

The image shows the exterior of Mossbank Primary School. A large sign above the entrance reads "MOSSBANK PRIMARY SCHOOL" in blue capital letters. To the left of the entrance is a large window with a white frame, reflecting the surrounding greenery. The entrance consists of a white door with a glass panel, featuring a school logo and the motto "Think Big, Dream Bigger!". To the right of the door is a glass-paned side door. The ground in front of the entrance is paved with red bricks. A concrete curb separates the pavement from a garden area with green plants. The sky is blue with some clouds.

# MOSSBANK PRIMARY SCHOOL

## Standards and Quality Report 2024/2025 & School Improvement Plan August 2025-June 2026

This report covers the session 2024-25. 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 <sup>th</sup> 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

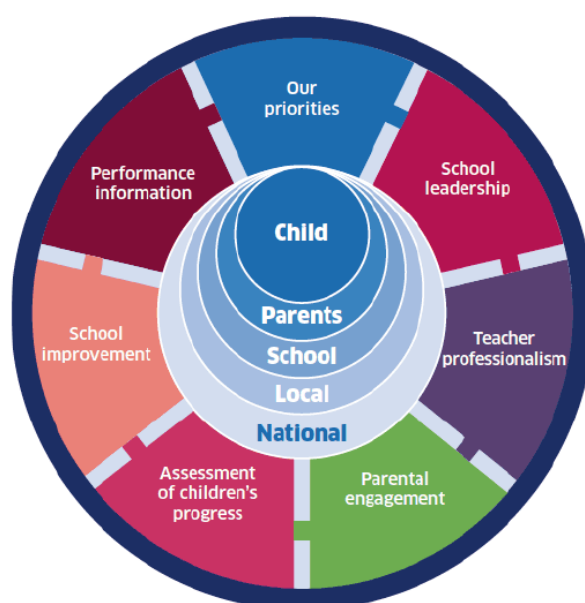
## Introduction

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?* 4<sup>th</sup> Edition (2015) and *How Good is our Early Learning and Childcare?* (2016) and on the priorities and drivers of the National Improvement Framework.

- 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.

This lower wing contains the three Primary classes and the recently completed play based learning room, 'The Den'. In this lower part of the school there is a library, art/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.





We have a dedicated and settled staff team and we are delighted to be welcoming a probationer teacher to our school for the 2025/26 school year.

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.



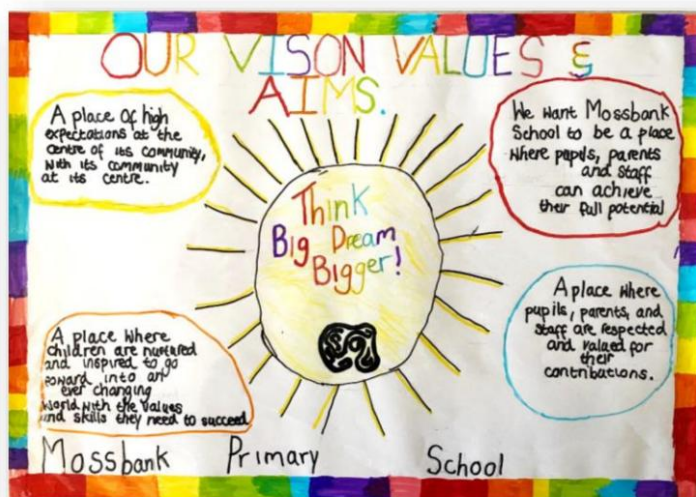
The school enjoys good links with many outside agencies including, the Health Visitors, Speech and Language Therapy, Occupational Therapy, Pre-School Home Visiting Service, Child Smile, Psychological Services Outreach, Police Scotland, Active Schools, Shetland Library and Ability Shetland.

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.



