



# Mossneuk Primary School and Nursery Class Standards and Quality Report 2021-2022



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## Mossneuk Primary School and Nursery Class

### Standards and Quality Report 21/22

#### Review of progress for session Aug 2021- June 2022

##### Context of the school:

Mossneuk Primary School and Nursery Class is a non-denominational school situated within the Mossneuk area of East Kilbride. The local area is a predominantly privately-owned housing and access to transport and facilities are very good. The new school building was opened in 2013 and provides an excellent, modern environment in which our children can learn and achieve.

The current school roll is approximately 500 pupils over 18 classes. We also have a Nursery Class for 3-5 year olds which caters for approximately 50 children. None of our current pupils live in SIMD 1-2, 0.8% live in SIMD 3, 9.5% live in SIMD 4-6 and 89.6% live in SIMD 7-10. 5% of our pupils are in receipt of a free school meal, which is well below the National and SLC average. Our attendance levels are also consistently above the National and SLC average. Levels of attainment in Literacy and Numeracy are also above the National and SLC average, however, we strive to not only maintain but build on this success and raise attainment further.

Our school is part of the Duncanrig Learning Community and, as such, we have strong links with the Secondary and all other Primary Schools in the area. Transition links are strong between ourselves and Duncanrig Secondary School.

With LEARNING at the heart of everything we do our values of TRUST, RESPECT, KINDNESS, TEAMWORK and FRIENDSHIP help to build the very positive and welcoming ethos within our school. Our VISION, "Growing to Learn, Learning to Grow", is being embedded in all areas of school life and our AIMS ensure that we are considering the academic, health and wellbeing and future ambitions of all our children.

Our Senior Leadership Team consists of a Head Teacher, 2 Depute Head Teachers, 2 Principal Teachers and a Nursery Team Leader.

For the last few years staffing within the senior leadership team has changed considerably due to retirements, promotions and secondments. The appointment of a permanent Head Teacher in April 2021 will bring stability and continuity to the school. In addition, the whole staff team itself has remained stable during this time with many having worked in Mossneuk for a number of years.

We value the opinions of our children and opportunities for pupil leadership at all stages will be further developed to ensure these have a positive impact on school improvement and the wider community.

We benefit from a highly supportive Parent Council and our very active Parent Teachers' Association has raised a substantial amount of money to support learning and teaching through a wide range of fundraising activities.



School priority 1: Continuity of Learning	
<p><u>NIF Priority (select from drop down menus)</u> Improvement in attainment, particularly in literacy and numeracy. <u>NIF Driver</u> Curriculum and assessment Assessment of children's progress</p>	<p><u>HGIOS?4 QIs (select from drop down menus)</u> 2.2 Curriculum 2.3 Learning, teaching and assessment 3.2 Raising attainment and achievement</p>
<p><b>Strategy</b></p> <p><b>What did we set out to do?</b></p> <ul style="list-style-type: none"> <li>✓ Begin to revise and refresh the current Curriculum Rationale (Year 1)</li> <li>✓ Prioritise the core entitlements of Health and Wellbeing, Literacy and Numeracy and the development of Skills for Learning, Life and Work.</li> <li>✓ Focus on maintaining the ICT skills learned and developed during session 2020-2021 and how digital technologies can support learning both in school and at home (Readiness to Learn from Home).</li> <li>✓ Develop consistent approaches to planning, learning, teaching and assessment of Literacy (Reading and Writing) from Early Years to Primary 7.</li> <li>✓ Revise current approaches to assessment, including Moderation, to support recovery and take account of the varied experiences of all learners.</li> <li>✓ Revise current approaches to tracking pupil progress to provide accurate and relevant data of pupil attainment</li> <li>✓ Begin to further develop pupil leadership at all stages and actively promote Pupil Voice through the use of the How Good is Our School document for pupils</li> <li>✓ Empower learners by ensuring Pupil Council participate in discussions to support the development of the Literacy curriculum</li> </ul> <p><b>Progress and Impact</b></p> <p>What difference did we see? What did we achieve?</p> <ul style="list-style-type: none"> <li>✓ Although we did not begin work to revise and refresh the current Curriculum Rationale, our school's vision <b>Growing to Learn, Learning to Grow</b> remains at the heart of everything we do in Mossneuk. A School Improvement consultation with all stakeholders has provided very useful feedback that that will help us refine our values and aims and begin work to shape our Curriculum Rationale in Session 2022-2023.</li> <li>✓ Skills for Learning, Life and Work are integrated into planning documents for all areas of the curriculum ensuing pupils benefit from a progressive, skills based approach. The Skills Improvement Group has created a Skills Passport and this has been trialed in a number of classes across the school (Nursery-P1, P4 and P7). The impact of the passports was greatest in Primary 7 where pupils were able to talk about their skills and make links with their learning. A Skills display in the main corridor ensures all stakeholders are aware of these developments. Although we did not host a World of Work Day, Skills for learning, life and work permeate our curriculum and are clearly reflected in our planning of literacy, numeracy and health and wellbeing.</li> <li>✓ The ICT Improvement Group continued to provide effective digital CLPL where required to ensure all stakeholders continued to benefit from the use of ICT to support learning. In particular, the continued use of Google Classroom ensured all staff, learners and parents remained skilled at accessing this digital learning platform. A staff questionnaire highlighted key areas for further development for staff. An ICT Refresh and move to cloud based storage became a focus for Terms 3 and 4 and areas for further skills development for staff were identified to ensure continuing effective use of ICT.</li> <li>✓ The Literacy Improvement Group worked together to research the impact of teaching reading skills and Higher Order Thinking Skills and has produced a progressive, reading skills pathway from Early years to Primary 7. Additional reading material has been purchased for both Fiction and Non Fiction and to support all learners, including those with an additional support need. Literacy Resources have been audited and reorganised to ensure all staff know where to access appropriate reading resources. All staff had access to a successful year long trial of Oxford Reading Buddy to support the teaching of reading skills.</li> </ul>	

