

Standards and Quality Report 2025/2026
&
School Improvement Plan
August 2026 – June 2027

Contents

Abbreviations:

CfE: Curriculum for Excellence

HGIOS: How Good is Our School (4th 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

Introduction

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Introduction

School improvement planning (SIP) and standards and quality reporting (SQR) are a statutory requirement. Developed and implemented effectively, the SIP and SQR supports continuous improvement and helps school leaders engage with staff, parents and pupils in the life of the school. School improvement plans take account of school community, Children's Services and national priorities.

The three Directorate priorities for Children's Services (2026-2029) are:

1. Improve wellbeing, learning and inclusion outcomes for children and young people with additional support needs;
2. Reduce the number of children and young people affected by poverty;
3. Keep the promise by ensuring that care-experienced children and young people receive support they can rely on.

The five national priorities within the National Improvement Framework are:

1. Placing the human rights and needs of every child and young person at the center of education;
2. Improvement in children and young people's health and wellbeing;
3. Closing the attainment gap between the most and least disadvantaged children and young people;
4. Improvement in skills and sustained, positive school-leaver destinations for all young people;
5. Improvement in attainment, particularly in literacy and numeracy.

The seven strategic outcomes to be achieved are:

1. A globally respected, empowered, and responsive education system with clear accountability at every level that supports children, young people, and adult learners to thrive. The system enables the development of their knowledge, skills, values, and attributes that give them the best opportunity to succeed and contribute to Scotland's society and economy;
2. Young people experiencing the benefit of schools and early years settings working in excellent partnerships with wider children's services and other partners, families, and communities, in line with the GIRFEC approach;
3. Inclusive and relevant curriculum and assessment which gives young people the knowledge and skills necessary to contribute to society, and shape a sustainable future, while celebrating and supporting progression for all;

4. High levels of achievement across the curriculum for all learners, with action to close the poverty-related attainment gap;
5. Highly skilled teachers and school-leaders driving excellent learning, teaching and assessment for all, especially those with additional support needs;
6. Improving relationships and behaviour, and attendance, with increased engagement in learning and a culture of dignity and respect for all;
7. An education system engaging in digital technology to enhance all aspects of learning and teaching, supported by a digitally-skilled workforce and tackling digital inequality.

Section 1: Our School

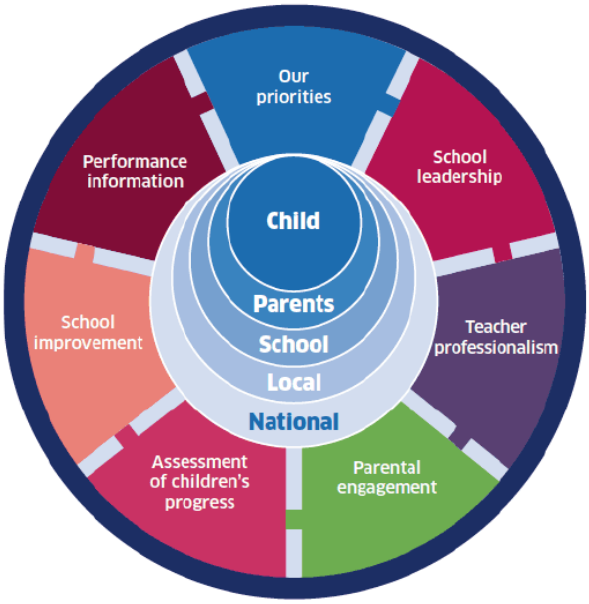
Introduction

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 2026/27. 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 schoolhouses 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 office and Meeting Room are located on the upper floor next to reception.

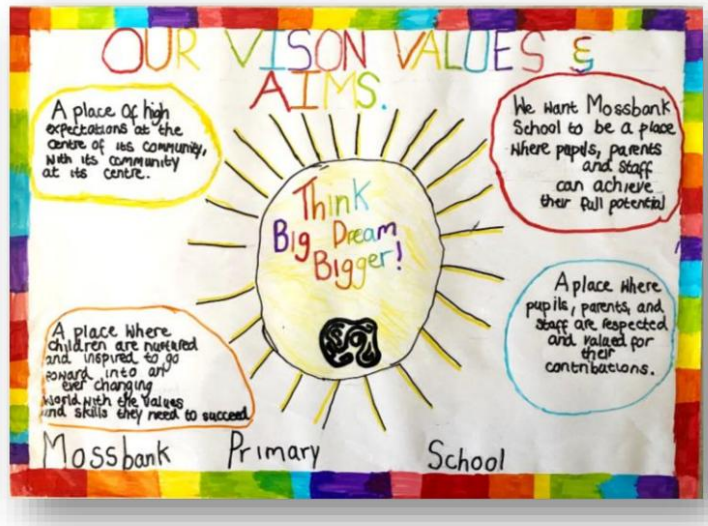
Our school has recently established an outdoor classroom in the form of a polycrub. This facility is used by all classes and has provided a valuable addition to our learning spaces. It is regularly used to support learning for sustainability across the curriculum.

We have a dedicated and settled staff team and we are delighted to have supported 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.

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.



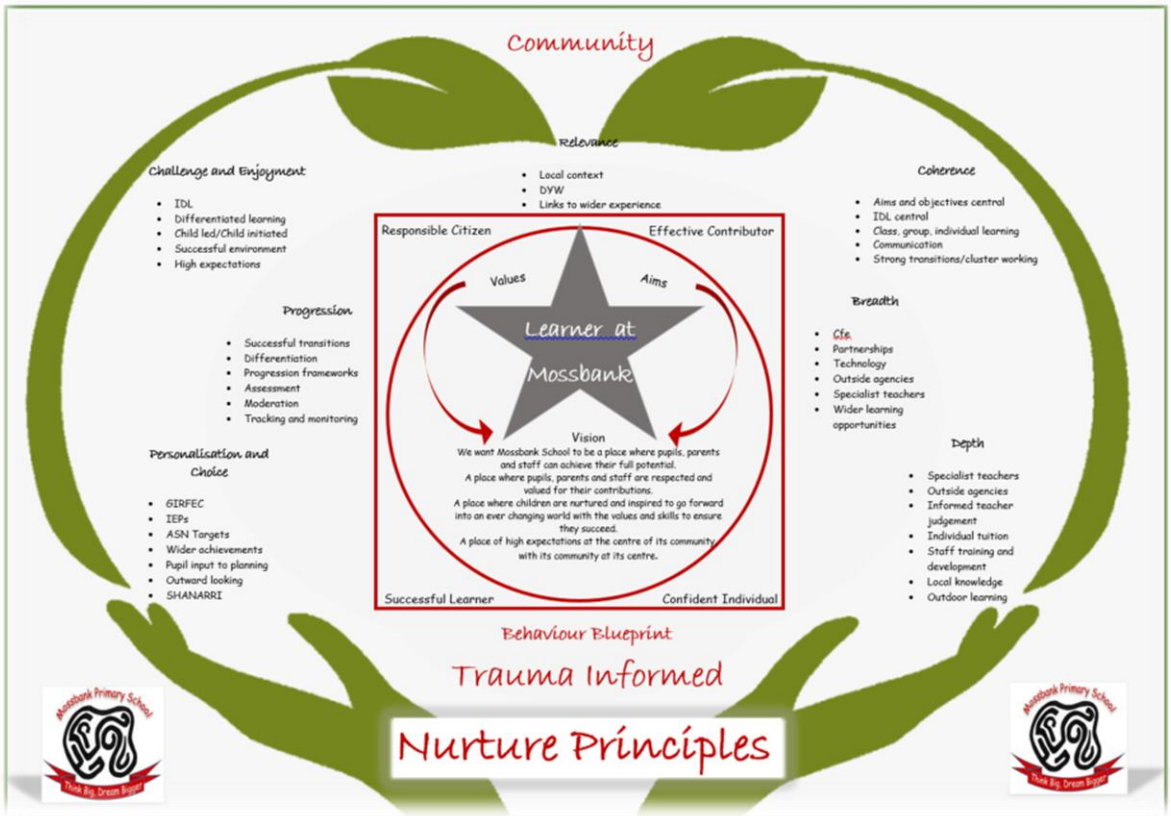
Our Curriculum

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

- All primary pupils serve on the Pupil Council. Meetings are held termly and the minutes are displayed on the Pupil Council board.
- 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 have organised Adult Learning sessions in the school to support growing in our polycrub.
- 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.
- Local businesses contribute to buying resources for our school
- We have strong links with DYW and provide Workplace Visits for students
- Cooke Aquaculture regularly supports our school with funding and visits.
- McKimms Ltd/Welcome Inn fundraise and donate to the school regularly.

Collaboration and consultation with our stakeholders

Results of stakeholder consultations should feed into the School Improvement Plan.