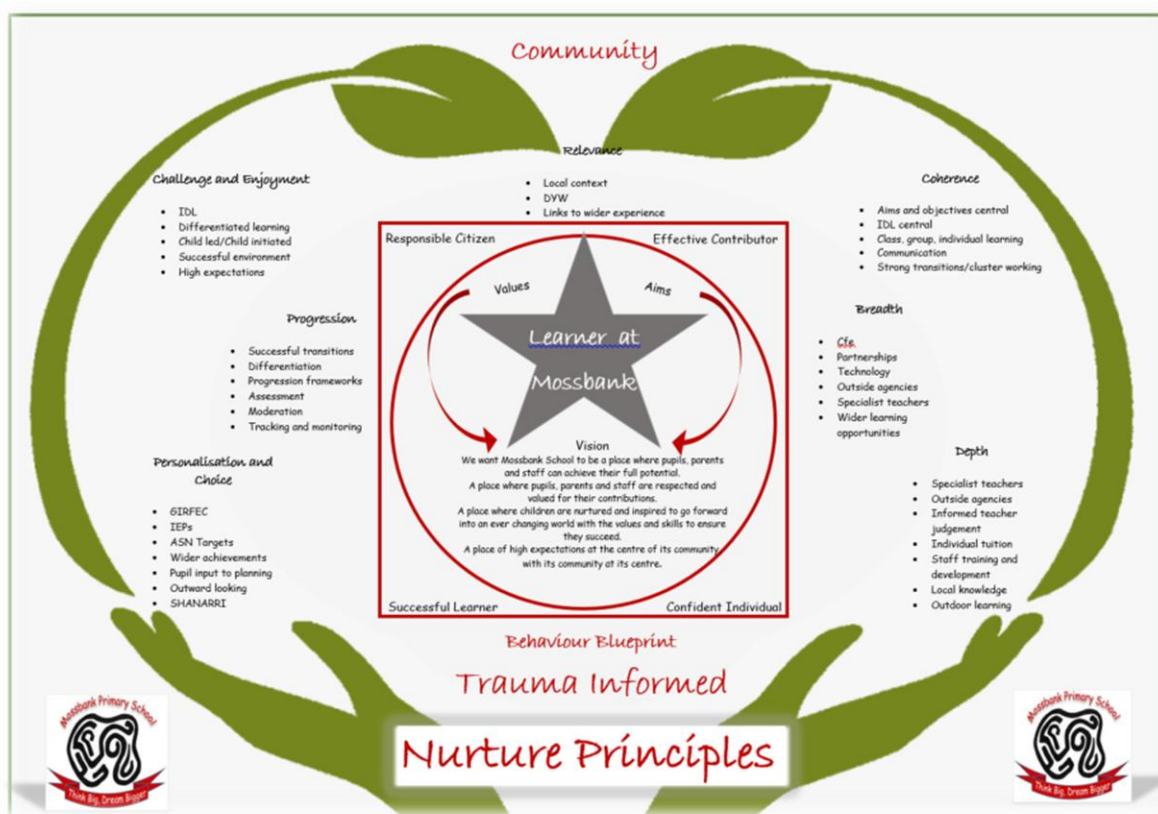
## Our Curriculum

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.



## Staff Views

- Staff are given yearly PRD meetings, the head teacher has an 'open door' policy for staff as well as parents.
- 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.
- ELC meetings are held weekly.

## 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.
- 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.



Out and about in the community



Drumming with Joy Duncan



Bookbug Sessions



Performing at the Senior Citizens Christmas dinner



## Collaboration and consultation with our stakeholders in session 2024/25

Who?	When?	How?	What did we find out?
Staff	Ongoing  May 2025	Regular conversations  Staff meetings  Questionnaires and evaluations	<b>All staff agreed:</b> <ul style="list-style-type: none"> <li>• The school is well led and well managed</li> <li>• They are supported to engage in professional learning</li> <li>• Vision, Values and Aims underpin the work of the school</li> <li>• Colleagues treat each other with respect</li> <li>• Children are encouraged and supported to treat each other with respect</li> <li>• They find working at Mossbank School rewarding</li> </ul> <b>Development themes:</b> <ul style="list-style-type: none"> <li>• Further opportunities to participate in creating the School improvement plan</li> </ul>
Children and young people	Ongoing  May 2025	Regular conversations  Pupil Council meetings  Questionnaires and evaluations	<b>Almost all children agreed that:</b> <ul style="list-style-type: none"> <li>• I feel safe when I am at school</li> <li>• My teachers ask me about what I want to learn</li> <li>• I am encouraged by staff to do the best that I can</li> <li>• I feel comfortable approaching staff with suggestions or questions</li> <li>• My school gives me the chance to take part in activities out with school hours</li> <li>• My school listens to my views</li> <li>• My school helps me understand and respect others</li> <li>• I have someone in my school who I can talk to if I am upset or worried</li> <li>• Staff treat me fairly and with respect</li> </ul> <b>Development themes:</b> <ul style="list-style-type: none"> <li>• Stronger pupil voice, more regular Pupil council meetings.</li> </ul>

Parent and Carers	Ongoing	Regular conversations	<p><b>All parents ELC and P1-7 Agreed or strongly agreed that:</b></p> <ul style="list-style-type: none"> <li>Their child is happy in school</li> <li>They are happy with their child's progress</li> <li>That staff support their children well</li> <li>That ELC staff are approachable and easy to talk to</li> <li>Are happy for the school to decide on its development priorities</li> </ul> <p><b>Almost all ELC and P1-7 Parents agreed that</b></p> <ul style="list-style-type: none"> <li>They are given enough feedback about their child's learning</li> <li>Feel confident in approaching the school with any concerns</li> <li>Feel that issues raised are dealt with promptly and appropriately</li> <li>Feel that they are given enough opportunities to participate in the life of the school</li> <li>Feel that teaching staff are approachable and easy to talk to</li> <li>Feel that support staff are approachable and easy to talk to</li> <li>Feel that the head teacher is approachable and easy to talk to</li> <li>Feel that the school is well led and well managed</li> </ul> <p><b>Development themes</b></p> <ul style="list-style-type: none"> <li>Continued use of learning journals would be welcomed</li> <li>More explicit explanations of learning opportunities (ELC)</li> </ul>
	May 2023	Questionnaires and evaluations	
	Sept 2022 Feb 2023	Parent's nights	
Community and other stakeholders	Ongoing	Continuous conversations	<p><b>All partners agreed:</b></p> <ul style="list-style-type: none"> <li>The school values the contributions made by their agency</li> <li>Overall partnership working at Mossbank School works well</li> </ul> <p><b>Development themes:</b></p> <ul style="list-style-type: none"> <li>All partners to Mossbank Primary School are fully aware of the Child Protection procedures in place</li> </ul>
	May 2023	Questionnaires and evaluations	



## Progress made towards previous development priorities

<b>NIF PRIORITIES</b> 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)	<b>NIF DRIVERS</b> 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
<b>Priority 1:</b> Staff will provide appropriate challenge for all children by engaging fully with the Learning, Teaching and Assessment Cycle.				
<b>What were our outcomes?</b> In line with schools across the cluster, By June 2025 the 'Shetland Standard for Learning Teaching and Assessment' 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.	<b>What did we do?</b> <ul style="list-style-type: none"> <li>Action plan created with Gemma Sjoberg using the NA Toolkit focusing on independence</li> <li>Support visits from Gemma</li> <li>Focussed visits across the cluster focusing on aspects of the <i>Shetland Standard for Learning Teaching and Assessment</i></li> <li>Classroom observations focussed on the <i>Shetland Standard for Learning Teaching and Assessment</i>!</li> </ul>	<b>What was the impact on learners?</b> Classroom observations at the start and end of the year showed greater independence in learners at all stages – particularly P2 and 4. Classroom observations showed improvements in focus areas from the SSLTA which had a positive impact on pupil engagement, although leuven scale evaluations (from 2025 tracking and monitoring) remain low.	<b>What are the next steps and how do you plan to evidence the impact of further actions required?</b> Although we are making huge progress in this area, we will continue to use the standard to focus our classroom observations in the 2025/26 session. We will monitor the impact of having an additional teacher in 2025/26 on engagement and independence, evidenced by the Leuven scale, in our Tracking and Monitoring.	

