

MOSSNEUK PRIMARY SCHOOL AND NURSERY CLASS

STANDARDS AND QUALITY REPORT 2023-2024
AND
SCHOOL IMPROVEMENT PLAN 2024-2025

GROWING TO LEARN, LEARNING TO GROW



OUR VISION AND VALUES



Throughout our school and nursery class we aim to provide a happy, supportive, nurturing and caring environment where children enjoy learning and are encouraged and motivated to develop skills which help them reach their potential and be the best they can be.

Our **ethos** is firmly built on our vision

Growing to Learn, Learning to Grow.

Following stakeholder consultation during Session 2022-2023, our newly revised **values** **Creative**, **Trust**, **Kind**, **Inclusive** and **Teamwork** were created and these are embedded in the life of our school.

Our **aims** are to

- provide a vibrant, pupil centred, stimulating environment where pupils flourish
- work together to foster a wide range of partnerships
- ensure every child's needs are respected and supported and their individuality is valued
- give each child the confidence and passion to embark on their own learning journey, providing knowledge, skills and experiences which inspire life long learning
- promote and celebrate each child's individual achievements
- ensure that every child feels safe and valued, by providing nurture and support.



GROWING TO LEARN, LEARNING TO GROW

A MESSAGE FROM OUR HEAD TEACHER



I am delighted to share with you with our Standards and Quality Report for Session 2023-2024.

This report tells you more about our strengths and the work we have undertaken to maintain our high standards. It also sets out our priorities for future improvement in Session 2024-2025.

OUR CONTEXT

Mossneuk Primary School and Nursery Class is a non-denominational school, within the Duncanrig Learning Community, situated in the Mossneuk area of East Kilbride.

Our current school roll is 470 pupils over 17 classes. We also have a Nursery Class for 3-5 year olds which caters for approximately 50 children.

With **LEARNING** at the heart of everything we do, our revised values of **INCLUSIVE, TRUST, KIND, CREATIVE** and **TEAMWORK** help to build the very positive and welcoming ethos within our school.

Our **VISION**, “**Growing to Learn, Learning to Grow**”, is embedded in all areas of school life and our **AIMS** ensure that we are considering the learning, health and wellbeing and future ambitions of all our children.

Our children, families and staff are very proud of our school and the learning opportunities and experiences we provide. We have high expectations and our children are at the centre of our high quality learning and teaching.

Partnerships with all our stakeholders are central to achieving our aims and we work hard together to provide a rich and stimulating education for all our children.



OUR 2023-2024 SUCCESSES AND ACHIEVEMENTS

WE ACHIEVED OUR CORE READING SCHOOLS AWARD.

A GROUP OF PRIMARY 7 PUPILS GAINED THEIR YOUNG STEM LEADER AWARD.

WE PERFORMED OUR FIRST SCHOOL SHOW, CINDERELLA ROCKERFELLA, SINCE THE PANDEMIC AND IT WAS A SELL OUT!



WE PARTICIPATED AND ENJOYED SUCCESS IN A RANGE OF SPORTING ACTIVITIES INCLUDING FOOTBALL, NETBALL, CROSS COUNTRY AND ATHLETICS.

OUR BOYS AND GIRLS FOOTBALL TEAMS WON THE EAST KILBRIDE AND STRATHAVEN SCHOOLS FOOTBALL TOURNAMENT.



NINE PUPILS GAINED A SILVER AWARD IN THE SMC PRIMARY MATHS CHALLENGE.

OUR POSITIVE NURSERY CLASS CARE INSPECTORATE REPORT HIGHLIGHTED A NUMBER OF KEY STRENGTHS.

ALL OUR P1-7 CHILDREN WERE A MEMBER OF A PUPIL LEADERSHIP GROUP TAKING FORWARD A WHOLE RANGE OF EXCITING INITIATIVES ACROSS OUR SCHOOL.

THREE CHILDREN WERE WINNERS IN THE SOUTH LANARKSHIRE ROAD SAFETY CALENDAR COMPETITION: 1ST PLACE P1/2, 2ND PLACE P5/6, 2ND PLACE P7 AND 13 PUPILS ACROSS THE SCHOOL WERE HIGHLY COMMENDED.