- ✓ Although our Reading attainment is above the SLC and National average there is still scope for improvement and a sharper focus on moderation to ensure a shared understanding of achievement of a level will continue next session.
- ✓ New approaches to planning Writing were implemented in all stages ensuring pupils benefited from developing writing skills across a variety of genre. More consistent use of the Writing Criterion and moderation activity ensured a shared understanding of achievement of a level and increased staff confidence in their professional judgments.
- ✓ Levels of attainment in writing improved across the session in Primary 5, 6 and 7 by 4%, 1% and 8% respectively. Levels of attainment in writing in P4 were maintained throughout the session.
- ✓ An Assessment Framework has been developed for Literacy and Numeracy.
- ✓ A robust approach to track and target achievement of all pupils, with a focus on those in receipt of free meals and/or living in SIMD 1 and 2 has been introduced and will be embedded next session.
- ✓ Most staff demonstrate increased confidence when analysing attainment data and are able to use this information to support learning and teaching strategies which lead to raised attainment.
- ✓ The Pupil Leadership and Pupil Voice Improvement Group audited opportunities throughout the session. With the easing of some restrictions, some opportunities were offered to pupils, e.g House Captains, Vice House Captains , JRSO, Pupil Council, Buddies, Buddy Builders, P6 lunch club for P1 and 2 pupils, and Nursery Health and Wellbeing groups resumed and further developments are planned for session 2022-2023.

#### **Next Step(s) to inform SIP for 2022/2023:**

- ✓ Review the school's vision, values and aims and work collaboratively with the school community to begin to develop a curriculum rationale.
- ✓ Raising attainment in Literacy will be a whole school priority with a particular focus on providing targeted interventions for pupils who are not achieving expected levels of attainment.
- ✓ Begin to work towards Reading Schools accreditation
- ✓ An Assessment Framework is in place for literacy and numeracy, with Pupil Assessment and Achievement Portfolios trialled in P1, P4 and P7
- ✓ All staff continued to engage in moderation activities within the establishment and across the Learning Community which increased their confidence in making robust, consistent professional judgements of the achievement of a level, with a focus on Literacy
- ✓ The newly appointed Pupil Council *The Mossketeers* will engage with the Young Leaders of Learning initiative working with schools across the West Partnership.
- ✓ Continue the development of leadership at all levels and the promotion of pupil leadership and pupil voice.

#### **Maintenance Agenda**

- ✓ The Skills Passport will be introduced in the nursery class and across the whole school. The group will review the new SLC Developing Young Workforce Framework and make any changes, as required.
- ✓ Continue to ensure the effective use of resources, including ICT/drop-in training sessions (start of new academic year).
- ✓ Refresh the approach to planning, learning, teaching and assessment in Talking and Listening to ensure progression across the school.