Who?	When?	How?	What did we find out? *(bullet points on key themes)*
Staff	Ongoing	Regular conversations Staff meetings Questionnaires and evaluations	**All (100%)** respondents agreed that: • The school is well led and well managed. • They are supported to engage in professional learning. • The school's Vision, Values and Aims underpin its work. • Colleagues treat each other with respect. • Children treat each other with respect. • They find working at Mossbank School rewarding. • They feel valued for their contributions to the school. • They feel supported in their role. • They are consulted about the School Improvement Plan. • They are given opportunities to participate in the school's self-evaluation cycle. **Most (89%)** respondents agreed that they are given leadership opportunities within the school, while a few (11%) gave a neutral response. There were no negative responses. Overall, the survey indicates that all staff have positive views of the school's leadership, culture, values, professional learning opportunities, and improvement processes. Staff report feeling respected, valued, supported, and actively involved in the life and development of the school.
Children and young people			**Almost all (90–97%) respondents agreed that:** • They feel safe in school. • The school promotes healthy lifestyles effectively. • They feel they are achieving well in their learning. • They feel well supported by staff in their learning. • They feel nurtured and valued within the school.

			• They feel respected by staff and their peers. • They feel they are responsible members of their class. • They feel included in the life of the school. **Most (87%) respondents agreed that :** • they have a healthy lifestyle, while a minority (13%) gave a neutral or negative response. **Most (77%) respondents agreed that :** • they are physically active, while a minority (23%) gave a neutral or negative response. Overall, the survey indicates that almost all pupils have very positive views of their school experience, particularly in relation to safety, inclusion, relationships, and support for learning. Pupils report feeling respected, valued, and well supported by staff, and recognise the school's strong promotion of health and wellbeing. A slightly less strong picture emerges around pupils' own lifestyle habits and activity levels, where most – but not almost all – report positive behaviours.
Parent and Carers School			**All parents (100%) agreed that:** • Their child enjoys school. • The school provides a good education. • Their child is learning well. • Support staff help their child to learn well. • The school is a safe and caring place. • Their child gets the help they need. • Staff know their child well and treat them kindly. • They are happy with the feedback they receive about their child's learning. • They feel welcome at the school. • The school listens to parents' views. • The school is well run. • The school has a positive, friendly atmosphere. • They are happy with the school. • They are happy for the school to decide on its improvement priorities. Almost all parents (92%) agreed that teachers help their child to learn well.

			Overall, parental feedback is extremely positive, with all parents expressing high levels of satisfaction across almost every aspect of the school. Parents consistently report that their children are happy, well supported, and learning effectively in a safe, caring and welcoming environment. The school is viewed as well run, inclusive, and responsive to parents' views, with almost all (92%) also agreeing that teachers support learning well, indicating a very strong and positive perception of the school community.
Parent and Carers ELC			**All parents (100%) agreed that:** • Their child is happy in the school. • They are happy with their child's progress. • Staff support their child well. • ELC staff are approachable and easy to talk to. • They are happy for the school to decide on its next development priorities. **Almost all parents (91–99%) agreed that:** • They are given enough feedback about their child's learning (93%). • They feel confident approaching the school with concerns (93%). • They have enough opportunities to participate in school life (93%). • The Head Teacher is approachable and easy to talk to (93%). **Most parents (75–90%) agreed that:** • Issues raised are dealt with promptly and appropriately (80%). • Teaching staff are approachable and easy to talk to (87%). • Support staff are approachable and easy to talk to (80%). • The school is well led and managed (87%). Overall, parental feedback is highly positive, with all parents expressing satisfaction in key areas such as their child's happiness, progress and support. Most or almost all parents report strong communication, approachability of staff, and opportunities to engage with the school,

			indicating a very strong and supportive school community with effective leadership and positive relationships.
Community and other stakeholders			**All Partners (100%) agreed that:** • Partnership working with the school is effective. • The school values the contribution of external agencies. • They feel welcome when visiting the school. • advice and follow-up actions are implemented. • Suitable accommodation and facilities are provided. • There is clear awareness of the school's child protection procedures. Qualitative feedback strongly supports these outcomes. Respondents describe Mossbank Primary School as: • A "positive central hub in the community" • A "fantastic school" and "a pleasure to work in" • An environment where staff actively seek, value, and act upon professional advice Overall partnership working at Mossbank Primary School is evaluated as sector-leading, with "All (100%)" positive responses across every measure. The school demonstrates highly effective collaborative practice, a welcoming ethos, and a strong commitment to acting on partner input to support learners and the wider community.

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Standards & Quality Report

Progress made with the priorities from the current school improvement plan

Priority 1: The CIRCLE Inclusive Learning and Collaborative Working Framework will become embedded in our school.			
What were our outcomes? 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 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	**What did we do?** Baseline audit of classrooms using the CIRCLE Inclusive Classroom Scale, P1-7 and Up, Up and Away! – ELC staff – June 2025 Initial Staff training (teaching staff) – June 2025 to increase staff confidence in using inclusive methods and become familiar with the resource. In-Service training (all Staff) – August 2025 Engage Parent Council to explore funding for classroom improvements – September 2025 Implement principles from the resource when setting up the classrooms, including consultation with pupils. Circle Participation scale completed for identified pupils and additional planning in place, October 2025 Monitor participation using Leuven in November, February and May. **All evidence found in SIP Floor Book**	**What was the impact on learners?** This target has been met, however in P1-3 there have been too many variables to fully say that our planned outcomes were simply because of the introduction of CIRCLE. Our class sizes were greatly reduced due to the addition of a probationer teacher. This undoubtedly had an impact on engagement,	**What are the next steps and how do you plan to evidence the impact of further actions required?** We will continue to embed the principles of CIRCLE throughout our school.

Priority 2: ***Learning For Sustainability***			
What were our outcomes? 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.	**What did we do?** **Crub Development and Growing Project Timeline** • **September 2025** – A working group was established to lead the development of the crub project. • **October 2025** – Children were actively involved in planning and designing the interior layout of the crub. • **December 2025** – All materials required for the project were purchased. • **December 2025 – March 2026** – Raised beds were constructed and prepared for planting. • **April – June 2026** – In partnership with Community Learning and funded through Adult Learning, **Transition Turriefield** delivered two *Growing Undercover* sessions: ○ One session for upper primary pupils.	**What was the impact on learners?** **Impact** • Children developed skills in planning, design and food growing. • Strong links were established between the school, families and the wider community. • Learners gained practical knowledge of sustainable growing practices and food production. • The project promoted outdoor learning, health and wellbeing, and environmental sustainability.	**What are the next steps and how do you plan to evidence the impact of further actions required?** • Continue to use the Crub to extend learning in sustainability and promote healthy lifestyles across the school community. • The Crub committee will remain active, supporting the ongoing development, maintenance and educational use of the space.

	○ One session for parents and members of the wider community. Sessions covered: ○ Soil pH testing ○ Growing cycles ○ Planting schedules ○ Crop rotation ○ Organic pest control • **May 2026** – The first crop, salad leaves, was planted in the crub.		

Priority 3: Enhancing Pupil Engagement through Learner Involvement in Interdisciplinary Planning			
What were our outcomes? By **June 2026**, 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 **73% of pupils are rated at level 2 or 3**, this will be improved through staff actively **engaging children at the planning stage of interdisciplinary learning**. This collaborative approach will empower pupils to influence their learning pathways, enhancing motivation, participation, and overall learning outcomes.	**What did we do?** • In September 2025, an initial meeting led to the development of a **"How will we show our learning?"** poster. This was co-created with pupils and is now used at the start of topics to support learner ownership and decision-making about how learning will be evidenced and shared. • These posters were used in early 2026 to support pupils in identifying and agreeing how their learning would be shared and displayed, strengthening engagement and ownership. • The topic cycle was updated in September 2025 to include increased pupil input, ensuring greater involvement in planning learning experiences. • The revised topic cycle was implemented from October 2025 and is now in regular use across the school.	**What was the impact on learners?** Leuven Scale of Engagement data collected in June 2026 indicates that engagement targets have been met. However, it is recognised that multiple influencing factors contributed to this improvement, including increased engagement evidenced through the CIRCLE Inclusive Classroom Scale and the addition of a third teacher. As such, it is not possible to attribute this improvement to a single intervention alone.	**What are the next steps and how do you plan to evidence the impact of further actions required**? We will embed the 'How will we show our learning?' posters We will continue to review or IDL topic cycle to ensure that it is fit for purpose and meets the needs of our learners.