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Priority 2: Th UNCRC will become embedded in our school				
<b>What were our outcomes?</b>  Align UNCRC with vision values aims and schools rules of RRS  Our school will adopt the 'language of rights' – evidenced through displays, plans/floorbooks/assemblies	<b>What did we do?</b> <ul style="list-style-type: none"><li>• UNCRC stickers depicting a right were created and added to displays, floor book and work.</li><li>• Rights posters put up throughout the school</li><li>• Each House Team researched a right and presented to the whole school at assembly.</li><li>• Rights display in the foyer all year. 'Learning Through Rights in the Early Years' <i>Edinburgh City Council</i>, ELC to embed the language of rights.</li><li>• Learning Through Rights in the Early Years ( <i>Edinburgh City Council</i>) is widely used in ELC to inform planning and embed a rights culture.</li></ul>	<b>What was the impact on learners?</b>  Almost all our P1-7 learners are aware of the UNCRC charter and can explain it's purpose The language of the charter is now becoming embedded in our school: 'Fun 31'	<b>What are the next steps and how do you plan to evidence the impact of further actions required?</b>  Continue to ensure that the 'language of rights' is embedded in our school.	



<b>NIF PRIORITIES</b> <b>Placing the human rights and needs of every child and young person at the centre of education</b> 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>		<b>NIF DRIVERS</b> 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 <b>Ensuring wellbeing, equality and inclusion</b> 3.2 Raising attainment and achievement/Securing children's progress 3.3 Increasing creativity & employability/Developing creativity & skills for life & learning
<b>Priority 3. Improve learner's digital technology skills.</b>					
<b>What were our outcomes?</b>  By June 2025, the digital technology learning pathway is embedded in the school, thus improving the children's digital skills.	<b>What did we do?</b> <ul style="list-style-type: none"> <li>Adopted a Digital Technologies Progression pathway to be used from ELC through to P7</li> <li>Addressed staff training needs</li> <li>Bought Rugged Roamers and Microbits</li> <li>Made all children aware of their learning journals</li> <li>We are now using the P7 digital tech checklist from BHS</li> </ul>	<b>What was the impact on learners?</b> <ul style="list-style-type: none"> <li>From baseline audit most learners are now more confident in using digital technology</li> <li>From baseline audit most Learners are now more able to use appropriate digital technology to support their learning</li> <li>From baseline audit most identified staff training needs have been addressed.</li> </ul>	<b>What are the next steps and how do you plan to evidence the impact of further actions required?</b> <ul style="list-style-type: none"> <li>Continue to ensure all staff training needs are met</li> <li>Embed the pathway</li> </ul>		

<b>NIF PRIORITIES</b> 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)		<b>NIF DRIVERS</b> 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
<b>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.</b>					
<b>What were our outcomes?</b> Children's independence and leadership skills will be strengthened by providing them with greater opportunities for leadership and responsibility within the ELC setting.	<b>What did we do?</b> Staff researched good practice during staff development times. Baseline audit of current opportunities and engagement and how these opportunities are recorded. Action plan formulated by Dec 2024. Implemented Jan-April 2025. Evaluated May 2025.	<b>What was the impact on learners?</b> Evidence from Floorbooks, Learning Journals and observations indicated a wide range of leadership opportunities. Observations indicated a high degree of independence in all almost all pupils.	<b>What are the next steps and how do you plan to evidence the impact of further actions required?</b>  Continue to promote independence and leadership at all levels in ELC. Review this at staff meetings and through our on-going Self Evaluation floor book.		



## Pupil Equity Fund Reporting 2024/25

<b>Project/intervention:</b> PEF Funded Literacy group					
<b>What was your gap?</b> 91% of pupils who are eligible for PEF funding are not on track to achieve the appropriate level in literacy.					
<b>Interventions for Equity</b> <a href="#">Interventions for Equity   Self-evaluation   National Improvement Hub (education.gov.scot)</a>					
Early intervention and prevention	Social and Emotional Wellbeing	Promoting healthy lifestyles	Targeted approaches to literacy and numeracy	Promoting a high quality learning experience	Differentiated support
Use of Evidence and Data	Employability and Skills Development	Engaging beyond the school	Partnership working	Professional learning and leadership	Research and evaluation to monitor impact
<b>Planned Outcome</b>  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.		<b>Measures of impact on learners</b>  SEF funding enabled us to employ an ASN teacher one day a week . This teacher worked with specific groups of pupils not on track to achieve the expected level  Of the 29 learners who are PEF eligible four are at stage 3 with a recorded additional support need. Of the 23 remaining 78% are now on track to achieve the expected level.  The success of this project has informed our decision to continue with the same format for interventions next year. We will focus specifically on spelling.			
Teaching and Learning	X				
Leadership					
Family and Community	X				

## Self-Evaluation

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	5
2.3 Learning, teaching and assessment	4	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

## How do we know?

### Qualitative Data

- Classroom observations
- Head teacher is visible in classrooms daily
- Focus group discussions
- Feedback from online and face-to-face meetings
- Verbal feedback from learners and parents and carers
- Conversations in staffrooms
- School ethos
- Self-evaluation floorbooks

### 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



### QI 1.3 – Leadership of Change

#### Developing a Shared Vision, Values and Aims Relevant to the School and its Community

Our Vision, Values and Aims are shaped by a strong understanding of the social, economic, and cultural context of our school community. Leadership at all levels is becoming increasingly embedded, enabling our Vision, Values and Aims to be fully realised in practice.