GROWING TO LEARN, LEARNING TO GROW

MOSSNEUK PRIMARY SCHOOL AND NURSERY CLASS

SCHOOL IMPROVEMENT PLAN 2023-2024



STRATEGIC PRIORITY 1 RAISING ATTAINMENT

Embark on Improving Our Schools (IOS) – raise attainment in Reading through high quality self evaluation at classroom level using data informed targeted interventions.

Continue to develop a reading culture for our whole school community to raise attainment across the curriculum – Reading Schools (Core/Silver)

Continue to raise attainment in Writing across the Duncanrig Learning Community by improving teacher confidence in making robust, moderated and evidence based professional judgements.



STRATEGIC PRIORITY 2 CURRICULUM

Embed the school's vision, values and aims and work collaboratively with the school community to continue to develop a curriculum rationale.

Introduce approaches to track pupil progress in Social Studies.

Use a range of evidence to inform future planning and learning and teaching strategies to raise attainment in Social Studies.



STRATEGIC PRIORITY 3 HEALTH AND WELLBEING

Continue to develop a strategic approach to health and wellbeing which reflects the UNCRC and supports improvements in pupils' wellbeing and build positive relationships with all stakeholders.

Further develop opportunities for Pupil Leadership and actively Promote Pupil Voice to increase pupil engagement in school improvement and promote wider achievement.



STRATEGIC PRIORITY 4 EQUITY AND EXCELLENCE

Continue to reduce the poverty related gap in Literacy and Numeracy.

Continue to support our most vulnerable pupils using a range of targeted interventions.

Continue to monitor the attendance and engagement 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.

Maintain a continued focus on Cost of the School Day in session 2023-2024 and introduce a Cost of the School Day policy.



STRATEGIC PRIORITY 1 RAISING ATTAINMENT

Embark on Improving Our Schools (IOS) – raise attainment in Reading through high quality self evaluation at classroom level using data informed targeted interventions.

Progress and Impact

- Combined levels of attainment in Reading across P1/4/7 increased during Session 2023-2024.
- All teaching staff increased their confidence in the use of their class data to raise attainment through planning appropriate interventions to support and challenge learners in Reading.
- All teaching staff engaged in professional dialogue and focused CLPL sessions to develop their use of effective questioning.
- Three members of teaching staff (Early, First and Second Level) were identified as Challenge Leaders of Learning (CLOLs).
- Self evaluation data gathered throughout the session indicated that almost all staff agreed that their use of questioning was more effective and had impacted positively on children's attainment.
- Assessment data gathered at class level indicated that improvements in the use of effective questioning, including a renewed focus on the use of AIFL strategies and the introduction of retrieval practice had raised attainment in all classes.
- A Learning, Teaching and Assessment Policy was written in consultation with staff, pupils and parents and will be reviewed on an annual basis, to reflect local and national developments.
- A blueprint for What makes an excellent Mossneuk Lesson has been developed and is ready for launch in Session 2024-2025.

Next Steps

- All staff will demonstrate increased confidence when using data to discuss pupil performance with a focus on the identification of one feature of Highly Effective Practice (effective feedback) in Numeracy and Mathematics.
- targeted interventions in Numeracy and Mathematics will have raised attainment for identified learners in all classes.
- All staff will have developed skill, knowledge and confidence in the use of effective feedback in Numeracy and Mathematics leading to raised attainment across the school.
- All learners will benefit from the use of effective feedback leading to an improved, shared understanding of their next steps, leading to raised attainment across the school.
- Combined levels of attainment in Numeracy will increase.