Priority 4: Increased engagement in ELC			
What were our outcomes? 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.	**What did we do?** Term 1. • Booked visit form ESO • Audit of resources involving learners Term 2 • Identified additional resources to purchase Staff Training – • CIRCLE literacy Rich Environment • Early Maths Matters • Senior practitioner meeting Environment Focus. Term 3 • Observation with Engagement focus completed • Staff research/personal learning completed Term 4 • Staff to complete visits to other settings • Observation with Engagement focus completed • Visit from ESO • Final Leuven observations completed	**What was the impact on learners?** Engagement has increased from 32% at level 4 or 5 to 56%. (Evidence in Self Evaluation Floorbook and Techers Pool tracking and monitoring)	**What are the next steps and how do you plan to evidence the impact of further actions required**? Continue to: • regularly audit the environment • monitor engagement using the Leuven Scale • Engage in Continuous professional development • Focus on auditing and improving 'Up The Hill' grassy area.

Pupil Equity Fund Reporting

<table>
<tr><td colspan="3">Project/intervention: Additional Literacy groups focussing on Spelling

What was 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.</td></tr>
<tr><td colspan="2">Planned Outcome
By June 2025, Most (75-90%) will be able to spell 75% or core words for their age group.</td><td rowspan="4">Measures of impact on learners
By June 2026, 54% of learners were able to spell at least 75% of the core words expected for their age group. While we did not meet our target, there has been evidence of modest improvement.

Moving forward, spelling will remain a key focus. We will adopt an enquiry-based approach, working collaboratively with staff to develop a coherent whole-school spelling progression informed by the National Guidelines (NGSTs). As part of this work, there will be a targeted focus on PEF-eligible learners, with particular attention to spelling ages. Current baseline data indicates that 30% of learners are still working below the expected level.</td></tr>
<tr><td>Teaching and Learning</td><td>x</td></tr>
<tr><td>Leadership</td><td></td></tr>
<tr><td>Family and Community</td><td></td></tr>
</table>

Self-Evaluation Against Key Quality Indicators

Quality Indicator 1.3 Leadership of Change	

Developing a shared vision, values and aims relevant to the school and its community	**1. Developing a Shared Vision, Values and Aims Relevant to the School and its Community**
	
	Evidence and Strengths
	
	• School reviews and inspections (TIV 2021, School Improvement Visit 2023 and HMIE 2023) recognised that the Vision, Values and Aims are clearly reflected in the ethos, attitudes and behaviours of staff and pupils.
	
	• Staff demonstrate a strong commitment to shared educational values and professional standards.
	
	• Regular PRD meetings support professional dialogue, professional learning and alignment with school priorities.
	
	• The Head Teacher provides strong and aspirational leadership, enabling the school and wider community to develop and articulate a clear vision for improvement.
	
	• The 2026 parental questionnaire showed that all parents:
	  ○ Are happy with the leadership of the school.
	  ○ Feel welcomed and included.
	  ○ Have confidence that concerns are addressed appropriately.
	
	• Pupil voice is central to school improvement and is promoted through:
	  ○ Pupil Council
	  ○ Sports Leadership Awards
	  ○ Assemblies
	  ○ Play-based pedagogy (ELC and P1–4)
	  ○ Social Fitness programme
	  ○ Transition projects
	
	• Pupils report feeling empowered to share ideas and contribute to decision-making.
	
	• Significant investment in the school environment has increased pupils' sense of pride and belonging.

	• The curriculum rationale is firmly rooted in a strong understanding of local context and community needs. **Next Steps** • Continue to promote leadership opportunities for staff and pupils across all aspects of school life. • Continue strengthening pupil participation in shaping the school's future vision and priorities.
Strategic planning for continuous improvement	**Evidence and Strengths** • The Head Teacher has established positive and trusting relationships across the school community. • Leadership was identified as a key strength during the 2023 HMIE inspection. • The school is strongly committed to improving learning and teaching at all stages. • Significant progress has been made through embedding play-based learning in P1–4. • Active learning approaches are increasingly embedded in the upper stages. • Staff feel empowered to initiate change and take collective responsibility for improvement. • Professional learning is aligned with school priorities and identified needs. • Improvement planning is focused on improving outcomes for all learners and recognises the interconnectedness of the school community. • There is a strong culture of professional learning at all levels across the school. We actively support a range of professional learning opportunities, including work experience placements, an HNC student, a degree-level ELC student, a PGDE student, and a teacher embarking on the Into Headship programme. This demonstrates our commitment to professional growth and the value we place on developing learners and practitioners at every stage of their career. **Next Steps**

	• Continue embedding active learning approaches across all stages. • Ensure all planned improvements remain clearly focused on improving outcomes for learners.

Implementing improvement and change	**Evidence and Strengths**
	• The school has created effective conditions for implementing improvement priorities.
	• Raising attainment in literacy and numeracy remains a key focus.
	• The School Improvement Plan contains clear, relevant and well-defined priorities.
	• The Head Teacher works collaboratively with Children's Services to ensure improvement strategies are evidence-informed and focused on equity.
	• A strong culture of self-evaluation, reflection and continuous improvement is embedded across the school.
	• Staff, pupils and partners engage in critical and creative thinking to support school improvement.
	• Pupils increasingly demonstrate the capacity to respond to, influence and lead change.
	• Effective systems are in place to monitor and evaluate the impact of change.
	• The use of quantitative and qualitative data is becoming embedded within improvement processes.
	• The learning environment has undergone significant transformation, resulting in:
	  ○ Flexible learning spaces
	  ○ Improved resources
	  ○ Enhanced learning experiences
	• ELC staff are leading pedagogical change across the school.
	Next Steps
	• Embed children's leadership roles and involvement in evaluation and school improvement activities.

	• Continue strengthening the use of data to measure the impact of change. • Maintain regular audits of learning environments to ensure they continue to meet learners' needs. • Further embed leadership at all levels so that staff and pupils consistently lead and influence change. • Continue developing approaches to evidencing learning within play-based environments.

Quality Indicator 2.3 Learning, teaching and assessment	

Learning and engagement	**Strengths**
	• A strong sense of community and positive relationships underpin the learning environment.
	• Staff know learners well and ensure children feel valued, safe and included.
	• Learners are becoming increasingly confident in expressing their views and taking responsibility for aspects of their learning.
	• Play-based, child-led pedagogy is firmly embedded in ELC and P1–4.
	• **The Den** provides a flexible and stimulating environment that promotes creativity, collaboration and independence.
	• Active and responsive approaches to learning and teaching are being developed across the school, particularly in the upper stages.
	• Learners have regular opportunities to influence their learning through:
	  ○ Pupil voice groups
	  ○ Assemblies
	  ○ Self-assessment activities
	• Staff increasingly plan learning experiences in partnership with children.

	• Continuous provision and planning in the moment are key features of practice in ELC and early primary. • The Social Fitness programme and structured transitions support positive relationships, inclusion, confidence and readiness to learn. **Areas for Development** • Further improve pupil engagement and participation in learning, as identified within the 2025/26 School Improvement Plan. • Continue to develop learner ownership and agency across all stages.

Quality of teaching	**Strengths**
	• 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.
	• There is a shared commitment to high-quality learning and teaching across all stages.
	• Learning intentions and success criteria are used consistently throughout the school.
	• In many classes, learning intentions and success criteria are co-created with learners, supporting understanding and reflection.
	• Pupils have a clear understanding of what they are learning and why.
	• Digital technologies are used effectively to support learning, assessment and engagement through:
	  ○ Interactive whiteboards
	  ○ Tablets and digital devices
	  ○ Digital learning tools
	Areas for Development
	• Continue to build staff confidence and capacity in the effective use of digital technologies across the curriculum.
	• Further embed active and responsive learning approaches in the upper stages.

Effective use of assessment	**Strengths**
	• A wide range of formative and summative assessment strategies are used to inform learning and teaching.
	• Staff engage in ongoing professional dialogue and moderation activities to develop a shared understanding of standards.
	• Moderation takes place both within the school and across the cluster.
	• Assessment information is increasingly used effectively to:
	  ○ Inform planning
	  ○ Track learner progress
	  ○ Identify next steps
	• Targeted interventions support individual learners and groups who require additional support.
	• The school is developing individual learning conversations to increase pupil involvement in understanding their progress and next steps.
	Areas for Development
	• Further develop learner involvement in assessment and target setting through learning conversations.
	• Ensure assessment approaches remain coherent and consistent across the school.

Planning, tracking and monitoring	**Strengths**
	• Planning is informed by national and local guidance and reflects learners' needs, interests and prior learning.
	• The curriculum rationale reflects the local context and has been developed in partnership with staff, pupils and parents.
	• Planning is increasingly flexible and responsive, particularly within ELC and early primary.
	• Robust systems are in place to track and monitor progress in:
	  ○ Literacy
	  ○ Numeracy

	○ Health and Wellbeing • Regular tracking meetings support the early identification of barriers to learning and timely intervention. • Staff use a range of quantitative and qualitative data to support planning and decision-making. **Areas for Development** • Continue to strengthen staff capacity to analyse and use data to inform improvement planning and learner outcomes. • Further develop responsive planning approaches across all stages.

