to be made • Fundraised to purchase equipment and resources • Bought waterproof clothing • Created an outdoor play policy 	<p>What was the impact on learners? At present 71% of preschool learners in ELC are on track to achieve early level literacy by the end of P1.</p>	<p>What are the next steps and how do you plan to evidence the impact of further actions required?</p> <ul style="list-style-type: none"> • Continue to monitor and assess engagement in literacy outdoors • Continue to audit and monitor the resources in the area.
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<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</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>
<p>Priority 3: Improved engagement and learning throughout the school.</p>				
<p>What were our outcomes? Achievement of a level in literacy and numeracy at all levels will improve through the use of digital technologies.</p>	<p>What did we do?</p> <ul style="list-style-type: none"> • Audit of digital tech in our school in terms of provision and staff confidence/ability • This led to the purchase of some new equipment including Rugged Roamers and Micro Bits. • ICT upgrade in our school has led to a more reliable ICT network with greater access to devices when needed • We are in the early staged of looking at a digital tech pathway. • We have trialled Learning Journals for parents. 	<p>What was the impact on learners?</p> <ul style="list-style-type: none"> • This is a target over two years on our SIP. • Staff are confident using digital tech to record learning and keep parents informed. This has led to greater parental engagement. 	<p>What are the next steps and how do you plan to evidence the impact of further actions required?</p> <ul style="list-style-type: none"> • This will remain a priority on our 2024/25 SIP • We will establish a digital tech pathway • We will ensure staff training needs are met • Embed Learning Journals in our school 	

Pupil Equity Fund Reporting 2023/24

Project/intervention:

PEF Funded Maths recovery group

What was your gap?

91% of pupils who are eligible for PEF funding are not on track to achieve the appropriate level in numeracy.

Interventions for Equity [Interventions for Equity](#) | [Self-evaluation](#) | [National Improvement Hub \(education.gov.scot\)](#)

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
 A group of nine pupils who were not on track to achieve the expected Cfe level were included in the Maths recovery group.
 30% of the group will be on track by June 24.

Measures of impact on learners

- All pupils reported an increased confidence and greater attitude towards maths
- 33% of the indentified children have achieved or are on track to achieve the expected level.

Teaching and Learning	X
Leadership	
Family and Community	X

Evaluate each core quality indicator according to the [Education Scotland six point scale](#).

1: unsatisfactory 2: weak 3: satisfactory 4: good 5: very good 6: excellent

HGIOS 4	School Self-Evaluation	HGIOELCC	School Self-Evaluation
1.3 Leadership of change	4	1.3 Leadership of change	4
2.3 Learning, teaching and assessment	3	2.3 Learning, teaching and assessment	4
3.1 Ensuring wellbeing, equality and inclusion	4	3.1 Ensuring well-being, equality and inclusion	4
3.2 Raising attainment and achievement	3/4	3.2 Securing children's progress	4

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, this was highlighted in our 2023 HMIE Inspection.

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.

The head teacher provides 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 2024 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, 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 2023 HMIE Inspection. 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. Our 2023 HMIE inspection stated that *'Children feel valued and are ready to take on greater responsibility for influencing and delivering positive change in their school'*. We are now ready to extend the children's leadership roles and become more involved in evaluating the work of the school.

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 resourced 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: 4

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. Our 2023 inspection stated that the school should now ensure children are supported to take increasing responsibility for 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 2024/25 SIP Priority 3.

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 Learning Journals.

Children are polite and keen to learn.

FLSW role has led to evidence of greater engagement in the classroom, this role has now evolved into our Anchor For Families Support Worker, who is based in our school on Tuesdays and Fridays.

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

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.

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. We are continuing to use the QI tools to facilitate improvement in other areas across out school, last year we focused on Maths.

Personalisation and choice is evident in both classes.

Differentiation is evident in both classes.

Our 2023 inspection indicated that teachers should now ensure that learning activities are appropriately challenging and at an appropriate pace to meet the needs of all children. We are committed to using the Learning, Teaching and Assessment Cycle to underpin our improvements in this area. SIP Priority 1 2024/25.

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. Our 2023 Inspection suggested that our Tracking and monitoring systems were overly complicated. We have adapted these and we now have a more streamlined system.

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.

We now need to adopt learning pathways in all other curricular areas to ensure progression across all areas of the curriculum. SIP priority 3 2024/25

Effective use of Assessment

We are at the early stages of using assessment information effectively to inform our planning.