STRATEGIC PRIORITY 1 RAISING ATTAINMENT – CONTINUED

Continue to develop a reading culture for our whole school community to raise attainment across the curriculum – Reading Schools (Core/Silver)

Progress and Impact

- Identified staff members and 76 pupils from across the school (Junior Reading Group, Senior Reading Group, Young Leaders of Learning) were actively involved in developing our whole school reading culture.
- The Reading group was successful in their bid for £500 from Reading Schools and a book bundle from Twinkl. They were also successful in motivating parents to donate to a reading legacy fund, which will be utilised in Session 2024-2025.
- The Young Leaders of Learning and pupils from the Junior and Senior Reading Leadership Groups have led whole school assemblies. They have also planned and delivered whole school events during Book Week Scotland 2023, World Book Day 2024 and organised other challenges throughout the session to promote reading for pleasure, including a competition to create a class library/cosy reading area in all classrooms.
- 36 senior pupils are involved in Paired Reading with younger pupils with 36 P2 and P3 pupils.
- Staff have engaged in professional dialogue and sharing of good practice. They have also been signposted to and engaged with relevant CLPL, e.g. Scottish Book Trust, FLIPP Training and one member of staff participated in the SLC OU/UKLA Teachers Reading Group.
- In order to provide opportunities for parental involvement in building our reading culture, all families have access to Oxford Reading Buddy which is used to supplement in class teaching and provide digital access to books from home. All families have been provided with information on their local library services and information on Borrowbox digital library service. School/ Class newsletters highlight the reading programmes and activities on offer at school and suggest ways families can support their child's reading at home.
- Identified staff and members of the Senior Reading Leadership Group led by the Head Teacher presented a CLPL session in April 2024 to staff from across SLC on Learner Participation to share our good practice.
- Reading Schools Accreditation (Core) was achieved in June 2024 and work is underway to achieve a Silver Award. Silver Action Plan submitted – June 2024.

Next Steps

- Continue to develop our reading culture and promote reading for enjoyment through Reading Schools accreditation (Silver).
- By June 2025 Reading Schools Accreditation will have been achieved (Silver) and work will be underway to achieve Reading Schools Accreditation (Gold)



STRATEGIC PRIORITY 1 RAISING ATTAINMENT – CONTINUED

Continue to raise attainment in Writing across the Duncanrig Learning Community by improving teacher confidence in making robust, moderated and evidence based professional judgements.

Progress and Impact

- Moderation activity at Learning Community Level on INSET 3 and a LC CAT in February 2024 continued to have a significant impact on staff's understanding of achievement of a level and increased their confidence in their professional judgments activity, with 98% of respondents to a Learning Community consultation agreeing that the professional dialogue which took place at both session was beneficial.
- By June 2024, 97% of those who responded to a Learning Community consultation said that their confidence in their professional judgement had improved.
- Materials produced by the Learning Community Writing Improvement Group were very useful to support moderation activity and promote professional dialogue. 100% of staff who responded to the Learning Community consultation agreed.
- A continued focus on moderation at school and Learning Community Level will continue next session.

Next Steps

- In Mossneuk, there will be a focus on ensuring high quality evidence of writing at all stages and on continued moderation activity to ensure a shared understanding of achievement of a level.



STRATEGIC PRIORITY 2 CURRICULUM

Embed the school's vision, values and aims and work collaboratively with the school community to continue to develop a curriculum rationale.

Progress and Impact

- Our revised, vision, values and aims were launched in August 2023 and were communicated to the whole school community and displayed throughout the school, school website, twitter and other communication. (Aug/Sept 2023)
- Identified members of staff led by the Head Teacher researched current practice that reflects the four capacities, the four contexts for learning and the principles of curriculum design.
- Opportunities for professional dialogue, sharing of practice and engagement for all staff, in the design and development of our curriculum rationale were provided at INSET 4. Pupils' views were reflected in the development of our curriculum rationale through the involvement of the young Leaders of Learning in February 2024 and Parental/stakeholder involvement to support the development of our Curriculum Rationale was facilitated at a Parent Council meeting in January 2024 and throughout the remainder of the session.
- A Curriculum Rationale (February 2024) was written in consultation with staff, children, parents and carers, will be reviewed on an annual basis, to reflect local and national developments and will be shared with all stakeholders.

Next Steps

- Ensure our Curriculum Rationale (Feb 2024) is shared with all stakeholders
- By February 2025 an annual review of Curriculum Rationale will take place and any updates shared with all stakeholders.
- Throughout the Session we will continue to ensure our vision, refreshed values and aims are shared with all stakeholders.