Quality Indicator 3.1 Ensuring wellbeing, equality and inclusion	
Wellbeing	**Strengths** • Mossbank School is a nurturing and inclusive community where positive relationships underpin all aspects of school life. • Staff have a strong understanding of the needs of learners and their families and work closely together to support wellbeing. • Daily professional dialogue ensures a responsive and proactive approach to supporting children. • The Curriculum Rationale reflects a strong commitment to Nurture and Trauma-Informed Practice. • The Head Teacher and Senior Practitioner in ELC are trained in Trauma-Informed Practice. • Almost all staff are trained in the Six Principles of Nurture, which are embedded in daily practice and relationships. • The Health and Wellbeing progression pathway is becoming increasingly embedded across the school, ensuring a coherent approach to wellbeing education. • Strong partnerships have been established with a range of agencies including: ○ Public Health Visiting Service (PHVS)

	○ Speech and Language Therapy (SALT) ○ Social Work ○ Early Help Team ○ School Counselling Service ○ Active Schools • In the May 2026 partner survey, all partners agreed or strongly agreed that the school values their contribution and that partnership working is highly effective. • SHANARRI indicators are used to support children's understanding of wellbeing and promote learner voice. • Children can articulate how school supports their wellbeing. • Staff-pupil relationships are consistently positive, respectful and supportive. • A strong culture of teamwork and shared responsibility contributes to positive outcomes for children. • All children have access to a healthy tuck shop and participate in two periods of Physical Education each week. • The 2023 HMIE Inspection highlighted that: "Children have an understanding of their own wellbeing. They talk well about how their experiences at school support and improve their wellbeing." This continues to be the case. **Areas for Development** • Extend Trauma-Informed Practice training to all staff to ensure a consistent whole-school approach.
Fulfillment of statutory duties	**Strengths** • The school operates effectively within the GIRFEC framework. • Appropriate Child's Plans and Individualised Education Programmes (IEPs) are in place for children who require additional support.

- Child Protection procedures are robust and clearly understood by all staff.
- All staff have completed Level 2 Child Protection training.
- The Head Teacher holds Level 3 Child Protection training.
- Processes and systems ensure statutory responsibilities are met effectively and consistently.

Areas for Development

- Continue to review and evaluate statutory procedures to ensure they remain responsive to learners' needs and national guidance.

3. Inclusion and Equality

Strengths

- The school rules — **Ready, Respectful, Safe** — are fully embedded and support a positive, inclusive ethos.
- Pupils, staff and parents share a clear understanding of expectations and values.
- Additional Support Needs are identified early and supported through:
    - Individualised Education Programmes (IEPs)
    - GIRFEC Child's Plans
    - Assistive technology
    - Small group interventions
    - Targeted classroom support
- The Six Principles of Nurture underpin the school's ethos and daily practice.
- Nurture Groups have been an established feature of the school for over eight years.
- Staff have significant expertise in nurture approaches.
- Boxall Profiles are used to assess need, monitor progress and evaluate impact.

	• Staff understanding of Trauma-Informed Practice is growing through ongoing professional learning. • Effective partnership working through the GIRFEC framework ensures coordinated support for children and families. • The school promotes equity and inclusion through collaborative working with partner agencies. • The physical environment is inclusive, well-maintained and adapted to meet a wide range of learner needs. • Flexible learning spaces support accessibility and participation for all learners. **Areas for Development** • Continue to build staff knowledge and confidence in Trauma-Informed Practice. • Further strengthen inclusive practice through ongoing professional learning and partnership working.

Inclusion and Equality	**3. Inclusion and Equality**
	Strengths
	• The school rules — **Ready, Respectful, Safe** — are fully embedded and support a positive, inclusive ethos.
	• Pupils, staff and parents share a clear understanding of expectations and values.
	• Additional Support Needs are identified early and supported through:
	  ○ Individualised Education Programmes (IEPs)
	  ○ GIRFEC Child's Plans
	  ○ Assistive technology
	  ○ Small group interventions
	  ○ Targeted classroom support
	• The Six Principles of Nurture underpin the school's ethos and daily practice.

	• Nurture Groups have been an established feature of the school for over eight years. • Staff have significant expertise in nurture approaches. • Boxall Profiles are used to assess need, monitor progress and evaluate impact. • Staff understanding of Trauma-Informed Practice is growing through ongoing professional learning. • Effective partnership working through the GIRFEC framework ensures coordinated support for children and families. • The school promotes equity and inclusion through collaborative working with partner agencies. • The physical environment is inclusive, well-maintained and adapted to meet a wide range of learner needs. • Flexible learning spaces support accessibility and participation for all learners. **Areas for Development** • Continue to build staff knowledge and confidence in Trauma-Informed Practice. • Further strengthen inclusive practice through ongoing professional learning and partnership working.

Quality Indicator 3.2 Attainment and achievement	
Attainment in literacy and numeracy	**Strengths** • Extensive work on play-based pedagogy in ELC and P1–4 has increased learner engagement and participation. • Following the 2023 HMIE Inspection, staff have reviewed the balance between teacher-directed, teacher-initiated and child-initiated learning to ensure progression across Early and First Levels. • Emerging Literacy approaches underpin learning and teaching across the school.

	• Staff are trained in Emerging Literacy and work alongside the ESO Peripatetic Teacher of Emerging Literacy to strengthen practice.
	• The CYPIC Writing Programme is now regularly implemented and has contributed to improved attainment in literacy.
	• Staff are committed to embedding the CYPIC approach to further improve literacy outcomes.
	• Participation in a SEF-funded Maths Recovery 'Test of Change' project with partner schools has produced positive outcomes in numeracy.
	• Targeted interventions support identified learners, including:
	  ○ Nessy
	  ○ First Keys
	  ○ Toe-by-Toe
	  ○ Individually planned programmes
	  ○ Adaptive communication supports for pupils with complex needs
	• Raising attainment in literacy and numeracy remains a key priority within the School Improvement Plan.
	Areas for Development
	• Continue to evaluate the impact of play-based pedagogy on attainment outcomes.
	• Increase the proportion of learners achieving expected Curriculum for Excellence levels in literacy and numeracy.

Attainment over time	**Strengths** • Robust tracking and monitoring systems are embedded and reviewed regularly. • School attainment data shows an overall increase in attainment over time. • Staff recognise that fluctuations in attainment data can occur due to the small school roll and use a range of evidence when evaluating progress.

	• SNSA results are used to identify strengths, track progress and inform improvement priorities.
	• Following the 2023 HMIE Inspection, the school has strengthened approaches to professional judgement through:
	  ○ Increased use of National Benchmarks
	  ○ Moderation activities
	  ○ Improvements to tracking systems
	• Staff participated in the Shetland Learning, Teaching and Moderation Cycle to improve the accuracy and consistency of teacher professional judgements.
	• Teacher confidence in making attainment judgements continues to develop through collaborative moderation and professional dialogue.
	Areas for Development
	• Continue to strengthen the robustness and consistency of teacher professional judgements.
	• Further develop the analysis and use of attainment data to identify long-term trends and inform improvement planning.

Overall quality of learners' achievement	**Strengths**
	• Achievement is highly valued and celebrated throughout the school.
	• Successes are recognised through:
	  ○ Star Boards
	  ○ Assemblies
	• Nurture and emotional wellbeing remain central to the curriculum and school ethos.
	• Health and Wellbeing is monitored and tracked through SHANARRI wellbeing indicators.
	• Most pupils achieve expected Curriculum for Excellence levels at P1, P4 and P7.
	• SNSA results demonstrate steady progress over time.

	• Strong multi-agency partnerships support positive outcomes for learners and families. • All partner agencies report that partnership working with the school is effective and that their contribution is valued. **Areas for Development** • Increase the proportion of learners achieving expected Curriculum for Excellence levels at key stages. • Continue to develop approaches to recording, tracking and celebrating wider achievement.
Equity for all learners	**Strengths** • Equity is a central consideration in school improvement planning and targeted support. • Targeted interventions are used effectively to support learners who face barriers to learning. • Individualised programmes and adaptive communication supports ensure children with additional needs can access learning. • Effective partnership working with agencies such as SALT, PHVS, Occupational Therapy, Social Work, Educational Psychology and Early Intervention Services helps ensure timely and appropriate support. • Tracking and monitoring systems support the early identification of need and enable targeted interventions. • The school's strong nurturing ethos ensures all learners feel included, supported and valued. • Staff work collaboratively to promote equity and improve outcomes for all learners. **Areas for Development** • Continue to evaluate the impact of targeted interventions on closing attainment and wellbeing gaps. • Further strengthen the use of data to demonstrate the impact of equity-focused approaches on learner outcomes.

	• Continue to develop approaches that ensure all learners achieve their full potential.

