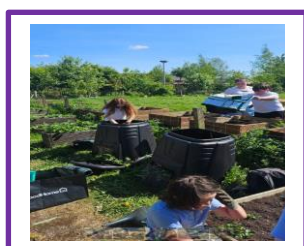




Mossvale Primary and ELCC



STANDARDS AND QUALITY REPORT

June 2026

This report will inform you of the school's progress and achievements in the last session and let you know about our plans for 2026-2027. I hope that you find it helpful and informative.

Carla Ferla
Head Teacher

- Participation Right 12 Be Listened to and have opinions heard
- Participation Right 15 Meet together and join groups
- Development Right 13 Get and share information
- Development Right 28 Free Primary Education

OUR SCHOOL

Mossvale Primary School and Early Learning and Childcare Class (ELCC) is a non-denominational establishment situated in Shortroods, Paisley. The school currently serves 188 primary-aged pupils and an Early Learning and Childcare Class with capacity for up to 48 children. The school is led by a dedicated leadership team comprising a Head Teacher, Depute Head Teacher and Principal Teacher, who work collaboratively to drive improvement and ensure positive outcomes for all learners. The school currently consists of nine primary classes and an Early Learning and Childcare Centre, providing a seamless learning journey from early years through to Primary 7.

Mossvale Primary School occupies a unique position within the local authority as it shares a campus with St James' Primary School and was the first joint campus in the United Kingdom when it opened in 1992. This longstanding partnership continues to provide valuable opportunities for collaboration, shared learning and community engagement.

The school has established strong and effective partnerships with families, community organisations and external agencies. These partnerships enhance learners' experiences and contribute to a nurturing, inclusive environment where children and young people are supported to achieve their full potential.

The school promotes a positive culture of high expectations, ambition, achievement and continuous improvement, underpinned by a growth mindset approach. Successes and achievements are recognised and celebrated regularly across the school community, fostering confidence, resilience and motivation in learners.

Equity, inclusion, wellbeing and anti-racism remain central to our vision and improvement agenda. These principles inform our approaches to learning and teaching, curriculum development and partnership working, ensuring that all children and families experience a culture of respect, belonging and high expectations. Through a range of inclusive practices, cultural learning opportunities and Rights Respecting Schools initiatives, we continue to promote diversity, challenge discrimination and support every learner to thrive and succeed.

OUR VISION, VALUES AND AIMS

Our Vision

At Mossvale Primary School and ELCC, we strive to ensure that every child achieves their full potential and becomes the best they can be.

Our Values

Our school community is guided by the following core values:

- **Positivity**
- **Respect**
- **Integrity**
- **Determination**
- **Equality**

Take **PRIDE** in ourselves, our school and our community

These values underpin our relationships, learning experiences and decision-making across the school and ELCC.

Our Aims

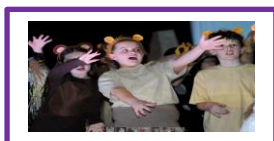
We aim to:

- To provide a positive and caring environment where everyone follows our values and are encouraged to do their best.
- To give children, parents and staff a strong voice which is always valued.
- To achieve the best outcomes for pupils and equip them with skills required to lead an active, healthy lifestyle with positive relationships.
- To actively involve children in their learning, encourage ambition and celebrate their achievements.

SUCCESSES AND ACHIEVEMENTS

Learning, Teaching and Achievement

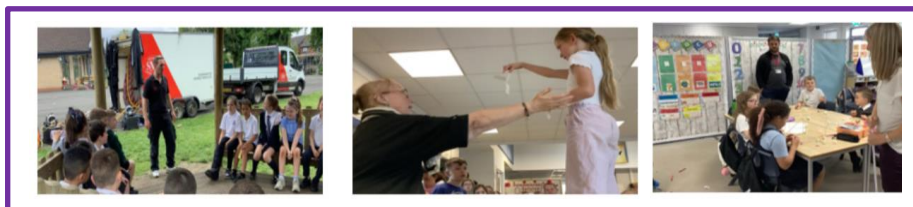
- Our Champion work, African Drumming and Expressive Arts partnerships significantly enhanced learners' cultural capital, creativity and confidence.
- The school was selected as one of only three establishments involved in the Cultural Champion program and practice from the Lion King project at Mossvale Primary School was discussed internationally through Scottish Opera's partnership with the Broadway team in New York.