**School priority 2:** Promote the Positive Health and wellbeing of children and young people, parents/carers and staff

NIF Priority (select from drop down menus)  
Improvement in children and young people's health and wellbeing  
NIF Driver  
School and ELC improvement  
Performance information

HGIOS?4 QIs (select from drop down menus)  
3.1 Ensuring wellbeing, equality and inclusion

### Strategy

#### What did we set out to do?

- ✓ Continue to develop nurturing approaches across the school
- ✓ Continue to develop a whole school approach to Promoting Positive Relationships and understanding Distressed Behaviour
- ✓ Launch, review and evaluate a whole school approach to promote positive mental health and wellbeing and build resilience in all pupils, using Emotion Works.
- ✓ Update staff knowledge and understanding of the of SLC Attachment Strategy (Early Years - P7) through engagement in SLC CLPL
- ✓ Continue to work in partnership with the Educational Psychologist, Specialist Support Teacher, Early Years Specialist Support Teacher and others to provide targeted support for the most vulnerable pupils
- ✓ Continue to ensure effective parental communication when sharing information about Nurture, Promoting Positive Relationships and Understanding Distressed Behaviour, Attachment Theory and the recovery curriculum

### Progress and Impact

#### What difference did we see? What did we achieve?

##### Nurture

- ✓ Nurture Lead Teacher, DHT, provided CLPL for all staff (INSET 2) and presented to Parent Council (November 2021) to improve staff and parent understanding of the 6 Nurture principles and their development across the school
- ✓ A nurturing ethos is evident across the whole school (Early years to P7).
- ✓ 98% of parents and carers tell us that their children feel safe in school, with 95% reporting that their child likes being at our school and 85% stating that the school help their child to feel more confident.
- ✓ 81% of parents and carers are confident that the school supports their child's emotional wellbeing.
- ✓ Children's rights continue to be embedded across the school.

##### Emotion Works

- ✓ All early years, teaching and support staff attended training on INSET 1 gaining an overview of Emotion Works.
- ✓ Emotion Works Improvement Group completed cog training via the website for all 7 cogs.
- ✓ All teaching and early years staff given log-in details for <https://www.emotionworks.org.uk/> and encouraged to access any cog training or utilise the wealth of resources available.
- ✓ Launch of Emotion Works at assemblies – four cogs introduced (Orange – emotion words, Green – behaviours, Red – body sensations and Yellow – triggers). Follow up challenges for classes following the launch of a cog. Learning shared via twitter and at assemblies.
- ✓ Emotion Works introduced to parents at with the Parent Council (January 2022).
- ✓ Improvement Group created posters for display around the school and in classes as prompts to support learning.
- ✓ All classes and playroom created an Emotion Works display area.
- ✓ Curriculum Health and Wellbeing Plans produced which focused on linking Curriculum for Excellence experiences and outcomes (including assessment) to Emotion Works.
- ✓ Improvement Group populated a suggested resource list for each year group focusing on different emotions (with suggested books, film clips, artwork, poems and songs).

- ✓ Improvement Group designed postcards to be sent home as prompts for families next session

#### **Promoting Positive Relationships and Understanding Distressed Behaviour**

- ✓ All staff completed SLC PPRUDB Learn on Line training.
- ✓ School rules (Be Ready, Be Safe, Be Respectful) are modelled by all staff and reinforced regularly.
- ✓ Staff training ensures a consistent approach to promoting positive relationships, e.g. meet and greet, five steps to restoration, use of recognition boards.
- ✓ Pupil achievement (above and beyond) is recognised by sharing Mossy Positive Notes home and promoting via twitter to involve parents and carers in celebrating achievements.
- ✓ Overview and Posters of our rules and approaches to promoting Positive Relationships are visible in classrooms, playroom and throughout the school.
- ✓ 93% of parents report that their child is treated fairly and with respect at school and 88% state that the school also encourages children to treat others with respect

#### **Support for pupils**

- ✓ 15% of pupils benefited from targeted support as a result of our established partnership working with our Educational Psychologist, Specialist Support Teacher and Early Years Specialist Support Teacher.

#### **SLC Attachment Strategy**

- ✓ SLC Attachment Strategy training is ongoing.