STRATEGIC PRIORITY 2 CURRICULUM - CONTINUED

Introduce approaches to track pupil progress in Social Studies.

Use a range of evidence to inform future planning and learning and teaching strategies to raise attainment in Social Studies.

Progress and Impact

- Our self evaluation highlighted a need to refresh our approach to skills-based learning and the teaching of social studies in line with the Refreshed Narrative on Scotland's curriculum.
- HT researched SLC's approach to IDL and Inquiry-based learning and the SLC Skills Framework and engaged with CQIS staff.
- One P6 class trialled a child led Inquiry based learning experience in May 2024 and this has sparked the interest of a number of staff across the school which has led to this being included as a priority in next session's SIP.
- Following input at INSET 3, and subsequent self-evaluation, there is a need for further work to improve staff confidence to make evidence based, moderated judgements about pupil progress in Social Studies and use these to track pupils' progress and raise attainment.

Next Steps

- By September 2024, introduce revised SLC Social Studies progression pathways and use these to track pupil progress and raise attainment
- By June 2025, all teaching staff will make confident evidence-based, moderated judgements about pupil progress in Social Studies and use these to track pupils' progress and raise attainment.
- By June 2025 our whole school approach to IDL and inquiry based learning will take account of the four capacities, the four contexts for learning, the principles of curriculum design and will reflect the uniqueness of our setting.
- By June 2025 our whole school approach to IDL and inquiry based learning will ensure clear links to the SLC Skills Framework.



STRATEGIC PRIORITY 3 HEALTH AND WELLBEING

Continue to develop a strategic approach to health and wellbeing which reflects the UNCRC and supports improvements in pupils' wellbeing and build positive relationships with all stakeholders.

Progress and Impact

- Glasgow Motivation and Wellbeing Profile (GMWP) was introduced by teaching staff to children in P3-7 in February 2024.
- Most identified children benefited from class-based interventions, with a small number of children benefiting from more targeted interventions, e.g. Drawing and talking, Forest School and counselling.
- The Neuk continues to be recognised 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.
- A very small number of children benefited from more targeted, bespoke support to help them attend and/or remain in school.
- Revised Health and Wellbeing framework, planning and resources was trialled in some classes between April-June 2024.
- Identified staff along with the Junior and Senior Rights Pupil Leadership groups ensured that the Right of the Month was given a greater focus and they used Earth Day to highlight the Global Goals, presenting at Assemblies to raise the profile of these with all classes.
- Work has begun to refresh the Playground Charter and will continue in Session 2024-2025.
- Rights based Learning, which reflects the UNCRC, is included within our Health and Wellbeing curriculum and revised Health and Wellbeing Framework.

Next Steps

- By June 2025, all staff will implement revised Health and Wellbeing Framework ensuring a progressive and coherent health and wellbeing programme is in place.
- An updated Health and Wellbeing overview will reflect all approaches in place to support and promote positive health and wellbeing, including rights-based learning.
- By September 2024, new Attachment Lead, Ambassador and Improvement Group members will be identified.
- All teaching, early years and support staff will have been trained emotional regulation and de-escalation strategies (Emotion Coaching)
- The use of the GMWP tool to track pupil wellbeing will show improvements as a result of whole class and targeted interventions.
- All stakeholders will have a clear understanding of how the school supports wellbeing through the introduction of our whole school Nurture Rationale and revised Relationships Policy.
- We will work towards SLC Attachment Accreditation. Pledge 1 - Act to Make a Difference will be achieved.



STRATEGIC PRIORITY 4 EQUITY AND EXCELLENCE

Continue to reduce the poverty related gap in Literacy and Numeracy.

Continue to support our most vulnerable pupils using a range of targeted interventions.

Continue to monitor the attendance and engagement 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.

Maintain a continued focus on Cost of the School Day in session 2023-2024 and introduce a Cost of the School Day policy.