In 2017, working in partnership with the Parent Council and wider parent body, we revisited our Vision, Values and Aims. Parents, pupils, and staff were invited to vote on their 'top 10' values, which were then incorporated into our Vision Statement.

Pupils created a slogan—*“Think Big, Dream Bigger”*—which was added to our school logo and is now visible on all school communications and displays.

SIP Priority 2 (2019/20) focused on developing ethos and behaviour management, leading to the creation of our Behaviour Blueprint, now embedded in practice. The consistent use of our school rules—Ready, Respectful, and Safe—by staff and pupils has strengthened our positive school culture.

During our TIV in December 2021 and the School Improvement Visit in May 2023, it was noted that the Vision, Values and Aims were clearly reflected in the ethos and attitudes of staff and pupils. These findings were echoed in our 2023 HMIE Inspection.

All staff demonstrate a strong commitment to shared educational values and professional standards. Regular PRD meetings support the identification of development needs, professional learning, and ongoing dialogue. Staff engage in professional learning aligned with the needs of the school and the priorities of our SIP.

The Head Teacher provides strong and aspirational leadership, which has enabled the school and wider community to develop and articulate a clear vision for continuous improvement. In our 2025 parental questionnaire, almost all respondents indicated they were happy with the leadership of the school, felt welcome, and were confident that issues raised would be handled appropriately. Pupil voice is central to our school improvement agenda and is evident through initiatives such as the Pupil Council, Sports Leadership Awards, assemblies, play-based pedagogy in ELC and P1–4, the Social Fitness programme, and transition projects. During a recent School Improvement Visit, pupils reported feeling empowered and confident to approach staff and the Head Teacher with ideas and suggestions.

Over the past six years, significant investment has been made to improve the physical environment of the school. These enhancements are nearing completion, and children express a genuine sense of pride in their school.

Staff continue to take on leadership roles through organising trips, events, fundraising, and environment adaptations. To build on this, we now aim to ensure leadership at all levels is systematically embedded across all aspects of school life. Our curriculum rationale is firmly rooted in a deep understanding of our local context and community needs.

### **Strategic Planning for Continuous Improvement**

The Head Teacher has established positive and trusting relationships across the school community. Her leadership was identified as a key strength during the 2023 HMIE Inspection.

The school is firmly committed to improving learning and teaching at all stages. We have made significant progress in P1–4 through the introduction of play-based learning and the development of *'The Den'*, our dedicated play-based learning environment. Our next step is to develop robust approaches to recording and evidencing learning within this space. We are also embedding active learning approaches in the upper stages of the school.

Staff feel empowered to initiate well-informed change and share collective responsibility for ongoing improvement. Our focus going forward is to ensure that planned changes recognise the interconnectedness of the school community and are aligned with improving outcomes for all learners.

### **Implementing Improvement and Change**

The school has created the necessary conditions to progress work on identified priorities. Raising attainment in literacy and numeracy continues to be a key focus. We have a robust School Improvement Plan (SIP) with clearly defined and relevant priorities. The Head Teacher works collaboratively with Children's Services and has established a clear rationale and selected appropriate strategies to facilitate change, ensuring a focus on equity for all learners.

We are committed to reflective practice and continuous improvement, informed by self-evaluation and aligned to our vision. A culture of critical and creative thinking has been established among staff, pupils, and partners. As a result, our young people demonstrate increased capacity to respond to and lead change.

Our 2023 HMIE Inspection noted: *"Children feel valued and are ready to take on greater responsibility for influencing and delivering positive change in their school."* Building on this, we are ready to expand children's leadership roles and deepen their involvement in the evaluation and improvement of the school.

We have developed effective systems to monitor and evaluate the impact of change on outcomes for learners. The use of quantitative and qualitative data is becoming embedded in our school improvement processes.

The physical learning environment has undergone a major transformation. We now have flexible, well-resourced spaces that support high-quality learning experiences. This area will continue to be audited and developed in response to learner needs. Our ELC setting has also seen significant improvements in both environment and pedagogy. Staff now have a deeper understanding of Early Level pedagogy and continuous provision, and are committed to leading change throughout the school.

**HGIOS 4 – Self-Evaluation Grade: Level 4 (Good)**



## QI 2.3 – Learning, Teaching and Assessment

### Learning and Engagement

A strong sense of community and positive relationships underpin the learning environment. Staff know their learners well and work hard to ensure that children feel valued, safe, and included. Learners are becoming more confident in articulating their views and increasingly take responsibility for aspects of their learning. We now need to focus on pupil engagement, as evidenced in the 2025/26 SIP.

We have developed a **play-based, child-led pedagogy** in ELC and P1–4, and this is now firmly embedded in practice. Our designated space, *‘The Den’*, provides a flexible and stimulating environment that encourages creativity, collaboration, and independence. Across the school, we are embedding a more **active and responsive approach** to learning and teaching, particularly in the upper stages, to further enhance pupil engagement and ownership. (SIP 2025/26)

We provide regular opportunities for learners to influence their learning experiences through **pupil voice groups, assemblies** and **self-assessment**. Staff increasingly plan learning experiences in partnership with children, especially in ELC and early years, where continuous provision and planning in the moment are key features.

Our **Social Fitness programme** and structured transitions further support positive relationships and inclusion, enhancing children’s confidence and readiness to learn.

### Quality of Teaching

The quality of teaching across the school is good and improving. Staff are reflective practitioners who engage in **professional dialogue, peer support**, and **professional learning** to continuously improve their practice. There is a shared commitment to ensuring high-quality learning and teaching at all stages.

Learning intentions and success criteria are consistently used across the school. In many classes, they are co-created with learners to support

understanding and reflection. This helps pupils to better understand what they are learning and why.

Digital technologies are used to support and extend learning, including through interactive whiteboards, tablets, and digital tools to support assessment and engagement. We are continuing to build staff confidence and capacity in using digital tools effectively across the curriculum and this was a feature of last year's SIP.