#### **Next Step(s) to inform SIP for 2022/2023:**

##### **Nurture**

- ✓ Introduce the use of the GMWB tool to track pupil wellbeing and monitor and evaluate the impact of all health and wellbeing interventions.
- ✓ Ensure all parents and carers are aware of the nurturing approaches in place in Mossneuk and know how to access appropriate support for their child (Parental Leaflet – Term 1)
- ✓ Launch Child Friendly Nurture principles and embed these at regular Nurture Assemblies

##### **Health and Wellbeing**

- ✓ Consult all stakeholders and update Relationships and Sexual Health programme
- ✓ Begin to revise and update planning, progression and assessment of Health and Wellbeing

#### **Promoting Positive Relationships and Understanding Distressed Behaviour**

- ✓ Ensure parental involvement through Parent Council presentation and through a Parent leaflet to be distributed at the beginning of session 2022-2023.

#### **SLC Attachment Strategy**

- ✓ Ensure parents are fully aware of the SLC Attachment Strategy (Parent Council) and know who to contact within the SLT to support their child's wellbeing.

##### **Maintenance Agenda**

##### **Emotion Works**

- ✓ Emotion Works Improvement Group to complete suggested resource list for each year group focusing on different emotions (with suggested books, film clips, artwork, poems and songs) and share with all staff.
- ✓ Launch the final three cogs at assemblies and refresh those introduced in session 2021-2022.
- ✓ Share information about Emotion Works with families and send home postcard prompts. Ensure new staff have log-in details for the EW website and can undertake cog training.

#### **Promoting Positive Relationships and Understanding Distressed Behaviour**

- ✓ Continue to promote SLC policy - Positive Relationships and Understanding Distressed Behaviour
- ✓ Ensure new staff have undertaken appropriate Learn on Line training and receive appropriate support from members of the Senior Leadership Team

#### **SLC Attachment Strategy**

- ✓ Ensure all staff access appropriate CLPL to support children's wellbeing.

### School priority 3: Planning for Equity

#### NIF Priority (select from drop down menus)

Closing the attainment gap between the most and least disadvantaged children and young people

#### NIF Driver

Curriculum and assessment

School leadership

#### HGIOS?4 QIs (select from drop down menus)

1.3 Leadership of change

1.5 Management of resources to promote equity

2.4 Personalised support

### Strategy

#### What did we set out to do?

- ✓ Continue to ensure vulnerable pupils benefit from access to targeted Nurture support and interventions to support their wellbeing and address any barriers to learning.
- ✓ Ensure pupils benefit from interventions identified through stakeholder consultation and use of 5% of Pupil Equity Funding (PB - participatory budgeting).
- ✓ All stakeholders are aware of the Cost of the School Day position Statement and support and strategies are in place to reduce the financial impact of planned school events.

### Progress and Impact

#### What difference did we see? What did we achieve?

#### Nurture



- ✓ P1 and P2/3 Nurture Groups continued bi-weekly, with weekly P5-6 nurture sessions also taking place throughout session 2021-2022, benefiting 22 pupils.
- ✓ 5 pupils benefited from a targeted intervention (Drawing and Talking)
- ✓ All families of targeted pupils are aware of Nurture and the approaches in place to support their family's emotional health and wellbeing.
- ✓ To raise awareness with all pupils, the Nurture Room was re-launched as The Neuk (Nurturing, Encouragement, Understanding, Kindness).
- ✓ DHT attended Advanced Drawing and Talking Training in January 2022
- ✓ The Neuk is well established as a safe base within the school and has a positive impact on all learners who access this support, both on a longer term or short term basis.

#### Literacy and Numeracy

- ✓ DHT attended Maths Recovery Training.
- ✓ Our data for Session 2021-2022 tell us that we are continuing to reduce the poverty related attainment gap across all areas of literacy and numeracy.

#### Participatory Budgeting

- ✓ Participatory Budgeting Lead Teacher established a PB group including staff, pupils and parents to allocate 5% of Pupil Equity Funding.
- ✓ Consultation took place in September/October 2021 and Outdoor Learning equipment and experiences was identified as a focus for spending.
- ✓ 24 pupils benefited from targeted interventions which led to improvements in their wellbeing, resilience, social skills, team work, ability to build positive relationships with others and play safely.

#### Cost of the School Day

- ✓ Parents are regularly sign posted to appropriate financial supports (universal and targeted)
- ✓ Winter clothing allocation benefited targeted children and their families throughout session 2021-2022.
- ✓ The cost of some school activities were reduced by targeted use of Pupil Equity Funding.
- ✓ The removal of core curriculum charges meant that all P6 children benefited from swimming lessons at no additional cost to parents and carers.
- ✓ Careful consideration given to costs when planning events in the school calendar.