Progress and Impact

- From analysis of our data, the whole school reading gap has reduced.
- Our data analysis also tells us that the whole school Listening and Talking gap has reduced.
- However, from our self-evaluation and analysis of data over time, we know there is still a poverty related gap. This will be a particular focus throughout Session 2024-2025.
- Identified pupils across the school benefited from interventions which have improved their wellbeing and ability to access learning.
- Although our attendance levels are above the National and SLC levels, there is a poverty related gap and reducing this gap will be particular focus throughout Session 2024-2025.
- We have maintained a continued focus on the Cost of the School Day and strategies are in place to reduce the financial impact of both planned school and Parent Council events. All school excursions are subsidised using money raised by the Parent Council or other fundraising. We are waiting for further guidance from SLC before introducing a Cost of the School Day policy.
- We have continued to include pupil voice by involving the Equity Pupil Leadership Group in decision making regarding the Cost of the School day and their active involvement in the use of Participatory Budgeting.
- Following consultation with all stakeholders, play based learning, indoor and outdoor, was identified as an area for improvement using 10% of Pupil Equity Funding (Participatory Budgeting). Additional Playground resources were purchased and introduced throughout the session, with a focus on P1 and P2. More large block play was purchased and continues to be very well used by pupils at all stages and provided opportunities for children to demonstrate creativity, turn taking and team work skills when playing with children from other classes and stages. Primary 1 continue to develop their approaches to play based learning and benefited from the purchase of additional resources to enhance play-based learning experiences. Resources have been purchased to extend these approaches in P2 and P3 and this will continue next session.



STRATEGIC PRIORITY 4 EQUITY AND EXCELLENCE

Next Steps

- Our whole school Numeracy gap will have reduced.
- Our whole school Writing gap will have reduced.
- Our attendance data tells us that there is a need to continue to monitor the attendance and engagement 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 interventions, as appropriate.
- Maintain a continued focus on Cost of the School Day in session 2024-2025 and introduce a Cost of the School Day policy.
- Continue to ensure stakeholder consultation and use of 5% of Pupil Equity Funding (Participatory Budgeting) has a positive impact on pupils' wellbeing and access to learning experiences.

By June 2025,

- Identified pupils will benefit from targeted interventions which will have raised attainment in Numeracy.
- Identified pupils will benefit from targeted interventions which will have raised attainment in Writing.
- All pupils who live in SIMD 1 and 2 and/or receive Free School Meals will demonstrate improved attendance and engagement.
- All stakeholders are aware of the Cost of the School Day Policy and support and strategies are in place to reduce the financial impact of planned school events.
- Identified pupils will benefit from Participatory Budgeting intervention, following stakeholder consultation, which will have improved their wellbeing and ability to access learning experiences.



Attainment



Through rigorous self evaluation target one feature of Highly Effective Practice at the end of Session 2023-2024 to raise attainment in Numeracy through the use of data informed targeted interventions.

Continue to develop a reading culture for our whole school community to raise attainment across the Curriculum – Reading Schools (Silver)

Improve Transitions across the Duncanrig Learning Community from Early Years to P1 and from P7 to S1 – See LC Plan
Embed approaches to raise attainment in Writing across the Duncanrig Learning Community – see LC Plan

Curriculum -

Interdisciplinary learning



Develop our whole school approach to interdisciplinary learning through inquiry based learning to raise attainment and improve learners' skills for Learning, Life and Work.

Introduce revised SLC Social Studies progression pathways and use these to track pupil progress and raise attainment

Health and wellbeing



Ensure a progressive and coherent Health and Wellbeing programme is in place to promote positive health and wellbeing, including rights-based learning.

Continue to further develop the approaches in place in school to deliver Attachment Informed, Trauma Sensitive Practice across all stages.

Continuing to work towards GOLD Rights Respecting Schools re-accreditation and improve awareness and understanding of all aspects of Rights, Equalities and Sustainability for all stakeholders.

Equity and Excellence



Continue to reduce the poverty related gap in Literacy and Numeracy.

Continue to monitor the attendance and engagement 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 interventions, as appropriate.

Maintain a continued focus on Cost of the School Day in session 2024-2025 and introduce a Cost of the School Day policy.

Continue to ensure stakeholder consultation and use of 5% of Pupil Equity Funding (Participatory Budgeting) has a positive impact on pupils' wellbeing and access to learning experiences.