Self-Evaluation against ELC Headings

Leadership
There are strong and developing leadership opportunities for staff and children across the ELC. Staff engage in ongoing professional learning at all levels, including a member undertaking the PGDE, another studying BA Childhood Practice, and support staff completing HNC qualifications. The setting also supports student placements and workplace visits, contributing to the development of the wider early years workforce. ELC practitioners play an active role in whole-school improvement processes, including school improvement planning, self-evaluation, and target setting. They also contribute to whole-school committees, demonstrating shared leadership, professional accountability, and collective responsibility for improvement. A strong culture of professional learning and reflective practice is well established. The impact of professional learning is evident in improved practice across the setting. Robust self-evaluation processes are embedded and inform ongoing improvement. Staff are encouraged and supported to engage with other settings to share practice, gather ideas and enhance professional dialogue. Staff views are valued and routinely used to inform change and improvement. Children are empowered as active participants in their learning. A play-based, child-centred pedagogy ensures that learning is responsive to children's interests, promoting engagement, curiosity and ownership. Children have meaningful opportunities to lead aspects of their own learning and to influence the direction of experiences within the setting. Children also have a strong sense of ownership of the learning environment. They are regularly consulted on changes to the ELC space, and their work is prominently displayed and celebrated. Personal learning is supported through individual work boxes, promoting independence, pride and progression in learning. Overall, leadership at all levels is increasingly embedded within the ELC, with a clear focus on continuous improvement, shared ownership, and high-quality experiences for all learners.
Children thrive and develop in quality spaces
The ELC environment is carefully designed to support children to thrive in high-quality, nurturing spaces. Staff have worked effectively to create a homely ethos where children feel safe, secure and relaxed, enabling them to explore, investigate and engage confidently in their learning. Continuous provision areas are reviewed at least termly, and more frequently where required, to ensure they remain responsive to children's interests, developmental needs and next steps. Provision is planned with careful consideration of progression, ensuring resources and experiences are appropriate for age and stage.

The environment is enhanced through well-considered provocations that promote curiosity, creativity and sustained engagement. Loose parts and natural resources are used effectively to support imagination, problem-solving and open-ended learning.

Children's independence is actively promoted through accessible resources and carefully organised learning spaces. Staff ensure children can make choices, lead aspects of their play and take ownership of their learning.

Staff have engaged in professional learning, personal research and visits to other settings to continually improve the quality of the environment. This has supported the development of calm, neutral and well-balanced spaces that reduce overstimulation and promote wellbeing.

Children benefit from daily access to high-quality outdoor learning environments, which have been recently developed to extend learning opportunities and promote active exploration across all areas of the curriculum.

Children play and learn

A play-based, child-centred pedagogy is firmly embedded across the ELC, with children's interests and ideas driving learning experiences. Staff use a balance of child-initiated, adult-initiated and responsive planning to ensure meaningful engagement and progression.

Learning is often developed in the moment, with staff skilfully extending children's thinking through high-quality interactions, questioning and scaffolding. Provocations are used to stimulate curiosity and deepen learning.

Staff demonstrate a strong understanding of child development and use Curriculum for Excellence and national guidance such as *Realising the Ambition* to inform planning and pedagogy. This ensures play experiences are purposeful, progressive and aligned with curricular expectations.

Children are active participants in shaping their learning, with opportunities to lead and influence experiences based on their interests. Staff observe carefully and respond flexibly, adapting provision and interactions to support sustained engagement and deeper learning.

Children are supported to achieve

Tracking and monitoring systems are in place and reviewed three times per year to assess whether children are on track to achieve Early Level outcomes in literacy, numeracy and health and wellbeing.

Children's engagement is also monitored three times per year using the Leuven Scale of Engagement, supporting staff to evaluate the quality of learning experiences and levels of involvement.

Learning is recorded regularly through an online Learning Journals platform, with observations, photographs and professional commentary used to capture progress and next steps.

Staff use Curriculum for Excellence and national guidance, including *Realising the Ambition*, to plan, assess and track learning. Next steps in learning are identified, recorded and reviewed regularly to ensure progression.

Where tracking indicates that children are not on track, targeted interventions are implemented promptly. These are tailored to individual needs and reviewed to measure impact.

Staff work closely with partner agencies where required to ensure appropriate and timely support is in place. GIRFEC processes are used effectively when additional coordination of support is needed.

The SHANARRI wellbeing indicators are embedded in practice and displayed in the setting, supported by children's comments and visual evidence to promote understanding of wellbeing.

Staff are highly skilled in their interactions with children, providing effective support, challenge and encouragement to ensure all learners are supported to achieve their full potential. Adaptations to the environment, routines and resources are made as required to meet the needs of all children.

Please self-evaluate each core quality indicator according to:

How Good is Our School 4th Edition	Quality Improvement Framework for ELC
1: unsatisfactory **2: weak** **3: satisfactory** **4: good** **5: very good** **6: excellent**	**Level 1: unsatisfactory** **Level 2: weak** **Level 3: satisfactory/adequate** **Level 4: good** **Level 5: very good** **Level 6: excellent**

HGIOS 4	School Self-Evaluation	ELC Quality Improvement Framework	ELC Self-Evaluation
1.3 Leadership of change	Good	Leadership	Very Good
2.3 Learning, teaching and assessment	Good	Children thrive and develop in quality spaces	Very Good
3.1 Ensuring wellbeing, equality and inclusion	Good	Children play and learn	Very Good
3.2 Raising attainment and achievement	Good	Children are supported to achieve	Very Good

School Improvement Plan

2026-2027

Factors Influencing the School Improvement Plan

Local authority factors	National factors and drivers

• Children's Services Directorate Plan
  ○ Improve wellbeing, learning and inclusion outcomes for children and young people with additional support needs;
  ○ Reduce the number of children and young people affected by poverty;
  ○ Keep the promise by ensuring that care-experienced children and young people receive support they can rely on.
• The Ambition - Excellence and Equity for Shetlands' learners 2022-2026
• Support for Learning Review
• Devolved School Management
• Digital Learning and Teaching Strategy
• Change of school dinner's menu
	• Education Reform including Curriculum Improvement
	• National Improvement Framework
	• The Scottish Attainment Challenge (PEF/SEF/CECYP fund)
	• Education Reform
	• Getting It Right for Every Child
	• Developing Young Workforce
	• Reduced Class Contact Time

School factors • Continuous evaluation of the school environment • School's self-evaluation procedures • ACEL data, SNSA results, other in school assessments. • Points a arising from SIVs • Returning to a two teacher school after having a probationer teacher • Supporting professional learning in all areas of school • Change of staffing in ELC, clerical support, LSW and PE	**Local factors** • Cluster priorities • Social demographic of the are • Transport issues • Lack of facilities in the area • New Brae school proposals • Proposed North Mainland Windfarm • Links with Mossbank Development Group
UNCRC • We need to ensure that this is embedded in the ethos of our school	**Tacking inequalities, Poverty proofing and Cost of the school day** • School run breakfast club offers support at no cost

• Assemblies focusing on rights and responsibilities • Behaviour Blueprint • P4-7 Teacher is well versed in Global Citizenship and will lead school community in this area	• Support to access grants and free school meals is offered • Ability Shetland provide support, clothing etc. • School provides transport for 'Top Up' swimming • Parent Council fundraising for school equipment • Polycrub project will provide sustainable low cost locally grown food

Pupil Equity Fund – Planning and Reporting – *Example in italics*

PEF Planning
Project/intervention: Closing the Literacy attainment Gap at Mossbank School **What data/evidence informs this?** **From NGSTS in June 2026, 30% of children in receipt of free school meals have a spelling age below average compared to their chronological age.**
What data/evidence informs this? (what is your gap?) From NGSTS in June 2026, 30% of children in receipt of free school meals have a spelling age below average compared to their chronological age. This indicates a clear poverty-related attainment gap in literacy, specifically in spelling, which is likely to impact: • Writing attainment • Confidence in literacy tasks • Ability to access the wider curriculum In addition, consideration has been given to families most at risk of poverty (Scottish Government priority family types), and school-based observations highlight: • Lower confidence in writing tasks among targeted pupils • Reduced engagement with spelling practice at home • Gaps in phonological awareness and spelling strategies Pupil voice and teacher observations suggest that targeted children: • Often lack confidence when attempting unfamiliar words • Are less likely to apply spelling strategies independently

<table>
<tr>
<td colspan="2">Planned Outcomes
Reduce the percentage of FSM pupils with below average spelling age by at least 10 percentage points by June 2027

• 80% of targeted pupils will improve their spelling age by at least 12 months

• Increased pupil confidence in spelling and writing, with 90% of targeted pupils reporting improved confidence

• Improved application of spelling strategies in independent writing (teacher judgement)</td>
<td rowspan="4">Details of project/intervention:

• Project will take place across Terms 2 and 3
• Adopt an action research / practitioner enquiry approach
• Provide targeted small group spelling interventions (2–3 times weekly) focusing on:
• Phonological awareness
• Common spelling patterns
• Morphology (prefixes, suffixes, root words)
• Introduce a structured spelling programme for identified pupils
• Develop consistent whole-school approaches to spelling strategies
• Provide staff professional learning on effective spelling instruction
• Create and implement:
• Engaging spelling activities
• Multi-sensory approaches to support retention
• Review and adapt home learning approaches to support spelling development
• Deliver family learning sessions (e.g. 4–6 sessions) to:</td>
<td rowspan="4">Resources and Lead Person

This project will run in conjunction with SIP 2 but with a specific focus on those children who are PEF entitled.