### Next Step(s) to inform SIP for 2022/2023:

- ✓ Continue to support our most vulnerable pupils within the Neuk using a range of interventions, including Nurture sessions, Drawing and Talking and Advanced Drawing and Talking.
- ✓ Reduce the poverty related attainment gap in Literacy and Numeracy through the use of targeted interventions for pupils who are not achieving expected levels of attainment
- ✓ Whole school reading gap will have reduced by 5%
- ✓ Whole school numeracy gap will have reduced by 3%
- ✓ Continue to work on enhancing the involvement of parents/carers of identified pupils in nurture activities and play based interventions, with the aim of positively influencing the health and wellbeing of these pupils and their families.
- ✓ Continue to ensure pupils benefit from interventions identified through stakeholder consultation (Participatory Budgeting).
- ✓ Maintain a continued focus in Cost of the School Day in session 2022-2023 and introduce a Cost of the School Day policy

### National priority: How we are ensuring Excellence and Equity?

#### Strategy

Across our current roll of 484 pupils, 0% live in SIMD 1-2, 0.8% live in SIMD 3, 9.5% live in SIMD 4-6 and 89.6% live in SIMD 7-10. 5% (25 pupils) are in receipt of a free school meal, which is well below the National and SLC average. Our attendance levels are also consistently above the National and SLC average. Levels of attainment in Literacy and Numeracy are also above the National and SLC average and our analysis of attainment data shows that we are making progress in reducing the poverty related attainment gap across all areas of Literacy and Numeracy.

Class teachers, Support Assistants and DHTs deliver targeted interventions for literacy, numeracy and health and wellbeing. These include Catch Up Literacy, 5 minute box, Maths Recovery, Nurture and Drawing and Talking.

We track all pupil's progress and have a clear understanding our current gap. These gaps will be our focus in Session 2022-2023.

In order to analyse the attainment gap in Mossneuk, we have used both raw data and information gathered in school in order to identify those pupils who will benefit from targeted support using our Pupil Equity Funding. As a school, we have this information per stage and have analysed it at school level.

Currently, Reading shows the largest gap and so we will continue with targeted interventions for pupils who are not achieving expected levels of attainment.

We will continue to work towards reducing the poverty related attainment gap in Writing during Session 2022-2023, providing targeted support where required.

Finally, although our overall attainment in Numeracy is good, there is still a gap so we will continue to support targeted pupils using a range of Numeracy interventions during session 2022-2023.

In terms of **other measures of the gap:**



Although our attendance levels are above the National and SLC levels, there is a poverty related gap and so we will continue to monitor the attendance of all our pupils with a sharper focus on pupils who live in SIMD 1 and 2 and/or receive Free School Meals and target intervention, as appropriate.

We will continue to monitor the engagement of all our pupils in their learning, with a particular focus on pupils who live in SIMD 1 and 2 and/or receive Free School Meals and target intervention, as appropriate.

Through our The Cost of the School Day position statement, we actively seek ways to reduce the financial impact of planned school events.

All stakeholders were consulted on the spend of our Participatory Budget and voted to improve outdoor learning experiences and purchase outdoor learning equipment. Targeted pupils benefited from planned experiences delivered by an external provider in partnership with members of our own teaching and support staff.

### **Progress and Impact**

#### **What difference did we see? What did we achieve?**

Our data shows that since session 2018-2019, we have reduced the poverty related attainment gap in all areas of Literacy and in Numeracy.

The use of Participatory Budgeting ensured that targeted pupils demonstrated improvements in their wellbeing, resilience, social skills, team work, ability to build positive relationships with others and play safely.

It should be noted that significant staff absence due to COVID-19 has impacted on the progress and impact of our Equity interventions.

#### **Next Step(s) to inform SIP for 2022/2023:**

- ✓ Reduce the poverty related attainment gap in Literacy and Numeracy through the use of targeted interventions for pupils who are not achieving expected levels of attainment
- ✓ Whole school reading gap will have reduced by 5%
- ✓ Whole school numeracy gap will have reduced by 3%
- ✓ Continue to support our most vulnerable pupils within the Neuk using a range of interventions, including Nurture sessions, Drawing and Talking and Advanced Drawing and Talking.
- ✓ Continue to work on enhancing the involvement of parents/carers of identified pupils in nurture activities and play based interventions, with the aim of positively influencing the health and wellbeing of these pupils and their families.
- ✓ Continue to ensure pupils benefit from interventions identified through stakeholder consultation (Participatory Budgeting).
- ✓ Maintain a continued focus in Cost of the School Day in session 2022-2023 and introduce a Cost of the School Day policy.