- STEM opportunities were enhanced through participation in the Primary Engineer Awards and partnerships with EasyJet, UWS and industry professionals. Learners developed skills for learning, life and work while the school continued progress towards achieving the Education Scotland STEM Award.

"I've really enjoyed Stem committee. It has taught me some cool things like making a newspaper bridge, lava lamp and designing my own invention that could have made me a millionaire! My favourite part is getting to work as a team and doing lots of speaking."

Primary 6 Pupil



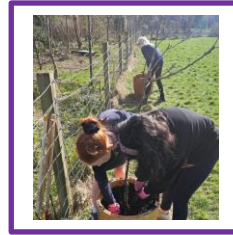
- Participation in competitions and enrichment activities, including Glasgow Airport's 60th anniversary competition, provided opportunities for learners to achieve and be recognised beyond the classroom, with two pupils successfully selected as winners.

Leadership of Change and Pupil Voice

- Learners demonstrated leadership through a wide range of committees, including Rights Respecting Schools, Play Leaders, Sports Leaders and enterprise initiatives. Children led

meaningful improvements across the school, including the development of a Playground Charter and wellbeing initiatives linked to emotional literacy.

- Children took ownership of the school garden through their work within the gardening committee. The produce they grew was then used at home with their families to create delicious meals.



- Primary 6 and Primary 7 learners successfully planned and delivered charitable and enterprise projects, raising funds for local foodbanks and school experiences while developing leadership, financial capability and understanding of global citizenship and poverty.
- Nursery children took ownership of enterprise projects linked to numeracy development, growing and selling produce and creating soup bags for families. Tracking data demonstrated improved understanding of money and real-life numeracy concepts.

Inclusion, Health and Wellbeing

- Partnerships with Rainbow Buddies, local charities and community organisations strengthened support for families experiencing financial hardship through access to food parcels, vouchers and seasonal support.
- Disability awareness workshops delivered through I Am Me Scotland and Rights Respecting Schools initiatives promoted inclusion, respect and understanding across the school community.
- Life Skills programs developed in response to pupil voice supported learners to build confidence, resilience and independence.

Family Learning and Community Engagement

- Family engagement was strengthened through autism workshops, family learning through music, Book Bug sessions, cultural celebrations, school performances, discos, Christmas Fayres and Sports Day.



- Parents played a leading role in nursery cultural celebrations, supporting the development of an inclusive environment where diversity is recognised and celebrated.
- Community partnerships enhanced learning opportunities through gardening projects, farm visits, intergenerational learning and local business engagement.

Early Learning and Childcare Centre (ELCC)

- Literacy outcomes were enhanced through participation in the Dolly Parton Imagination Library, Reading Schools Award and partnership working with St Andrew's High School, where senior pupils modelled reading behaviours and supported literacy development.

- Strong transitions were supported through an established Nursery–P7 buddy program and Primary 6 visits, ensuring children experienced continuity and confidence as they moved into Primary 1.
- Mossvale ELCC shared effective practice at local authority level, contributing to professional dialogue and improvement across settings.
- Intergenerational learning projects and family learning opportunities strengthened relationships, communication skills and children's sense of belonging within the wider community.

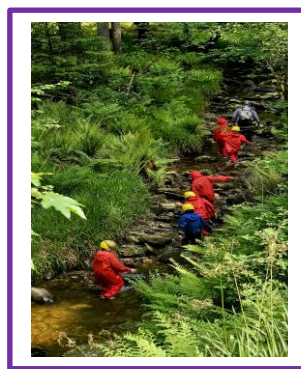


Wider Achievement and Partnerships

- Learners successfully represented the school through football, dodgeball, cricket and residential experiences, developing teamwork, resilience and confidence.
- Our Primary 5 and 6 Dodgeball Team achieved first place in the Renfrewshire Dodgeball competition in June 26.



Our Primary 7 children represented the school incredibly well demonstrating our Pride Values whilst on their residential trip to Ardentinnny.