## Effective Use of Assessment

We use a wide range of **formative and summative assessment strategies** to inform learning and teaching. Staff engage in ongoing professional dialogue and moderation to ensure a shared understanding of standards. Our assessment approaches are becoming more robust, with planned opportunities for moderation both in school and with our cluster.

Staff make increasingly effective use of **assessment information** to inform planning, track progress, and identify next steps. Targeted interventions are in place to support individuals and groups. We are developing the use of **individual learning conversations** with pupils to involve them more directly in understanding their progress and areas for development.

Further work is underway to improve how we record and evidence learning in '*The Den*' and ensure that approaches to assessment are coherent and consistent throughout the school.

## Planning, Tracking and Monitoring

Planning is informed by national and local guidance and takes full account of learners' needs, interests, and prior learning. Our **curriculum rationale** reflects the local context and has been developed in partnership with staff, pupils, and parents. Planning is becoming increasingly flexible and responsive, particularly in ELC and early primary, where **continuous provision** is central to learning.

We have robust systems in place to **track and monitor** progress in literacy, numeracy, and health and wellbeing. Regular tracking meetings support early identification of any barriers to learning and enable prompt intervention.

Staff have access to a range of **quantitative and qualitative data** to support planning and decision-making. We continue to build our capacity in analysing and using this data to inform improvement.

**HGIOS 4 – Self-Evaluation Grade: Level 4 (Good)**



## QI 3.1 – Ensuring Wellbeing, Equality and Inclusion

### Wellbeing

Mossbank School is a nurturing and inclusive community, where the ethos is caring, friendly, and built upon strong, respectful relationships. Staff demonstrate a deep understanding of the needs of our learners and their families. Daily informal conversations about learners support a responsive approach to wellbeing, and there is a strong sense of pride and collective commitment among staff to do the very best for all pupils.

Our Curriculum Rationale reflects a strong focus on Nurture and Trauma-Informed Practice. Both the Head Teacher and the Senior Practitioner in ELC are trained in Trauma-Informed approaches. We now aim to ensure that all staff receive training in this area to strengthen whole-school consistency.

Almost all staff are trained in nurture principles, which are embedded in their daily interactions with children. These principles underpin relationships, classroom management, and our wider ethos.

Our Health and Wellbeing progression pathway is becoming embedded in planning across the school, supporting a coherent and progressive approach to wellbeing.

We have well-established partnerships with a wide range of external support services, including Public Health Visiting Service (PSHVS), SALT, Social Work, the Early Help Team, the School Counselling Service, Active Schools, and Anchor for Families. In a recent survey (May 2025), All partners agreed or strongly agreed that Mossbank School values their contribution and that partnership working is highly effective.

SHANARRI indicators are used to promote understanding of wellbeing and support learner voice in a meaningful way. Children are encouraged to reflect on their wellbeing and articulate how the school supports them.

Staff-pupil relationships are consistently positive and respectful. A strong ethos of teamwork among staff leads to collegiate practice and shared responsibility, contributing to better outcomes for children.

All children have access to a healthy tuck shop and benefit from two periods of Physical Education per week.

Our 2023 HMIE inspection confirmed 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**

The school operates effectively within the GIRFEC framework, ensuring that appropriate Child's Plans and IEPs are in place for children who require them.

Child Protection procedures are robust and clearly understood by all staff. All staff are trained to Level 2, and the Head Teacher holds Level 3 training.

## **Inclusion and Equality**

Our school rules—Ready, Respectful, Safe—are fully embedded in the life and ethos of the school. They are clearly understood by pupils, staff, and parents and support a safe, inclusive learning environment.

Additional support needs are effectively identified and addressed through tailored approaches including **IEPs, GIRFEC Child's Plans**, assistive technology, small group interventions, and targeted classroom support.

Our **Anchor for Families Support Worker (AFFSW)** continues to provide valuable support to identified children and families this worker has been a vital and trusted link between school and home.

**The Six Principles of Nurture** underpin our ethos and are evident in daily practice. **Nurture Groups** have been a longstanding feature of our school for over eight years, and staff are highly skilled in this area. Boxall Profiles are used to assess progress and measure impact.

Staff have a growing understanding of **Trauma-Informed Practice**, and training has begun in this area. This will be a continued focus for development to ensure consistency of approach across the whole school.

Through the **GIRFEC** Framework, we work collaboratively with partner agencies to ensure effective, joined-up support is in place, promoting inclusion and equity for all.

Our physical environment is inclusive, well-maintained, and regularly adapted to meet the needs of our learners. Classrooms and shared spaces are equipped to provide flexible learning arrangements for children with a range of needs.

**HGIOS 4 – Self-Evaluation Grade: Level 4 (Good)**



## 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.’

As a cluster last year we engaged with the Shetland Learning Teaching and Moderation Cycle as 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.

Following our 2023 HMIE inspection, we have been reviewing the balance of teacher-directed, teacher-initiated, and child-initiated experiences to ensure effective progression across the early and first levels.

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.

The school now regularly implements the **CYPIC Writing Programme**, which, in its first year, led 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.

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**

## QI 3.2 – Raising Attainment and Achievement

### Attainment Over Time

The school has established robust **tracking and monitoring systems**, which are now embedded in practice and regularly reviewed. These systems enable us to identify trends, target interventions, and evaluate the impact of our approaches. Our most recent data shows an upward trend in attainment. However, as a small school, fluctuations are inevitable and can be attributed to cohort size and individual learner needs.

We make effective use of **SNSA** data to inform planning and identify areas for improvement. This supports a more analytical and evidence-based approach to raising attainment.

Our 2023 HMIE Inspection noted:

"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."

In response, we will fully engage with the Learning, Teaching and Assessment Cycle and increase our involvement in cluster-wide moderation. These activities will strengthen teacher confidence in their professional judgements and lead to more consistent, reliable data across stages.