Our 2023 Inspection stated that *‘ They (the school) are at the early stages of using assessment information effectively to inform their planning. In a few lessons, teachers use peer and self-assessment approaches. Teachers should build on this to help children understand the progress they are making in their learning. Teachers should reengage in*

moderation activities to improve their confidence in making professional judgements about children's progress. They need to use the National Benchmarks to develop a shared understanding of standards and expectations across all stages. This should help to ensure attainment of a level data is more accurate'

We are committed to using the 'Learning, Teaching And Assessment Cycle' in a collegiate way within our cluster to ensure greater engagement and understanding of moderation. SIP Priority 1 2024/25.

A formal assessment schedule for our school is now in its third year of use.

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.

Our 2023 HMIE inspection stated that *‘Children have an understanding of their own wellbeing. They talk well about how their experiences at school support and improve their wellbeing.’*

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 and reviewed.

Our data is now showing an 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.

Our HMIE Inspection 2023 identified that ‘ *Teacher professional judgements of children's attainment are not yet sufficiently robust. The headteacher is aware that increased use of National Benchmarks, moderation activity and changes to the current tracking system will support teachers to make increasingly reliable judgements about children's attainment.* ’

We will now fully engage with the Learning Teaching and Moderation Cycle as a cluster to support teacher judgements and thus ensure our data is 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. Our 2023 HMIE Inspection recommended that we now look at the balance of teacher directed; teacher initiated and child-initiated experiences to ensure progress across early and first level.

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 lead to increased attainment in Literacy.

Staff are committed to using the CYPIC model to improve outcomes after our very successful ‘Test of Change’ group with two other schools to looking Maths recovery work. This SEF funded numeracy group has yielded very positive results.

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 Learning Journals 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: 3/4

School Improvement Plan 2024/25



Section 3: Action

Factors influencing the improvement plan 2023/24

<p>Local authority factors</p> <ul style="list-style-type: none"> • Excellence and Equity for Shetlands’ learners • 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 2022 	<p>School factors</p> <ul style="list-style-type: none"> • Factors arising from our recent HMIE inspection. • 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"> • Cluster priorities • 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.

Improvement Priorities for 2024-25

<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>
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Priority 1: Staff will provide appropriate challenge for all children by engaging fully with the Learning, Teaching and Assessment Cycle.

Continuation from 2023/24? Y/N

Data Informing Priority	Planned Outcome	How exactly are we going to do it?	Resources and Lead Person	Monitoring the impact of the priority on learners
<p>All schools across the cluster have self-evaluated as satisfactory across the majority of areas in the LTA cycle.</p> <p>Our HMIE inspection highlighted the need for staff to provide appropriate challenge for all children.</p>	<p>In line with schools across the cluster, By June 2025 the Learning Teaching and Assessment Cycle will be quality assured and self-evaluated as good across all departments, which will evidence that pupils have access to higher quality learning, teaching and assessment.</p>	<p>Eight Focus Visits Across the Cluster will provide opportunities to work collegiately to self-evaluate, quality assure and improve the four themes of Shetland Island’s Council Standard for Learning Teaching and Assessment. This will allow time to moderate, share good practice, and develop consistent approaches across the cluster.</p> <p>Each school will coordinate a Focus Day, with BHS coordinate three – 1 focus day in term 1 and 2, and 2 focus days in terms 3 and 4.</p> <p>Mossbank School will focus on how we provide appropriate challenge as identified in our 2023 inspection.</p>	<p>Head Teacher will facilitate visits to other schools.</p> <p>Staff development sessions.</p>	<p>Head Teacher observations (three times a year) will focus on:</p> <ul style="list-style-type: none"> increasing independence opportunities to lead within learning reducing support increasing length and complexity of task increasing length, complexity and accuracy of the response differentiation deepening and extending learning through comments and questions applying learning in different contexts <p>Comparisons from each observations will be made.</p>

<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 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 2: The UNCRC will become embedded in our school.

Continuation from 2023/24? Yes

Data Informing Priority	Planned Outcome	How exactly are we going to do it?	Resources and Lead Person	Monitoring the impact of the priority on learners
<p>From last year’s SIP our school has formed a UNCRC steering group, which will inform further developments in this area.</p>	<p>By June 2025 we will have created a whole school UNCRC charter.</p> <p>Align UNCRC with vision values aims and schools rules of RRS</p> <p>Our school will adopt the ‘language of rights’ – evidenced through displays, plans/floorbooks/ assemblies</p>	<p>A Steering group has already been created. This group will plan how we move forward with creating the charter and embedding the ‘language of rights’ in our school.</p> <p>The steering group will consider how we Align UNCRC with our school’s vision values aims and the well-established and understood school rules of Ready Respectful and Safe.</p> <p>Teaching staff will revisit the IDL Topic Cycle and link this to the UNCRC.</p>	<p>UNCRC steering group made up of pupils, staff and stakeholders.</p> <p>In-service teaching time dedicated to IDL topic cycle linking to UNCRC.</p>	<p>September 2024 UNCRC Steering group will meet and plan the year.</p> <p>December 2024 Review of plan and progress considering:</p> <ul style="list-style-type: none"> Involvement of all stakeholders Progress with plan Next steps <p>May 2025 – Charter will be created Learners are confident in using the language of rights. Progress will be evaluated and next steps identified.</p> <p>January Inset -Teaching staff will review the Topic Cycle and link it to articles.</p>