'We learned to work better as a team and what our strengths are.'
'It helps to build your confidence and helps you overcome fears.'

Primary 7 Pupils

- Joint campus initiatives, including Faces of Belonging, World Cup celebrations, Christmas events, family learning programs and orienteering activities, further strengthened relationships across the campus and promoted inclusion and cultural understanding.



- Partnerships Chief Chebe, Cricket Scotland, local businesses, universities and community organisations significantly enriched the curriculum and expanded opportunities for all learners.

HOW SUCCESSFUL HAVE WE BEEN IN IMPROVING OUR SCHOOL?

Priority 1: Strengthen use of Curriculum for Excellence Benchmarks when planning for assessment and moderation across the Broad General Education (BGE) to raise attainment.

- Significant progress has been made in strengthening assessment and moderation practices across the school. Staff have worked collaboratively to ensure that Curriculum for Excellence Benchmarks are used consistently to plan learning, assess progress and identify next steps. This has resulted in improved attainment across literacy and numeracy, alongside increased confidence amongst staff in making professional judgements about children's progress.
- New core reading resources were introduced across Primary 1–3, supported by carefully planned word lists created by staff. This additional support has enabled teachers to meet learners' needs more effectively and has contributed to improved reading attainment across all three stages. Staff reported that the structured approach provided appropriate challenge and support for all children.
- Targeted reading interventions delivered by the Support for Learning Teacher led to improved outcomes across almost all stages from Primary 4–7. Notably, Primary 7 reading attainment increased by 13%. As a result of these targeted approaches and ongoing monitoring of progress, all classes demonstrated improvements in reading attainment.
- Family engagement in literacy remained a strength. The whole-school family reading event was attended by many parents and carers, who reported increased confidence in supporting reading at home.

"Amazing afternoon, great for parents to learn how to interact with their children at home in reading."

Parent of Primary 2 Pupil

"It was a very interesting and educational session, especially for parents."

Parent of a Primary 1 Pupil

- Writing attainment also improved through targeted support and professional learning for staff. Teachers engaged in professional development focused on improving writing instruction and raising expectations. Small groups of learners received additional support from the Support for Learning Teacher. This contributed to increased attainment in almost all classes, with Primary 6 writing attainment rising from 59% to 72%.

- Listening and talking was identified as a key area for improvement across the school. Classroom observations demonstrated increased teacher confidence in planning and delivering high-quality learning experiences that developed communication skills across the curriculum. Improvements were evident in attainment data, with Primary 2 increasing by 10% and Primary 3 increasing by 6%. Senior Leadership Team observations confirmed that almost all learners were engaged in their learning and could explain the purpose of their activities.
- To support improvement in numeracy, Primary 6 and 7 teachers developed the "Maths Playground" approach. This provided regular opportunities for learners to revisit and consolidate previous learning, helping to strengthen understanding and build confidence. The approach was recognised beyond the school and shared at the Renfrewshire Numeracy Champions Network. Classroom observations and pupil feedback highlighted increased learner confidence, independence and engagement in mathematics.
- Staff worked collaboratively to create high-quality assessments linked to interdisciplinary learning projects. These assessments ensured that Curriculum for Excellence Benchmarks were fully considered across learning experiences, providing children with broad and balanced opportunities to apply their skills in different contexts. Assessment materials were shared and moderated through cluster working, supporting greater consistency in professional judgements.
- Within the Early Learning and Childcare Centre, staff strengthened tracking, assessment and monitoring procedures to ensure children's progress was carefully measured against curricular expectations. Regular tracking meetings and analysis of assessment information enabled staff to identify next steps in learning and provide targeted support where required. Senior leaders monitored the quality of learning experiences and interactions, resulting in a 7% increase in literacy attainment and a 14% increase in numeracy attainment between November 2025 and February 2026. Children's progress was tracked across all curricular areas, with staff using this information to plan responsive learning experiences and interventions.
- Evidence from the Early Learning and Childcare Centre also demonstrated strong improvements in attainment over time. Literacy attainment increased from 75% to 79%, while numeracy showed the strongest improvement, increasing from 76% to 84%. There was also a significant reduction in the poverty-related attainment gap, particularly in numeracy, where the gap narrowed from 22% to 5%, demonstrating the positive impact of targeted support and effective use of assessment information to meet children's needs.