### Attainment in Literacy and Numeracy

Significant work continues in developing a play-based pedagogy in ELC and P1–4, which has increased learner engagement. We are at the early stages of evaluating the impact of this approach on attainment. Given the small school roll, attributing progress to specific strategies remains challenging, but early indications are positive.



The **Emerging Literacy framework** underpins our approach to learning and teaching in literacy. Staff are trained in this methodology and supported by the ESO Peripatetic Teacher of Emerging Literacy.

In 2022/23, the school participated in the **CYPIC Writing Programme**, which led to measurable improvements in writing attainment. Building on this success, staff are continuing to apply the CYPIC model, particularly in numeracy, through a successful Test of Change project with two other schools. This SEF-funded initiative focused on Maths recovery and has yielded encouraging results.

Support for vulnerable families continues through our Anchor for Families Support Worker, who succeeded the previous Family Learning Worker role (formerly funded through PEF). This position remains a vital link between home and school; however, it is currently vacant pending the outcome of the ongoing recruitment process.

Targeted interventions for identified learners include:

- Nessy (literacy support)
- First Keys
- Toe-by-Toe
- Individually planned programmes
- Use of adaptive communication supports for learners with high-level needs
- Nurture groups/ individual nurture

Our School Improvement Plan reflects these priorities and directs investment towards literacy and numeracy development.

## **Overall Quality of Learners' Achievement**

We place high value on celebrating achievement in all its forms. Pupil success is visible across the school on our Star Boards, in assemblies, and on the WOW Wall.

A strong focus on nurture and emotional wellbeing is embedded in our Curriculum Rationale and continues to shape our ethos and learning environment.

Multi-agency working is a key strength. We work effectively with:

- SALT
- PSHVS
- Occupational Therapy
- Paediatrics
- Health Visitors
- Dental Health Team
- Health Improvement
- Bruce Family Centre
- Social Work
- Early Intervention Services
- Educational Psychology and Outreach Services

All partner agencies report that their input is valued and that partnership working with Mossbank School is highly effective.

Health and Wellbeing is tracked using the **SHANARRI** indicators, and we strive to ensure each child is safe, healthy, achieving, nurtured, active, respected, responsible and included.

Most children achieve appropriate Curriculum for Excellence levels at P1, P4 and P7. Our ambition is for all children to achieve these levels, and we are working towards this goal.

**SNSA** results indicate steady progress across cohorts, validating the effectiveness of our approaches.

**HGIOS4 – Self-Evaluation Grade: 3/4 (Satisfactory/Good)**

# School Improvement Plan 2025/26



## Section 3: Action

### Factors influencing the improvement plan 2025/26

<b>Local authority factors</b> <ul style="list-style-type: none"> <li>• Excellence and Equity for Shetlands' learners</li> <li>• Children's Services, Recovery and Renewal Plan</li> <li>• Children's Services, Directorate Plan SIC Operational Guidance: School Improvement Planning and Standards and Quality Reporting</li> <li>• SIC Strategy for Parental Involvement 2022</li> <li>• Commitment to our local authority's LTA Standard.</li> </ul>	<b>School factors</b> <ul style="list-style-type: none"> <li>• Evidence from Tracking and monitoring</li> <li>• Additional support needs within the school</li> <li>• Changes in Staffing and classroom arrangements, including a new class</li> <li>• On going school projects e.g. The polycrub</li> <li>• Feedback from SIV</li> <li>• New members of staff joining</li> </ul>	<b>Local factors</b> <ul style="list-style-type: none"> <li>• Cluster priorities</li> <li>• 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.</li> </ul>
<b>National factors and drivers</b> <ul style="list-style-type: none"> <li>• Curriculum for Excellence</li> <li>• Realising the Ambition</li> <li>• National Improvement Framework</li> <li>• The Scottish Attainment Challenge</li> <li>• Education Reform and Empowerment</li> <li>• Getting It Right for Every Child</li> <li>• Developing Young Workforce</li> <li>• Digital Learning and Teaching Strategy</li> <li>• The Equity Audit</li> <li>• "Learning Together": Scotland's national action plan for parental involvement etc. 2018-2021</li> <li>• Cost of living crisis</li> <li>• Learning For Sustainability</li> </ul>	<b>UNCRC</b> <ul style="list-style-type: none"> <li>• We need to continue to embed UNCRC in the ethos of our school</li> <li>• Assemblies focusing on rights and responsibilities</li> <li>• Behaviour Blueprint</li> <li>• P4-5 Teacher is well versed in Global Citizenship and will lead school community in this area</li> <li>• UNCRC stickers on displays.</li> </ul>	<b>Tacking Inequalities, Poverty Proofing and Cost of the School Day</b> <ul style="list-style-type: none"> <li>• School run breakfast club offers support at a low cost</li> <li>• Support to access grants and free school meals is offered</li> <li>• Ability Shetland provide support, clothing etc.</li> <li>• PEF funding supports AFFSW who works directly with families and can signpost where necessary</li> </ul>



## Improvement Priorities for 2025-26

<b>NIF PRIORITIES</b> <ul style="list-style-type: none"> <li>Placing the human rights and needs of every child and young person at the centre of education.</li> <li>Improvement in children and young people's health and wellbeing</li> <li>Closing the attainment gap between the most and least disadvantaged children and young people</li> <li>Improvement in skills and sustained, positive school-leaver destinations for all young people</li> <li>Improvement in attainment, particularly in literacy and numeracy.</li> </ul>	<b>NIF DRIVERS</b> <ul style="list-style-type: none"> <li>School and ELC leadership</li> <li>Teacher and practitioner professionalism</li> <li>Parent/carer involvement and engagement</li> <li>Curriculum and assessment</li> <li>School and ELC improvement</li> <li>Performance information</li> </ul>	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 1:** The CIRCLE Inclusive Learning and Collaborative Working Framework will become embedded in our school.

