

# MOSSNEUK PRIMARY SCHOOL AND NURSERY CLASS

STANDARDS AND QUALITY REPORT 2024-  
2025  
AND  
SCHOOL IMPROVEMENT PLAN 2025-2026

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.



# A MESSAGE FROM OUR HEAD TEACHER



I am delighted to share with you with  
our Standards and Quality Report for Session 2024-2025.  
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 2025-2026

## 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 442 pupils over 16 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 2024-2025 SUCCESSES AND ACHIEVEMENTS



WE WERE THE FIRST SCHOOL IN SOUTH LANARKSHIRE COUNCIL TO ACHIEVE THE NEW SLC RIGHTS MADE REAL AWARD.



WE PERFORMED OUR A SELL OUT SCHOOL SHOW, ALADDIN, IN APRIL 2025.



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

THREE PUPILS FROM P6 AND P7 GAINED A SILVER AWARD IN THE SMC PRIMARY MATHS CHALLENGE. ANOTHER 18 PUPILS ACHIEVED A BRONZE AWARD.

OUR SPORTS PUPIL LEADERSHIP GROUP HELD A HIGHLY SUCCESSFUL FUNDRAISER IN FEBRUARY 2025. THE MOSSNEUK SPONSORED PARK RUN RAISED OVER £11000 AND THIS FUNDING WILL BE USED TO PURCHASE BOTH CURRICULAR AND EXTRA-CURRICULAR PE RESOURCES.

ONE OF OUR P7 PUPILS CAME 2ND IN THE SOUTH LANARKSHIRE COUNCIL ROAD SAFETY CALENDAR COMPETITION FOR PRIMARY 7.

OUR PARENT COUNCIL ENGAGED IN A STAKEHOLDER CONSULTATION AND LAUNCHED A NEW NAME AND INSPIRING TAGLINE. THEY WILL BE KNOWN AS THE MOSSNEUK FAMILY PARTNERSHIP: EVERY VOICE MATTERS, TOGETHER WE GROW!

FOUR PUPILS REPRESENTED MOSSNEUK AT THE EAST KILBRIDE ROTARY CLUB BURNS COMPETITION IN MARCH 2025.

AS PART OF OUR WHOLE SCHOOL FOCUS ON STEM, WE OFFERED OUR FAMILIES THE VERY EXCITING OPPORTUNITY TO VISIT WHITELEE WINDFARM AT NIGHT TO UNDERTAKE SOME STARGAZING!

WE ACHIEVED OUR SILVER READING SCHOOLS AWARD.



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# Mossneuk Primary School and Nursery Class

## OUR IMPROVEMENT PRIORITIES 2024-2025



### 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.





# STRATEGIC PRIORITY 1 ATTAINMENT

What did we set out to do?

Raise attainment in numeracy through the use of highly effective feedback.  
Continue to develop our reading culture and gain SILVER Reading Schools Accreditation.

## Numeracy

### Progress and Impact

- Combined levels of attainment in Numeracy across P1/4/7 increased during Session 2024-2025.
- All teaching staff were trained in the continued use of data informed targeted interventions.
- All teaching staff engaged in professional learning to explore the use of effective feedback as a feature of highly effective practice.
- All teaching staff delivered targeted interventions for identified learners.
- Almost all teaching staff agreed that their use of feedback and in particular individual, verbal, in the moment' feedback was most effective and had impacted positively on learners' attainment.

### Next Steps

- Although our combined levels of attainment in Numeracy and Mathematics have increased we want to continue to improve progress and attainment levels in numeracy and mathematics for learners through high quality learning, teaching and assessment approaches developed through the professional learning materials of the SLC VCPA (Verbal, Concrete, Pictorial, Abstract) Professional Learning offer.
- Staff consultation and SLT monitoring of teachers' planning throughout Session 2024/25 also highlights a need to revise our planning and assessment of Numeracy and Mathematics to improve staff understanding of progression within and across levels to ensure appropriate progression, pace and challenge for all learners.

## Reading Schools Accreditation

### Progress and Impact

- Identified staff members and members of the Junior and Senior Reading Pupil leadership Groups were actively involved in developing our whole school reading culture.
- Silver Reading Schools award was achieved in April 2025 and work is underway to achieve GOLD in Session 2025-2026.
- Teaching Staff have also commented that via book gifting and reading displays made possible by the Reading Legacy Fund established in Session 2023-2024 their awareness of literature on offer has also increased.