Overall attainment improved across the school, with increases in:

- Talking and Listening: +2%
- Reading: +3%
- Writing: +3%
- Numeracy: +2%

Priority 2: To meet the needs of all children in our school and be able to demonstrate progress for all children with a focus on Literacy, Numeracy and Health and Wellbeing.

- Throughout the session, the school continued to strengthen its approaches to identifying and meeting the needs of all learners. Staff focused on improving assessment, tracking and targeted support to ensure children made progress in literacy, numeracy and health and wellbeing, regardless of their starting points.
- A whole-school focus on the Nurture Principle, "Learning is understood developmentally," was supported through professional learning delivered by the Educational Psychologist

during an in-service day. This enhanced staff understanding of child development and the importance of planning learning experiences that meet children at their individual stage of development. As a result, staff reported increased confidence in adapting learning experiences and support strategies to meet a wide range of needs.

- Further professional learning was delivered jointly by the Educational Psychologist and Depute Head Teacher to support staff in embedding Learning Tracks within daily practice. The approach is now firmly established within the Early Learning and Childcare Centre and has successfully been extended into the primary school.
- To further support children's social development and wellbeing, the Educational Psychologist, Depute Head Teacher and Primary 2 and Primary 3 teachers introduced a Social Play Record. This provides measurable developmental milestones within social interaction and play, enabling staff to make informed professional judgements and plan targeted next steps. Parents and staff have reported noticeable improvements in children's confidence, social interactions and engagement with peers. The tool has also strengthened communication between home and school by providing a shared understanding of children's progress.
- Partnership working remained central to supporting children and families. A parent support group was established in partnership with Renfrewshire Rainbow Buddies, providing a weekly opportunity for parents of children with additional support needs to meet, share experiences and access advice. The group has created a valuable support network for families, helping parents feel less isolated and more confident in accessing support services. Families have reported that the opportunity to connect with others facing similar challenges has had a positive impact on wellbeing both at home and within school.
- Within the Early Learning and Childcare Centre, robust tracking and monitoring systems have continued to support early identification of need and effective intervention. Staff meet regularly to review children's progress in literacy, numeracy and health and wellbeing and use assessment information to plan targeted support. HM Inspectors recognised this strength, noting that practitioners work effectively to identify children requiring additional support and design interventions that enable all children, including those with additional support needs, to make very good progress in their learning.
- The wellbeing of children and families remains a key strength across the setting. Weekly wellbeing meetings ensure that all staff understand children's individual needs and that support strategies are consistently implemented. This collaborative approach led to the introduction of targeted interventions, including a sensory group and enhanced communication supports, helping children to engage more successfully in learning and play. HM Inspectors highlighted the nurturing and inclusive ethos of the setting, recognising wellbeing and family support as strengths of practice.
- The impact of targeted support and effective tracking is evident in Early Learning and Childcare Centre attainment data. Literacy attainment increased from 75% to 79%, while numeracy attainment increased significantly from 76% to 84%. The setting also demonstrated substantial improvements in equity, with the poverty-related attainment gap reducing across literacy, numeracy and health and wellbeing. These improvements reflect the positive impact of early intervention, targeted support and careful monitoring of children's progress.
- Across the school, attainment data and tracking information demonstrate that targeted interventions and improved assessment practices are enabling more children to make progress. Staff have a stronger understanding of learner needs, are better equipped to identify and evidence progress, and are increasingly confident in adapting learning and support to ensure all children can achieve success.

Priority 3: Refresh our Vision, Values and Aims to encourage partnership with families and children's leadership in learning to improve outcomes in the ELCC.