We intend to employ Helen Perry to deliver sessions to small groups based on the findings from our research using any additional resources/ schemes purchased. Mrs Perry will work one day a week form Jan – April.</td>
<td rowspan="4">Measures of impact on learners

• Pre- and post-intervention spelling age assessments (NGSTS)
• Teacher assessment of spelling in writing
• Pupil confidence surveys (pre/post)
• Parent feedback following family learning sessions
• Ongoing teacher observations
• Tracking of pupil progress at regular intervals</td>
</tr>
<tr><td>Teaching and Learning</td><td>x</td></tr>
<tr><td>Leadership</td><td>x</td></tr>
<tr><td>Family and Community</td><td>x</td></tr>
</table>

		• Support parents with spelling strategies • Increase engagement with learning at home		

Priority 1:

To ensure the school is fully prepared and "ready for change" in response to Scotland's Curriculum Improvement Cycle (CIC), through professional learning, shared understanding and collaborative curriculum reflection.

Continuation from previous year? Y/N

Directorate Priorities	NIF Priorities	Leadership and Management	Learning Provision	Successes and Achievements	ELC
Improve wellbeing, learning and inclusion outcomes for children and young people with additional support needs; Reduce the number of children and young people affected by poverty; Keep the promise by ensuring that care-experienced children and young people receive support they can rely on. *(highlight as appropriate)*	• 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.	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	Leadership Children thrive and develop in quality spaces Children play and learn Children are supported to achieve

Data/evidence that informs this priority:	**Planned Outcome**	**Measures**	**Resources and Lead Person**
Data/evidence that informs this priority • Education Scotland CIC guidance and discussion papers (2024–2026) • Emerging national timeline indicating **draft curriculum guidance expected summer 2026**, with further drafts and consultation **Aug–Nov 2026** [blogs.glow...and.org.uk], [ahds.org.uk]	• Staff have a clear, shared understanding of the purpose, structure, terms and timeline of the Curriculum Improvement Cycle • School demonstrates increased confidence in engaging with	• Termly staff meeting s with a clear focus on the CIC. • SIP floor book used to record progress • Term 4 Update curriculum	• **Lead:** Head Teacher (shared leadership model due to small staff) • 1 full **INSET day (October)** – CIC focus • Minimum **3 staff meetings** across session

• National reform timeline showing **formal adoption from August 2028** [gov.scot] • HGIOS4 / HGIOELC self-evaluation evidence • Current curriculum rationale and planning approaches • Staff confidence and understanding • Learner voice on current curriculum experience	national reform despite uncertainty • Curriculum rationale is reviewed and aligned with emerging national direction • Staff are prepared to engage meaningfully with draft guidance when published	rationale to reflect current national priorities.	• Education Scotland CIC materials / Glow updates • Professional reading and discussion papers • Local authority support / networks

Monitoring priority progress over time: impact on learners

Outcome Monitoring (Impact on Learners)

These activities track whether increased staff understanding and confidence in the Curriculum Improvement Cycle (CIC) is leading to improved learner experiences.

- Termly tracking and monitoring meetings to measure and track engagement
- Sampling of learning across curricular areas to evaluate consistency, coherence, and progression in learning.
- Observations and learning visits to monitor pupil engagement, independence, and depth of learning.
- Evidence of learner pathways demonstrating clarity of progression and purpose.

- Monitoring of attainment and achievement data to ensure continuity of progress during transition phases.

Process Monitoring (Are we doing what we said we would do?)

These activities check the fidelity and consistency of implementation.

- Termly staff meetings with a clear and recorded focus on CIC developments and national updates.
- SIP floor book used consistently to record actions, reflections, progress, and next steps.
- Monitoring participation in INSET and professional learning linked to curriculum reform.
- Review of curriculum rationale development to ensure alignment with emerging national guidance.
- Ongoing engagement with Education Scotland materials, Glow updates, and local authority guidance.
- Professional dialogue and collaborative discussions recorded and revisited across the session.

Balancing Monitoring (Are there unintended consequences?)

These activities ensure engagement with curriculum reform does not negatively impact other areas.

- Informal staff feedback gathered termly to monitor workload, wellbeing, and confidence levels.
- Monitoring to ensure focus on reform does not reduce quality of current teaching and learning.
- Pupil voice to ensure learning experiences remain engaging, relevant, and not disrupted by transition.
- Review of planning to ensure stability and continuity for learners alongside change.
- Monitoring staff confidence to ensure uncertainty around national guidance does not create inconsistency in practice.

Monitoring Parental Engagement

- Parent/carer feedback gathered through informal and formal opportunities to assess understanding of curriculum changes.
- Communication (e.g. newsletters, events) used to share key messages about curriculum reform.
- Evidence of parental awareness of school rationale and evolving curriculum approach.

- Feedback from family engagement opportunities relating to learning experiences.

What will success look like?

By the end of November, we expect to see	By the end of February, we expect to see	By the end of May we expect to see
Impact on Learners • Learners experience consistent and well-structured learning across the school. • Pupils remain engaged and confident in their learning despite early stages of reform discussion. • Initial pupil voice indicates positive learning experiences. **Impact on Staff Practice** • Staff demonstrate an emerging understanding of CIC language, purpose, and timeline. • Engagement in professional dialogue around curriculum reform. • Early confidence in accessing and discussing national materials. **Impact on Parents/Carers** • Parents/carers are aware that curriculum reform is taking place.	**Impact on Learners** • Learners increasingly experience coherent and purposeful learning across curricular areas. • Pupil voice reflects continued engagement and understanding of learning. • Evidence of progressive learning pathways emerging. **Impact on Staff Practice** • Staff demonstrate growing confidence in discussing and interpreting national developments. • Increased consistency in planning approaches across the school.	**Impact on Learners** • Learners experience a clear, coherent and progressive curriculum aligned with emerging national direction. • High levels of engagement, confidence, and understanding of learning. • Smooth, well-supported transition in preparation for future curriculum changes. **Impact on Staff Practice** • Staff have a clear, shared understanding of the CIC, its purpose, and timeline. • Confidence in engaging with emerging national guidance and adapting practice accordingly. • Updated curriculum rationale reflects national priorities and local context. • Staff are well prepared to engage with draft guidance when published. **Impact on Parents/Carers**

• Initial communication shared outlining school approach and rationale. **Process Indicators** • First termly staff meetings completed with CIC focus. • SIP floor book in use and recording progress. • INSET day (October) delivered with clear focus on CIC. **Balancing Indicators** • No disruption to classroom practice or learner experience. • Staff workload remains manageable.	• Staff are beginning to meaningfully reflect on and adapt curriculum rationale. **Impact on Parents/Carers** • Increased parental awareness and understanding of school curriculum direction. • Positive feedback on communication and clarity. **Process Indicators** • Mid-year review of progress recorded in SIP floor book. • Evidence of ongoing professional learning and engagement. • Curriculum rationale under review and developing. **Balancing Indicators** • High-quality learning and teaching maintained. • Staff report increased confidence rather than uncertainty.	• Parents/carers demonstrate understanding and confidence in the school's curriculum direction. • Strong communication and trust established between school and families. **Process Indicators** • Curriculum rationale updated in Term 4 and shared. • Full participation in required professional learning and INSET. • SIP floor book demonstrates clear progression and impact across the year. **Balancing Indicators** • Stability maintained in learner experience during change. • Staff confidence high and approaches sustainable. • No negative impact on attainment, engagement, or wellbeing.