**Continuation from 2024/25 Y/N**

<b>Data Informing Priority</b>	<b>Planned Outcome</b>	<b>How exactly are we going to do it?</b>	<b>Resources and Lead Person</b>	<b>Monitoring the impact of the priority on learners</b>
<p>From our 2024/25 tracking and monitoring 73% of children in p1-7 have been identified as engaging at a 2 or 3 on the Leuven scale of engagement.</p> <p>75% of children in their preschool year have been identified as engaging at a 2 or 3 on the Leuven scale of engagement.</p> <p>From our 2025 ASN audit, from a school roll of 44 we currently have: 4 children at stage 3 2 children at stage 2 and 14 children at stage one.</p>	<p>Improve pupil engagement and wellbeing by reducing the proportion of children assessed at Leuven levels 2 or 3 in P1-7 from 73% to 50% by June 2026</p> <p>Improve pupil engagement and wellbeing by reducing the proportion of pre-school children assessed at Leuven levels 2 or 3 from 75% to 50% by June 2026</p>	<p>Baseline audit of classrooms using the CIRCLE Inclusive Classroom Scale, P1-7 and Up, Up and Away! – ELC staff – June 2025</p> <p>Initial Staff training (teaching staff) – June 2025 to increase staff confidence in using inclusive methods and become familiar with the resource.</p> <p>In-Service training (all Staff) – August 2025</p> <p>Engage Parent Council to explore funding for classroom improvements – September 2025</p> <p>Implement principles from the resource when setting up the classrooms, including consultation with pupils.</p> <p>Circle Participation scale completed for identified pupils and additional planning in place, October 2025</p> <p>Monitor participation using Leuven in November, February and May.</p>	<p>Teaching staff Head Teacher ELC senior Practitioner</p>	<p>Baseline data established to inform inclusive planning</p> <p>Shared vision and understanding of inclusive education</p> <p>Shared vision and understanding of inclusive education</p> <p>Funding secured to enhance physical environments</p> <p>Learning environments are inclusive and reflect pupil voice.</p> <p>Needs of identified pupils are supported through planned interventions</p> <p>Tracking and monitoring information May 2026, indicate Reduction in pupils at Leuven levels 2 or 3 (target: 50% or less by June 2026)</p>

<b>NIF PRIORITIES</b> <ul style="list-style-type: none"> <li>Placing the human rights and needs of every child and young person at the centre of education.</li> <li><b>Improvement in children and young people's health and wellbeing</b></li> <li>Closing the attainment gap between the most and least disadvantaged children and young people</li> <li>Improvement in skills and sustained, positive school-leaver destinations for all young people</li> <li>Improvement in attainment, particularly in literacy and numeracy.</li> </ul>	<b>NIF DRIVERS</b> <ul style="list-style-type: none"> <li>School and ELC leadership</li> <li>Teacher and practitioner professionalism</li> <li>Parent/carer involvement and engagement</li> <li>Curriculum and assessment</li> <li><b>School and ELC improvement</b></li> <li>Performance information</li> </ul>	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 <b>2.5 Family Learning</b> 2.6 Transitions 2.7 Partnerships	<b>3.1 Ensuring wellbeing, equality and inclusion</b> 3.2 Raising attainment and achievement/Securing children's progress <b>3.3 Increasing creativity &amp; employability/ Developing creativity &amp; skills for life &amp; learning</b>
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## Priority 2: Learning for Sustainability

### 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
In line with Scotland's Learning for Sustainability strategy, this project provides real-life learning experiences that promote environmental awareness, healthy living, and community involvement. It strengthens cross-curricular learning and supports long-term sustainable practices.	By August 2026, successfully grow and harvest a sustainable crop in the school polycrub that can be used in the school canteen, involving pupils in planning, growing, and harvesting processes to enhance learning in sustainability, health and wellbeing, and food education.	<p>We will form a learning for sustainability working group involving parents, staff, our Community Involvement &amp; Development Officer and pupils.</p> <p>The working group will create an action plan for the two years of the project including:</p> <ul style="list-style-type: none"> <li>Identifying resources requires</li> <li>Identifying local support/expertise required</li> <li>Identifying funding streams</li> <li>Consider how the project can go forward and identify goals for 2027/28</li> </ul> <p>By October 2025 our raised beds will be constructed.</p> <p>By Spring 2026 our first crop will be planted.</p>	Head teacher Canteen Staff Support Staff Teaching staff Parent Council Community Involvement & Development Officer	<ul style="list-style-type: none"> <li>Successful crop harvested and served in canteen by August 2027</li> <li>Pupil engagement in all stages of planning, growing, and harvesting</li> <li>Curriculum evidence from HWB, Science, and Technologies</li> <li>Improved pupil knowledge of sustainability and food systems</li> <li>Community or partner involvement documented</li> <li>Future developments will be identified</li> </ul>

<b>NIF PRIORITIES</b> <ul style="list-style-type: none"> <li>Placing the human rights and needs of every child and young person at the centre of education.</li> <li>Improvement in children and young people's health and wellbeing</li> <li>Closing the attainment gap between the most and least disadvantaged children and young people</li> <li>Improvement in skills and sustained, positive school-leaver destinations for all young people</li> <li>Improvement in attainment, particularly in literacy and numeracy.</li> </ul>	<b>NIF DRIVERS</b> <ul style="list-style-type: none"> <li>School and ELC leadership</li> <li>Teacher and practitioner professionalism</li> <li>Parent/carer involvement and engagement</li> <li>Curriculum and assessment</li> <li>School and ELC improvement</li> <li>Performance information</li> </ul>	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 <b>2.3 Learning, teaching and assessment</b> 2.4 Personalised support 2.5 Family Learning 2.6 Transitions 2.7 Partnerships	<b>3.1 Ensuring wellbeing, equality and inclusion</b> <b>3.2 Raising attainment and achievement/Securing children's progress</b> <b>3.3 Increasing creativity &amp; employability/ Developing creativity &amp; skills for life &amp; learning</b>
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### Priority 3: Enhancing Pupil Engagement through Learner Involvement in Interdisciplinary Planning