- During this session, the Early Learning and Childcare Centre reviewed its Vision, Values and Aims to ensure they reflected the needs, aspirations and experiences of children, families and staff. Through consultation and collaboration, a refreshed rationale was developed which reflects the unique identity of the setting and provides a clear foundation for future improvement.
- Partnership with families was central to this work. Parents and carers contributed through questionnaires, consultations, family learning sessions and nursery events. Feedback from families influenced curriculum developments, improvement priorities and the ongoing review of values. Weekly Book bug sessions, family engagement opportunities, Book Week Scotland celebrations and cultural events strengthened family participation in children's learning and contributed to positive relationships between home and nursery.
- Children's voice continued to be at the centre of learning. Through floor books, mind maps and daily interactions, children regularly shared ideas, influenced planning and contributed to decisions about their learning environment. HM Inspectors recognised the effective use of floor books in supporting children's participation and involvement in planning learning.
- Children's leadership opportunities were further developed throughout the year. Most pre-school children undertook leadership roles including buddies, lunch monitors, cashiers and environment auditors. Older children supported younger learners to develop confidence and independence within these roles. Children also contributed to improvements within the nursery environment, including the development of outdoor learning spaces and play experiences.
- Real-life learning opportunities further strengthened children's leadership and participation. Children took responsibility for aspects of daily nursery life, including purchasing snack items, handling money, setting tables and contributing to community experiences. These meaningful opportunities supported the development of communication, social skills and independence while helping children recognise themselves as valued members of the nursery community.
- The nursery continued to promote inclusion, diversity and belonging through a range of cultural learning experiences and celebrations. Children explored and celebrated different cultures and traditions throughout the year, while families shared their own experiences and backgrounds with the nursery community. Staff participation in racial awareness training further strengthened inclusive practice across the setting.
- As a result of this work, children have increased opportunities to lead learning, influence decisions and develop independence. Families play an active role in shaping the life and work of the nursery, and the refreshed Vision, Values and Aims now more accurately reflect the shared aspirations of children, families and staff.

"I give my friend 5 money to get my fruit at snack."

ELCC Pupil

"I walked to the shop to get cookies and gave lady the card."

ELCC Pupil

- Family engagement continued to improve throughout the year, with increased attendance at nursery events and learning opportunities. Cultural celebrations, Bookbug sessions, open afternoons and family learning events encouraged parents and carers to participate actively in their child's learning. Attendance at events such as the Scottish Afternoon demonstrated growing family engagement, with 27 adults participating in January 2026. Families also

contributed to children's achievements through Seesaw, the wellbeing tree and wider learning experiences, further strengthening home-school partnerships.

- This work has created a stronger sense of community, increased children's ownership of their learning and ensured that the values and aspirations of children, families and staff are clearly reflected in the life and work of the Early Learning and Childcare Centre.

Priority 4: Ensure that children will experience inclusive learning and supportive relationships which lead to positive life outcomes.

- This session, the school continued to strengthen its commitment to inclusion, equality and positive relationships, ensuring that all children feel safe, respected, valued and included within the school community. A range of strategic actions were implemented to increase cultural awareness, challenge discrimination and promote positive outcomes for all learners.
- The introduction of SEEMIS tracking for racist incidents enabled leaders to monitor patterns, evaluate the effectiveness of interventions and identify areas for further development. As a result of increased staff awareness, targeted learning opportunities and a whole-school focus on inclusion, reported racist incidents reduced by 50% during the session. This demonstrates the positive impact of preventative and responsive approaches in creating a more inclusive school environment.
- Staff completed the Educational Psychology Cultural Competence Tool in September to evaluate current practice and identify areas for improvement. The findings informed a clear action plan which supported senior leaders in strengthening cultural awareness, promoting inclusive practice and developing staff confidence in addressing issues relating to race and equality. This work was further supported through completion of the National Equity and Inclusion Framework audit, which enabled staff to evaluate current practice, establish priorities and measure progress over time.
- Children's wellbeing remained central to school improvement activity. Termly SHANARRI audits demonstrated significant improvements in children's perceptions of feeling safe, respected and nurtured across the school. These findings indicate that children increasingly experience positive relationships and a supportive learning environment which enables them to engage confidently in their learning.
- Feedback from families was overwhelmingly positive. All families who reported incidents of racism felt that these had been managed appropriately by the school, demonstrating confidence in school procedures and responses. Additionally, 64% of families reported that they had not experienced any form of racism within the school community. Family feedback continues to inform future planning and supports the school's commitment to fostering an inclusive culture.
- A review of classroom resources was undertaken to ensure learning materials reflected diversity, promoted inclusion and challenged stereotypes. This work was complemented by a range of cultural celebration events throughout the year which provided meaningful opportunities for children and families to share their experiences, traditions and cultures. Feedback from these events highlighted increased awareness, understanding and appreciation of diversity across the school community.
- The Primary 7 reading project further promoted inclusion by encouraging children to explore diverse perspectives, cultures and experiences through literature. Pupil feedback demonstrated increased understanding of equality, respect and the importance of valuing different viewpoints.