What happened? What did we see?	What happened? What did we see?	What happened? What did we see?
What are our next steps?	**What are our next steps?**	**What are our next steps?**
End of Session Summary of Progress and Impact		

School Improvement Plan Priorities (maximum of four)

Priority 2: Raising attainment in literacy: strengthening spelling pedagogy and practice **Continuation from previous year? Y/N**					
Directorate Priorities	**NIF Priorities**	**Leadership and Management**	**Learning Provision**	**Successes and Achievements**	**ELC**
Improve wellbeing, learning and inclusion outcomes for children and young people with additional support needs; Reduce the number of children and young people affected by poverty; Keep the promise by ensuring that care-experienced children and young people receive support they can rely on. *(highlight as appropriate)*	• 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.	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	Leadership Children thrive and develop in quality spaces Children play and learn Children are supported to achieve

Data/evidence that informs this priority:	**Planned Outcome** **Stretch Aims**	**Measures** **Outcome Measures (Are we achieving the intended impact?)**	**Resources and Lead Person** **Lead Person – Ellie Clubb**
Baseline literacy assessments conducted in June 2026 identified that **40% of pupils are spelling below their chronological age**. Analysis of standardised spelling assessments, classroom writing samples and teacher professional judgement indicates: • Inconsistent spelling attainment across stages. • A significant proportion of pupils require targeted support to	By 12th June 2027 60% of P1,4,7 pupils will achieve CfE writing and overall literacy. Baseline 33% not on track June 2026 By May 2027, the % of pupils spelling below	• % of pupils spelling at or above chronological age increases from 60% to 80% by May 2027. • Reduction in pupils below chronological age from 40% to 20%. • Improved ACEL Writing and Literacy attainment at P1, P4 and P7.	**Resources:** • Standardised spelling assessments • Progressive spelling programme/resources • Professional learning materials • Targeted intervention resources e.g. Nessy, First Keys

develop phonological awareness, spelling strategies and application of spelling in writing. • Attainment data suggests a correlation between spelling difficulties and lower confidence in writing tasks. • A small number of pupils with identified additional support needs require more personalised interventions. • Staff have identified a need for greater consistency in the teaching and assessment of spelling across the school. • High number of dyslexia investigations undertaken due to poor spelling.	their chronological age will decrease to 20% or less. (Baseline 40%) **Pupil Impact:** • Pupils will demonstrate increased spelling accuracy in writing across curricular areas. • Pupils will feel more confident in spelling and writing. • Pupils will apply a wider range of spelling strategies and supports independently. • Targeted pupils will make accelerated progress in standardised spelling	• NGST standardised scores show measurable progress for targeted pupils (assessed Feb and May). • Writing moderation evidence shows improved spelling accuracy and transfer into extended writing. **Process Measures (Are we doing what we said we would do?)** • 100% of classes implement the agreed whole-school spelling approach (tracked through learning visits and jotter monitoring). • Weekly explicit spelling instruction delivered consistently across all stages. • PEF funded targeted interventions (e.g., phonological awareness groups, precision teaching) delivered as planned and tracked through intervention logs. • Staff engagement in professional learning on spelling pedagogy (attendance and application evidence). • Regular assessment cycles (baseline, mid-year, end-year) completed with fidelity.	• Family learning materials • ESO and Educational Psychologist • Literacy for All Tracker • Boardmaker, Widget, Clicker

	assessments (NGST). **Staff Impact** • Staff will have a shared understanding of effective spelling pedagogy. • Staff will implement a consistent whole-school spelling approach including assessment, feedback and application in writing. • Staff confidence in teaching spelling will increase. **Impact on Parents and Carers.**	**Balancing Measures (Are there unintended consequences?)** • Monitoring ensures time allocated to spelling does not reduce teaching and learning opportunities in other areas. • Staff workload is monitored to ensure new planning/assessment expectations remain manageable. • Pupil engagement surveys ensure increased focus on spelling does not negatively impact motivation in writing.	

	• Parents/carers will feel better equipped to support spelling at home, with improved engagement in literacy learning.		

Monitoring priority progress over time: impact on learners:
Outcome Monitoring (Impact on Learners)
These activities track whether the changes are improving spelling attainment and confidence.

- Baseline, mid-year and end-of-year standardised spelling assessments (NGST) to measure progress against chronological age.
- Sampling and moderation of pupil writing each term to evaluate transfer of spelling skills into extended writing.
- Pupil voice surveys (twice yearly) to measure confidence, strategy use and attitudes towards spelling.
- Termly ACEL tracking to monitor progress in Writing and overall Literacy at P1, P4 and P7.

Process Monitoring (Are we doing what we said we would do?)
These activities check the fidelity and consistency of implementation.

- Termly tracking meetings between the Head Teacher and Class Teachers to review assessment data, intervention impact and next steps.
- Classroom observations and learning visits focused on spelling pedagogy, strategy instruction and consistency of approach.
- Review of intervention data every six weeks, including attendance, progress logs and adjustments to targeted support.
- Monitoring of planning and jotters to ensure weekly spelling instruction and strategy teaching are embedded across all stages.

Balancing Monitoring (Are there unintended consequences?)
These activities ensure that improvements in spelling do not negatively affect other areas.

- Review of literacy timetables to ensure increased focus on spelling does not reduce opportunities for reading comprehension or writing composition.
- Staff feedback gathered termly to monitor workload, confidence and sustainability of the new approaches.

- Pupil engagement checks to ensure spelling instruction remains motivating and does not reduce enjoyment of writing.
- Parental confidence surveys to ensure home-learning expectations are clear, manageable and supportive.

Monitoring Parental Engagement

- Parent/carer surveys to measure increased confidence in supporting spelling at home.
- Attendance and feedback from literacy workshops and home-learning events.
- Review of home-learning participation to ensure tasks are accessible and supportive.

What will success look like?

By the end of November, we expect to see	By the end of February, we expect to see	By the end of May we expect to see
Impact on Learners **Measurable progress** in NGST scores for most pupils, with targeted pupils showing accelerated improvement. • Writing samples demonstrate **more accurate application of spelling patterns** across curricular areas. • Pupils report **increased confidence** in independent spelling and can articulate strategies they use. **Impact on Staff Practice** • Staff are confidently using assessment information to **adapt teaching and interventions**. • Increased consistency in feedback on spelling within writing. • Professional learning is influencing practice, evidenced through learning visits and jotter monitoring.	**Impact on Learners** • **Measurable progress** in NGST scores for most pupils, with targeted pupils showing accelerated improvement. • Writing samples demonstrate **more accurate application of spelling patterns** across curricular areas. • Pupils report **increased confidence** in independent spelling and can articulate strategies they use. • **Impact on Staff Practice** • Staff are confidently using assessment information to **adapt teaching and interventions**. • Increased consistency in feedback on spelling within writing. • Professional learning is influencing practice, evidenced through learning visits and jotter monitoring.	**Impact on Learners** • **80% of pupils spelling at or above chronological age**, with the proportion below chronological age reduced to **20% or less**. • Clear evidence of **transfer of spelling skills into extended writing**, with improved accuracy and independence. • Pupils demonstrate **secure use of a range of spelling strategies** and increased confidence in writing tasks. **Impact on Staff Practice** • A fully embedded, consistent whole-school spelling approach. • Staff confidently using data to plan next steps and sustain improvement. • Strong evidence of collaborative moderation and shared professional understanding.

Impact on Parents/Carers • Parents/carers engage positively with home-learning tasks and report **greater confidence** in supporting spelling. **Process Indicators** • Mid-year assessment cycle completed and analysed. • Intervention logs show **regular review and adjustment** every six weeks. • Moderation activities show **greater consistency** in judging spelling accuracy within writing. **Balancing Indicators** • No reduction in pupil engagement or enjoyment of writing. • Staff workload remains sustainable.	**Impact on Parents/Carers** • Parents/carers engage positively with home-learning tasks and report **greater confidence** in supporting spelling. **Process Indicators** • Mid-year assessment cycle completed and analysed. • Intervention logs show **regular review and adjustment** every six weeks. • Moderation activities show **greater consistency** in judging spelling accuracy within writing. **Balancing Indicators** • No reduction in pupil engagement or enjoyment of writing. • Staff workload remains sustainable.	**Impact on Parents/Carers** • Parents/carers report **high confidence** in supporting spelling at home and recognise improvements in their child's writing. **Process Indicators** • End-of-year assessment cycle completed with clear evidence of progress across all stages. • Intervention data shows **positive impact** for targeted pupils. • Whole-school evaluation indicates strong fidelity to the agreed spelling pedagogy. **Balancing Indicators** • Writing attainment has improved alongside spelling, with no negative impact on reading or wider literacy. • Staff report that approaches are sustainable and effective.
What happened? What did we see?	**What happened? What did we see?**	**What happened? What did we see?**
What are our next steps?	**What are our next steps?**	**What are our next steps?**
End of Session Summary of Progress and Impact		

DYSLEXIA ASSESSMENTS

PHONOLOGICAL AWARENESS

IMPACT ON READING

Priority 3: Supporting Healthy and Balanced Eating **Continuation from previous year? Y/N**					
Directorate Priorities	**NIF Priorities**	**Leadership and Management**	**Learning Provision**	**Successes and Achievements**	**ELC**
Improve wellbeing, learning and inclusion outcomes for children and young people with additional support needs; Reduce the number of children and young people affected by poverty; Keep the promise by ensuring that care-experienced children and young people receive support they can rely on. *(highlight as appropriate)*	• 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.	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	Leadership Children thrive and develop in quality spaces Children play and learn Children are supported to achieve