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## STRATEGIC PRIORITY 1 ATTAINMENT – CONTINUED

### Progress and Impact – continued

- Work is ongoing to refresh the Senior and Junior libraries, including new seating, furniture and book boxes for the picture books in the Senior Library.
- The school Breakfast Club now benefits from a bookcase on wheels to provide access to reading material and promote reading for pleasure.
- Mrs Taylor and the Senior Reading Pupil Leadership Group led Lunchtime Reading clubs throughout the session and these were well attended by P1-3 learners.
- There were high levels of parental involvement and engagement in whole school events organised for Book Week Scotland and World Book Day. Mystery readers invited to attend P1-3 classes and P4-7 book-nics took place on World Book Day.
- All learners were invited to participate in a Reading Mascot competition. Our Mossneuk Reading Mascot is now in place – Rory the Reading Rhino.
- Reading Schools Book stalls organised by Mrs Jackson at both the Christmas and Summer Fayres were very popular and raised the profile of our whole school reading culture in the community.
- Mrs Taylor was shortlisted for the Scottish Book Trust Reading Champion Awards due to her ongoing commitment to creating a reading culture in Mossneuk and for working with all stakeholders to achieve Reading Schools accreditation.

### Next Steps

- Having achieved SILVER, we will continue to develop our reading culture and promote reading for enjoyment through Reading Schools and by June 2026, Reading Schools Accreditation will have been achieved (GOLD).



# STRATEGIC PRIORITY 2 CURRICULUM – INTERDISCIPLINARY LEARNING

Introduce a whole school approach to inquiry based learning.

What did we set out to do?

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.

## Progress and Impact

- Revised SLC Social Studies progression pathways were in use from start of session 2024-2025.
- All teaching staff attended professional learning: An Introduction to Inquiry Based Learning in September 2024.
- By June 2025, all teaching staff had planned, implemented and evaluated at least one project based Inquiry learning project, following the Inquiry Cycle.
- Our learners have been very positive about the developments in project based inquiry learning and 72% tell us they enjoyed using a Big Question approach in Social Studies.
- Parents were made aware of Inquiry learning at Parent Council meetings and through school newsletters. In addition, Class assemblies and Showcases of Learning often focused on project based inquiry learning and provided parents with an opportunity to find out more about the use of the inquiry cycle in motivating and engaging learners.

## Next Steps

- From our self evaluation, we know that we need to continue to develop this practice further in order to provide meaningful opportunities for learners to lead their own learning and take ownership of a skills based approach.
- Our conversations with, and observations of, learners also tells us that we need to ensure that learners understand the features of the inquiry cycle and have meaningful opportunities to evidence their skills development.
- Staff tell us they would welcome opportunities to engage in more professional learning, including professional reading and professional dialogue with colleagues to further develop inquiry approaches, improve engagement and provide more opportunities for learners to lead their learning and evidence their skills development.
- Teaching staff have also indicated that more opportunities for moderation would impact positively on their confidence in their professional judgement of achievement of a level in Social Studies.
- By June 2026 our whole school approach to IDL and inquiry learning will be further developed and shared with all stakeholders.

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## STRATEGIC PRIORITY 3 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

What did we set out to do?

Ensure 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.

### Progress and Impact

- All staff have engaged with planning which reflects our revised Health and Wellbeing Framework.
- A staff group worked collaboratively to further develop the framework to ensure easy access to resources for staff and learners.
- PE resources have been organised by the staff group and the Sports Pupil Leadership Group and gaps identified.
- As a result of the significant investment required to purchase new PE resources, the SIP group and the Sports Pupil Leadership Group held a highly successful fundraiser in February 2025.
- The Mossneuk Sponsored Park Run raised over £11000 and was very well supported by our learners, their families and the wider Mossneuk community. This funding will be used to purchase both curricular and extra-curricular PE resources ready for use at the beginning of Session 2025-2026.
- The Health and Wellbeing overview is updated regularly to reflect all approaches in place to support and promote positive health and wellbeing, including rights-based learning and this will be ongoing next session.



## STRATEGIC PRIORITY 3 HEALTH AND WELLBEING – CONTINUED

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

What did we set out to do?