- Professional learning continued to play a key role in improving practice. All teaching staff participated in training delivered by the West of Scotland Development Education Centre during the February in-service day. The training focused on racial literacy, cultural awareness and challenging stereotypes. Staff engaged in professional dialogue, explored high-quality resources and developed greater confidence in addressing racism and discrimination through learning and teaching. Staff evaluations highlighted the positive impact of this training on both understanding and classroom practice.
- As a result of this work, the school's Relationships and Behaviour Policy was reviewed and updated to reflect current guidance, learning from professional development and the priorities identified through self-evaluation activities. The revised policy provides a stronger focus on inclusion, respect, equity and restorative approaches.
- Celebrating diversity was a key feature of learning within the Early Learning and Childcare Centre. Children and families actively participated in Black History Month and cultural celebrations, sharing traditions, music, food and experiences from their own backgrounds. This strengthened children's understanding of diversity and belonging while promoting positive relationships across the nursery community.

"I am so happy you're celebrating our cultural days. My child can feel included and so do I. I can also be involved and talk about our traditions."

Parent of a Primary 2 Pupil

"Happy to share things about my culture and see Nursery celebrating every culture."

Parent of a ELCC Pupil

- This work has resulted in a more inclusive culture across the school and Early Learning and Childcare Centre, where children experience positive relationships, feel valued and respected, and are supported to develop the skills, confidence and resilience required for positive future outcomes.

PUPIL EQUITY FUNDING (PEF)

Our improvement priorities are informed by a robust analysis of attainment, achievement and wellbeing data, alongside evidence gathered through our quality assurance and self-evaluation processes. We place significant value on the views of all stakeholders within our school community, including pupils, parents and carers, staff, partners and wider community representatives. Feedback gathered through surveys, focus groups, consultations and evaluations of school events contributes to our understanding of strengths, areas for development and emerging needs.

This evidence-based approach informs the strategic allocation of resources, including Pupil Equity Funding (PEF), staffing, targeted interventions and professional learning. By combining quantitative and qualitative data, we can identify priorities for improvement that will have the greatest impact on outcomes for children and young people. Following detailed analysis of attainment, wellbeing and stakeholder feedback, we identified closing the poverty-related attainment gap as a key improvement priority through:

The impact of the allocation of the Pupil Equity Funding has been:

Health and Wellbeing Additional Support Needs Assistant (ASNA)

- A Health and Wellbeing Additional Support Needs Assistant was appointed to provide targeted nurture support through individual and small-group interventions. This protected

support time improved pupils' readiness to learn, emotional regulation and engagement within class. The intervention also had a positive impact on attendance, with 75% of the targeted cohort now achieving attendance above 85%. Improved attendance has enabled children to engage more consistently in learning and access targeted support.

Early Intervention Support (PEF ELCO)

- Early intervention remained a key priority. Pupil Equity Funding supported the appointment of an Early Learning and Childcare Officer who worked across Primary 1 and 2. Support focused on outdoor learning, attention and concentration, social skills, and fine and gross motor development.
- Additional staffing support within the Early Learning and Childcare Centre enabled early identification of need and targeted intervention for children requiring additional support, strengthening children's wellbeing, readiness to learn and successful transition into school.

Literacy Resources

- Pupil Equity Funding was also used to purchase additional reading resources to support literacy development across the early stages. These resources enhanced targeted interventions and contributed to improvements in reading attainment.