<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. <i>(highlight as appropriate)</i> 	<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 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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<p>Priority 3: Improve learner’s digital technology skills.</p> <p>Continuation from 2023/24? Yes</p>				
<p>Data Informing Priority</p> <p>This is a continuation from SIP 2023/34.</p>	<p>Planned Outcome</p> <p>By June 2025, the digital technology learning pathway is embedded in the school, thus improving the children’s digital skills.</p>	<p>How exactly are we going to do it?</p> <p>Following our digital tech audit last year, the resulting priorities have been identified:</p> <ul style="list-style-type: none"> Establish a digital technologies pathway. Ensure all staff training needs are met – Clicker, Microbits etc. Continue to embed Learning Journals. 	<p>Resources and Lead Person</p> <p>Digital tech pathway Teaching staff</p> <p>Staff training – all staff</p> <p>Learning Journals</p>	<p>Monitoring the impact of the priority on learners</p> <p>August 24 – audit baseline digital skills in all classes. December 24 – Digital tech learning pathway will be adopted. May 25 – Audit baseline digital skills in all classes.</p>

<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><i>(highlight as appropriate)</i></p>	<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>
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Priority 4: Children's independence and leadership skills will be strengthened by providing them with greater opportunities for leadership and responsibility within the ELC setting.

Continuation from 2023/24? No

Data Informing Priority	Planned Outcome	How exactly are we going to do it?	Resources and Lead Person	Monitoring the impact of the priority on learners
<p>From our 2023 HMIE Inspection, it was highlighted that staff should ensure children have greater opportunities for leadership and responsibilities within the settling.</p>	<p>Children's independence and leadership skills will be strengthened by providing them with greater opportunities for leadership and responsibility within the ELC setting.</p>	<ul style="list-style-type: none"> Staff will research good practice. Designated staff development times. Baseline audit of current opportunities and engagement. Audit of how these opportunities are recorded. Action plan formulated by Dec 2024. Implemented Jan-April 2025. Evaluated May 2025. 	<p>CPD time</p> <p>Professional Dialogue</p> <p>All ELC staff</p> <p>Head Teacher</p> <p>ELC Teacher</p> <p>Visits to other settings to observe opportunities for leadership and responsibility.</p>	<ul style="list-style-type: none"> Baseline audit of current opportunities and engagement. Audit of how these opportunities are recorded. Action plan formulated by Dec 2024. Implemented Jan-April 2025. Evaluated May 2025.

Pupil Equity Fund – Planning and Reporting

PEF Allocation 2024/25 - £10,334.81		Carry forward from 2023/24: £1,759.81			
Project/intervention: Literacy focus groups					
What data/evidence informs this? (What is your gap?)					
The majority (55%) of pupils who are eligible for PEF funding are not on track to achieve the appropriate level in 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 By June 2025, Most (75-90%) of pupils who are eligible for PEF funding will be on track to achieve the appropriate CfE level in Literacy.		Details of project/intervention: ASN teacher will be employed to provide support and interventions in Listening and Talking, Reading and Writing, based on the CYPIC quality assurance principles. Teacher time 6.5 hours per week between P1-4 and P4-7.		Resources and Lead Person Helen Perry – ASN Teacher	
Measures of impact on learners Baseline assessments include NGRTS and SNASAs Tracking and monitoring meetings held regularly.					
Teaching and Learning	x				
Leadership					
Family and Community					

Working Time Agreements 2024/25

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 STAFF WILL PROVIDE APPROPRIATE CHALLENGE FOR ALL CHILDREN BY ENGAGING FULLY WITH THE LEARNING, TEACHING AND ASSESSMENT CYCLE.	As per training dates	6
SIP 2 TO EMBED UNCRC	1 hour meetings termly	4
SIP 3 IMPROVE LEARNER'S DIGITAL TECHNOLOGY SKILLS.	1 hour meetings with FLSW termly	4

SIP 4 CHILDREN'S INDEPENDENCE AND LEADERSHIP SKILLS WILL BE STRENGTHENED BY PROVIDING THEM WITH GREATER OPPORTUNITIES FOR LEADERSHIP AND RESPONSIBILITY WITHIN THE ELC SETTING

1 hour meetings termly

4

TIME ALLOCATED TO DEVELOPMENT TASKS

19

TOTAL COLLEGIATE TIME

196