All teaching and support staff will have been trained in emotional regulation and de-escalation strategies (Emotion Coaching).

The use of the GMWB tool to track pupil wellbeing will show improvements as a result of whole class and targeted interventions.

Parents, carers, staff and pupils and pupils have a clear understanding of how the school supports wellbeing through the introduction of our whole school Nurture Rationale and revised Relationships Policy.

Work towards SLC Attachment Accreditation. Pledge 1 – Act to Make a Difference will be achieved.

### Progress and Impact

- All early years, teaching and support staff were trained in Emotion Coaching on INSET 2, with a follow-up session from the Educational Psychologist on INSET 3.
- The Attachment Ambassadors, a Pupil Leadership Group, was established in November 2024.
- The use of the GMWB tool to track wellbeing was identified by staff as a next step and will be taken forward in Session 2025-2026.
- Attachment Ambassador (Mrs Reilly) led staff training on Attachment on INSET 3 with a view to achieving SLC Attachment Accreditation.
- Attachment Lead, DHT (AJ) attended Circle Framework Training on INSET 3 and has used this resource with identified staff to develop inclusive classroom environments for some of our most vulnerable learners.
- Regular Nurture Assemblies throughout the year were led by DHT, Mrs Johnstone, focusing on each principle with follow up tasks/discussions in classes.
- Our Pupil Council led by Mrs Rodger, used HGIourSchool, as a self-evaluation tool, to gather pupils' views on relationships across the school, to identify strengths and next steps.
- Almost all early years, teaching and support staff attended De-escalation and Crisis Management training on INSET 5.
- Our first Pledge was submitted in May 2025, however, some additional evidence was requested before Pledge 1 – Act to Make a Difference can be achieved and we can begin work towards achieving two more pledges in Session 2025-2026.
- We know from our consultations with stakeholders that finalising our Relationships Policy and developing and launching our whole school Nurture Rationale will ensure all stakeholders have a clear understanding of how the school supports wellbeing.



## STRATEGIC PRIORITY 3 HEALTH AND WELLBEING – CONTINUED

### Next Steps

- From our self evaluation we know that we have made good progress in supporting children's wellbeing through an attachment informed lens to take account of the changing needs of our learners. There is a need to continue to develop this further to ensure a consistent approach across the school to ensure the inclusion of all learners.
- Targeted nurturing and attachment interventions will support our most vulnerable learners (The Neuk).
- We know from our consultations with stakeholders that there is still work to do in ensuring all stakeholders have a clear understanding of how the school supports wellbeing, with a particular focus on Nurture and Attachment.
- We will continue to work towards SLC Attachment Accreditation this session.

Continue 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.

What did we set out to do?

Almost all stakeholders will be aware of the UNCRC and children's rights.

Continue work towards GOLD UNCRC Rights Respecting Schools re-accreditation, including a focus on equalities and sustainability, through the further development of Right of the Month, introduce Global Goal of the Month and revise and launch an updated Playground charter which reflects the refreshed school values.

### Progress and Impact

- A Rights Pupil Steering group was established in September 2024 and is led by our Rights Based Learning Coordinator (PT, Mr Kemp).
- A Parental Questionnaire was issued in December 2024 and indicated that most parents were aware of the UNCRC and the legislation in place in Scotland, however, some parents indicated that they didn't know very much about rights-based learning.
- A Rights Newsletter was developed by the SIP and Pupil Steering Group and issued in June 2025. This will be further developed next session and issued termly.
- A Parent and Carer Information Session was led by the Rights Pupil Steering Group in March 2025.

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## STRATEGIC PRIORITY 3 HEALTH AND WELLBEING – CONTINUED

- All teaching staff have a well-developed knowledge and understanding of the UNCRC and Global Goals.
- Rights based language is embedded across the school and links in clearly with our values, rules and ethos.
- All learners are actively involved in Pupil Leadership Groups, including the Rights Pupil Steering Group, Communities Groups and Charities Groups.
- A competition was held involving learners at all stages and an updated Playground Charter which reflects the refreshed school values was launched in January 2025. Banners are in place in the playground to ensure all stakeholders are aware of the refreshed Playground Charter. The Dinner Hall charter was also updated in consultation with pupils during this session.
- A New Rights in Mossneuk logo was created by members of the Rights Pupil Steering Group and is on display in the front entrance hall and on displays in the main corridor.
- In April 2025, Mossneuk become the first SLC school to receive SLC Rights Made Real accreditation.