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>With the addition of a third teacher this year, we need to review and update our topic cycle.</p> <p>From our May 2025 Tracking and Monitoring information 73% of pupils were working at Leuven 2 or 3. 55% of P4-7 Pupils said that they were given 'some choice' in what they learn.</p>	<p>By <b>June 2026</b>, Most (75-90%) pupils will demonstrate increased engagement in their learning, as measured by the Leuven Scale of Wellbeing and Involvement. Starting from a baseline where <b>73% of pupils are rated at level 2 or 3</b>, this will be improved through staff actively <b>engaging children at the planning stage of interdisciplinary learning</b>. This collaborative approach will empower pupils to influence their learning pathways, enhancing motivation, participation, and overall learning outcomes.</p>	<p>We will use the <b>Shetland Standard for Learning, Teaching and Assessment</b> to ensure that children and young people fully participate and influence decisions relating to learning, teaching and assessment including:</p> <ul style="list-style-type: none"> <li><b>approaches taken</b></li> <li><b>topics and content</b></li> <li><b>sequences and structure</b></li> <li><b>how and where they learn, are taught and assessed</b></li> <li><b>resources and equipment</b></li> </ul> <p>Teaching Staff meetings, including visiting specialists in September 2025 to look at the topic cycle.</p> <p>Teaching staff meet with P4-7 pupils to discuss the topic cycle and gain their views – consideration of pupil preferences while still delivering the outcomes should be considered at this point.</p> <p>Topic cycle updated and pupil views considered under the headings form the standard.</p> <p>Reviewed topic cycle implemented 2025/26 academic year. Leuven scores collected June 2026</p>	<p>All Teaching staff</p>	<p>Initial meeting September 2025</p> <p>Updated Topic Cycle, including pupil input – September 2025</p> <p>Topic cycle in use from October 2025</p> <p>Leuven scores collected June 2026</p>

<b>NIF PRIORITIES</b> <ul style="list-style-type: none"> <li>Placing the human rights and needs of every child and young person at the centre of education.</li> <li>Improvement in children and young people's health and wellbeing</li> <li>Closing the attainment gap between the most and least disadvantaged children and young people</li> <li>Improvement in skills and sustained, positive school-leaver destinations for all young people</li> <li>Improvement in attainment, particularly in literacy and numeracy.</li> </ul>	<b>NIF DRIVERS</b> <ul style="list-style-type: none"> <li>School and ELC leadership</li> <li>Teacher and practitioner professionalism</li> <li>Parent/carer involvement and engagement</li> <li>Curriculum and assessment</li> <li>School and ELC improvement</li> <li>Performance information</li> </ul>	1.1 Self-evaluation for self-improvement <b>1.2 Leadership for learning</b> 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 <b>2.3 Learning, teaching and assessment</b> 2.4 Personalised support 2.5 Family Learning 2.6 Transitions 2.7 Partnerships	3.1 Ensuring wellbeing, equality and inclusion <b>3.2 Raising attainment and achievement/Securing children's progress</b> 3.3 Increasing creativity & employability/ Developing creativity & skills for life & learning
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#### Priority 4: Increased engagement in ELC.

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
From our May 2025 SIV visit it was recommended that staff should reflect on the outdoor and indoor environment and consider what provocations and loose parts could be added to enhance children's curiosity. From our May 2025 tracking and monitoring only 32% of learners are working at leuven 4 or 5.	To increase children's engagement and curiosity by enhancing both indoor and outdoor learning environments through the purposeful addition of provocations and open-ended loose parts, aiming to raise the percentage of children demonstrating a Leuven engagement level of 4 or 5 from the current 32% to at least 50% June 2025.	<p>Visit from our ESO with specific focus on how to provide high quality loose parts play while meeting the needs of the two year olds in our setting. Purchase any recommended materials.</p> <p>Provide, record and document staff training and professional reading.</p> <p>Audit of resources available and how they are rotated/ selected, with a focus on intentional and responsive planning.</p> <p>Expand existing provision natural, sensory, and open-ended materials across settings.</p> <p>Regularly observe and document children's engagement using Leuven scales.</p> <p>Review and adapt provocations based on children's emerging interests and developmental stages</p>	<p>All ELC staff ESO</p> <p>ELC staff</p> <p>ELC staff</p> <p>ELC staff</p> <p>ELC Staff</p> <p>ELC staff</p>	<p>Share findings and plan with all ELC staff October 2025</p> <p>Staff development record kept Ongoing</p> <p>Leuven evaluations/observations weekly.</p> <p>Final Leuven evaluations May 2025</p>



## Pupil Equity Fund – Planning and Reporting

PEF Allocation 2025/26 - £8575			Carry forward from 2024/25 £1142.39		
Project/intervention: Additional Literacy groups focussing on Spelling					
What data/evidence informs this? (What is your gap?)					
Baseline data from the Highland Literacy Spelling Assessments (March 2025) 44% of PEF eligible pupils, could spell 75% or less of the core words recommended for their age group.					
Interventions for Equity <a href="#">Interventions for Equity   Self-evaluation   National Improvement Hub (education.gov.scot)</a> (highlight the interventions that apply)					
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%)		Details of project/intervention:  ASN teacher will be employed 6.5 hpw to provide support and interventions in spelling.  Meeting with Lauren Smith ESO, who has been involved in Spelling project within our authority.	Resources and Lead Person Helen Perry – ASN Teacher		Measures of impact on learners Baseline assessments from Highland Literacy  Tracking and monitoring meetings held regularly.
Teaching and Learning	x				
Leadership					
Family and Community					