Data/evidence that informs this priority: Rationale	**Planned Outcome**	**Measures**	**Resources and Lead Person**
• We recognise the important role that nutrition plays in supporting children's physical health, wellbeing, concentration and readiness to learn, and we want to ensure that all children in our care have access to balanced and nutritious lunches, whether they choose a school meal or a packed lunch. • Promoting positive health and wellbeing is a key priority within our school community. Through observations of packed lunches, staff have identified that the nutritional	By June 2027, there will be a 20% increase in the number of packed lunches that meet the school's healthy packed lunch criteria, based on termly lunch audits.	• Create a healthy eating packed lunch policy with the engagement of stakeholders. • Parental questionnaires • Link with Healthy Shetland.	ELC team will lead on this priority. SIC school meals guidance School Meals – Shetland Islands Council Setting the Table Setting the Table Guidance - gov.scot Childsmile guidance

content of many packed lunches does not reflect the balance provided through school meals. Packed lunches frequently lack key food groups, such as protein, fruit and vegetables, and often contain processed juices and confectionery items. • As a school, we work closely with Childsmile to promote good oral health and healthy lifestyle choices. Staff have noted that many foods and drinks regularly included in packed lunches are not aligned with the recommendations promoted through this programme. • Through ongoing conversations with families, a number of parents have shared challenges around mealtimes and supporting children who are selective eaters. This has highlighted an opportunity for the school to work in partnership with families to provide practical advice, guidance and reassurance, helping parents to feel confident in making healthy choices while recognising the individual needs of their children. • This improvement priority is particularly timely as the local authority introduces a new school lunch menu. Initial feedback from some families suggests that a number of children may move from school meals to packed lunches if they perceive the new menu options to be less appealing. As a result, it is important that the school develops clear, supportive guidance around healthy packed lunches to ensure that all children		• First family Friday of new term will focus on healthy eating and we will invite guests (Childsmile, Healthy Shetland etc). • Staff will undertake research around healthy eating guidance and what other settings packed lunch policies include. • Link with ESO & QIO to discuss what other settings do to support healthy packed lunches.	NHS packed lunch guidance Lunchbox ideas and recipes – Healthier Families - NHS Packed lunch audits Healthy Eating in Schools – Scottish Guidance Healthy Eating in Schools: guidance 2020

continue to receive the nutrition they need to be healthy, happy and ready to learn.			

Monitoring priority progress over time: impact on learners

Process Monitoring (Are we doing what we said we would do?)

These activities check the fidelity and consistency of implementation.

- Termly packed lunch audits carried out consistently across all stages using agreed criteria.
- Tracking of engagement with planned actions (e.g. Family Fridays, workshops, partner input from Childsmile and Healthy Shetland).
- Monitoring progress of the development and implementation of the healthy packed lunch policy.
- Review of staff research and evidence gathered on effective practice in other settings.
- Regular tracking meetings between the Senior Leadership Team and staff to review progress, discuss findings from audits, and agree next steps.

Balancing Monitoring (Are there unintended consequences?)

These activities ensure that promoting healthy packed lunches does not negatively impact other areas.

- Monitoring pupil wellbeing to ensure no child feels singled out or stigmatised due to lunch choices.
- Staff feedback gathered termly to ensure approaches remain manageable and supportive.
- Pupil voice to ensure messaging around healthy eating remains positive, inclusive, and non-judgemental.
- Monitoring uptake of school meals to ensure guidance does not unintentionally reduce balanced meal choices.
- Parental feedback to ensure expectations are realistic and supportive of diverse family circumstances.

Monitoring Parental Engagement

- Parent/carer questionnaires (twice yearly) to measure confidence in providing healthy packed lunches.
- Attendance and feedback from Family Friday events and health-focused workshops.
- Informal feedback from ongoing communication between school and families.
- Evidence of engagement with shared guidance, resources, and support materials.

What will success look like?

20% of packed lunches meeting our agreed healthy packed lunch criteria.
Parents feel supported and confident in providing healthy packed lunches.

By the end of November, we expect to see	By the end of February, we expect to see	By the end of May we expect to see
Impact on Learners • Initial improvements in the balance of packed lunches identified through audits. • Pupils show increased awareness of healthy food choices through discussion and learning activities. • Positive engagement in health and wellbeing learning linked to nutrition. **Impact on Staff Practice** • Staff have a clear understanding of the healthy packed lunch criteria. • Consistent approach to monitoring and discussing healthy eating across the school. • Staff begin to confidently engage with families around healthy eating in a supportive way. **Impact on Parents/Carers** • Parents/carers demonstrate awareness of the new guidance. • Engagement with initial events (e.g. Family Fridays) and communication. • Early indications of willingness to adapt packed lunches.	**Impact on Learners** • Measurable improvement in the nutritional quality of packed lunches. • Pupils demonstrate growing understanding of balanced diets and healthy choices. • Improved energy levels and readiness to learn observed across the school day. **Impact on Staff Practice** • Staff confidently applying policy and supporting consistent messaging. • Increased confidence in discussing nutrition and wellbeing with families. • Evidence of health and wellbeing learning being embedded across the curriculum. **Impact on Parents/Carers** • Increased parental confidence in providing balanced packed lunches. • Positive feedback on support and guidance provided by the school. • Greater consistency in lunchbox content reflecting school guidance.	**By the end of May, we expect to see** **Impact on Learners** • 20% increase in packed lunches meeting agreed healthy criteria. • Pupils demonstrate secure understanding of healthy eating and its impact on wellbeing. • Improved overall health and wellbeing indicators across the school. **Impact on Staff Practice** • A fully embedded, consistent whole-school approach to promoting healthy eating. • Staff confidently supporting and sustaining improvements. • Strong links between health and wellbeing learning and practice.

Process Indicators • First round of packed lunch audits completed and analysed. • Initial policy development underway with stakeholder input. • Partnerships with Childsmile and Healthy Shetland established. **Balancing Indicators** • No negative impact on pupil wellbeing or relationships. • Positive tone maintained in all communications with families.	**Process Indicators** • Mid-year audit completed, showing progress towards 20% target. • Healthy packed lunch policy finalised and shared. • Continued engagement with partners and families. **Balancing Indicators** • Continued positive pupil engagement with lunchtime routines. • Staff report approaches remain manageable and sustainable.	**Impact on Parents/Carers** • Parents/carers report high confidence in providing healthy packed lunches. • Strong partnership between home and school in supporting children's nutrition. **Process Indicators** • End-of-year audit shows clear progress towards and/or achievement of target. • Evaluation of policy and approach demonstrates strong implementation. • Ongoing partnership working embedded. **Balancing Indicators** • Positive, inclusive ethos maintained around food and wellbeing. • No negative impact on pupil confidence, wellbeing, or family engagement.

		• Approaches are sustainable and well embedded across the school.
What happened? What did we see?	**What happened? What did we see?**	**What happened? What did we see?**
What are our next steps?	**What are our next steps?**	**What are our next steps?**
End of Session Summary of Progress and Impact		

Working Time Agreement for:	Mossbank Primary School	
School Session:	2026/27	
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**
Collegiate Time		
Collegiate time (Annual)	5 hours x 39 weeks. This does not include time within the In-Service days.	**195**
Essential School Activities		
Reporting to Parents	2 Reports per year, interim in November and full in June	**20**
Moderation Activities	Agreed Time Allocation	**4**
Tracking and Monitoring	Agreed Time Allocation	**10**
Parents evenings	Two meetings per year plus preparation time	**10**
Staff meetings	Four staff Meetings per term	**12**
Registration	If not considered within class contact time	**0**
Qualification Scotland activities	Agreed time allocation, not relevant to primary settings	**0**
Staff Professional Review and Development	PRD Meeting plus associated preparation.	**2**
Departmental Meetings	These can only be considered if they take place outwith pupil timetabled day	**0**
Learning Journals		**30**
School Show		**5**
Ordering learning materials and resources		**2**
Total	Time required for essential school operational activities	**95**
Collegiate time remaining for development tasks		
Subject Development Groups	Circular 028/2012/I states that there should be 4 Subject Developement Group Meetings per year. This does not include Time allocated to Subject Developement Groups during In-Service Days.	**0**
School Improvement Plan Tasks	Time allocated for tasks to address priorities on School Improvement plan	
1	CIC	**25**
2	Improving Literacy through Improving Spelling	**25**
3	Healthy Eating	**20**
Total	Time allocated to development tasks	**70**

Flexibility	"It is recommended that at least 10% of remaining time be assigned to flexibility, and the use of such time should be decided by the teacher. Any such time unused would be assumed to be assigned for additional preparation and correction."	**30**
Total	Total collegiate time allocated	**195**