### Next Steps

- We have made very good progress in ensuring that our curriculum reflects United Nations Convention on the Rights of the Child (Incorporation) (Scotland) Act 2024. We now plan to ensure that our shared commitment to rights based learning remains high profile across our whole school community, reflects our vision, values and ethos and that teaching through children's rights permeates learning across a range of curricular areas.



## STRATEGIC PRIORITY 4 EQUITY AND EXCELLENCE

### What did we set out to do?

- Continue to reduce the poverty related gap in Literacy and Numeracy.
- Continue to monitor the attendance and engagement of all our pupils.
- 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.

### Progress and Impact

- Our data tells us that the whole school numeracy and writing gaps have increased. Unfortunately, 2 long term absences had a significant impact on staffing and meant that the teacher identified to provide targeted support was providing class cover.
- We hosted You+Me Numeracy workshops in February and March 2026 with a focus on learners in P2 and P3. 100% of parents who attended felt that after completing You+Me they were more confident at supporting their child at home. In addition, parents spoke very positively about having opportunities to work with their child in school, with support from a class teacher. 100% of the parents and carers who attended said they would recommend the You+Me programme to other parents and carers.
- Our attendance levels are above the National and SLC levels. We have been able to reduce the gap in some stages but we know there are gaps at other stages. We will work with parents and carers to reduce these gaps next session.
- 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. Our Cost of the School Day policy was finalised and shared with all stakeholders and published on our website in October 2024. We continue to signpost parents and carers to appropriate financial supports, where required.
- Following consultation with all stakeholders, outdoor learning and experiences, was identified as an area for improvement using 5% of Pupil Equity Funding (Participatory Budgeting). 24 identified learners from P4-7 benefit from an Outdoor Learning experience at Wiston Lodge in February 2025.



## STRATEGIC PRIORITY 4 EQUITY AND EXCELLENCE

### Next Steps

- We will continue to work towards reducing the poverty related gaps in Numeracy and Writing.
- Our attendance data tells us that there is a need to continue to monitor the attendance and engagement of all our pupils. We will ensure all our stakeholders are aware of our Attendance Policy.
- We will maintain a continued focus on Cost of the School Day in session 2025-2026 to provide support for identified learners and their families. We will continue to ensure all stakeholders are aware of our Cost of the School Day policy.
- We will continue to ensure stakeholder consultation and use of 5% of Pupil Equity Funding (Participatory Budgeting) so that identified pupils will benefit from targeted interventions which will improve their wellbeing and ability to access learning experiences.
- Positive feedback from the parents and carers who engaged with the You+Me Numeracy project during Session 2024-2025 means we will continue to involve and engage parents and carers and provide opportunities for them to develop the skills to support their children's learning in numeracy and mathematics.





# MOSSNEUK PRIMARY SCHOOL AND NURSERY CLASS

## SCHOOL IMPROVEMENT PLAN 2025-2026



### RAISING ATTAINMENT

Raise attainment in

- Numeracy through the use of VCPA
- Literacy through Reading Schools (GOLD)
- Embed approaches to raise attainment in Writing across the Duncanrig Learning Community – see LC Plan

### HEALTH AND WELLBEING

- Continue to support learners' Health and wellbeing through nurturing and attachment informed, trauma sensitive practices and a continued focus on Rights based learning.
- Improve P7-S1 transition through the introduction of a P7 Profile to support our learners to understand and articulate their achievements, skills, and learning – see LC Plan



### CURRICULUM

- Continue to develop our whole school approach to interdisciplinary learning through project-based inquiry learning.

### EQUITY AND EXCELLENCE

- Continue to reduce the poverty related gap in Numeracy and Writing.
- Continue to monitor the attendance and engagement of all our pupils, with a sharper focus on pupils in P3, 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
- Ensure consultation and use of 5% of Pupil Equity Funding (Participatory Budgeting) has a positive impact on pupils' wellbeing and access to learning experiences
- Continue to involve and engage parents and carers and provide opportunities for them to develop the skills to support their children's learning in numeracy and mathematics.

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