Impact on Attainment and Equity

- Analysis of school attainment data demonstrates that targeted interventions are having a positive impact on children affected by poverty-related barriers.
- While attainment remains lower than for children living in SIMD deciles 4-10, targeted support has enabled many children to remain on track in their learning despite significant barriers. Current attainment gaps are:
 - Talking and Listening: 10.6%
 - Reading: 17.6%
 - Writing: 21.8%
 - Numeracy: 16.5%
 - Health and Wellbeing: 8.0%
- Writing continues to be the area with the largest gap and will remain a key focus for future improvement planning. Health and Wellbeing shows the smallest attainment gap, demonstrating the positive impact of nurture, wellbeing interventions and targeted support across the school.
- The impact of early intervention and targeted support is also evident within the Early Learning and Childcare Centre, where the poverty-related attainment gap reduced significantly over the session:
 - Literacy gap reduced from 12% to 5%.
 - Numeracy gap reduced from 22% to 5%.
 - Health and Wellbeing gap reduced from 21% to 5%.

KEY STRENGTHS OF THE SCHOOL

Through analysis of attainment, wellbeing and participation data, alongside consultation with children, families, staff and partners, we have identified the following key strengths across our school and Early Learning and Childcare Centre:

- A strong culture of inclusion, nurture and wellbeing. Positive relationships, targeted interventions and nurturing approaches ensure children feel safe, respected, included and ready to learn.

- Effective use of data to improve outcomes. Staff use attainment, wellbeing and tracking information confidently to identify needs, target support and evaluate impact, leading to improved outcomes for children.
- Improving attainment through high-quality learning and targeted support. Strategic interventions, professional learning and robust assessment practices have contributed to improvements in literacy, numeracy and health and wellbeing across the school.
- A commitment to equity and reducing the poverty-related attainment gap. Targeted use of Pupil Equity Funding has improved attendance, engagement and attainment for vulnerable learners, resulting in more equitable outcomes across the school and Early Learning and Childcare Centre.
- Highly effective Early Learning and Childcare Centre provision. Children benefit from nurturing relationships, high-quality learning experiences, robust tracking systems and strong transition arrangements.
- Strong partnerships with families and the wider community. Families and partners play an active role in school life, contributing to learning, wellbeing and school improvement.
- Meaningful learner participation and leadership. Children are increasingly involved in shaping their learning, influencing decisions and contributing to improvement through leadership opportunities and consultation activities.
- A skilled, reflective and collaborative staff team. Staff are committed to continuous improvement through professional learning, collaborative working and evidence-informed practice.
- Robust self-evaluation and improvement planning. Self-evaluation is embedded across the school and Early Learning and Childcare Centre, ensuring improvement priorities are evidence-based, responsive and focused on achieving positive outcomes for all learners.
- An inclusive curriculum that promotes diversity, equality and belonging. Learning experiences celebrate diversity, challenge discrimination and ensure children and families feel valued, represented and respected within our school community.

OUR NEXT STEPS – PRIORITIES FOR 2026-27

Priority 1: Improve the Quality and Consistency of Learning, Teaching and Assessment in Writing

- To develop a consistent whole-school approach to teaching, assessment and moderation of writing.
- To improve attainment in writing across all stages, with a particular focus on reducing the poverty-related attainment gap.
- To strengthen staff confidence and consistency in the teaching of writing, grammar, spelling and phonics.
- To remove barriers to writing through inclusive practice, early intervention and effective use of digital accessibility tools.

Priority 2: Ensure Children Experience Inclusive Learning and Supportive Relationships Which Lead to Positive Life Outcomes

- To strengthen racial literacy and anti-racist practice across the school community.
- To promote equity, diversity, inclusion and belonging through learning, teaching and the wider life of the school.
- To ensure learning environments, resources and experiences reflect and celebrate the diversity of our school community.

- To strengthen pupil voice, family engagement and partnerships to support positive relationships, wellbeing and inclusion.

Priority 3: Improve Learner Agency, Participation and Outcomes Through Inclusive Learning Environments

- To develop inclusive learning environments that increase participation, independence and engagement for all learners.
- To strengthen learner agency by providing greater choice, leadership opportunities and ownership of learning.
- To improve attendance, wellbeing and attainment, particularly for children affected by poverty-related barriers.
- To enhance the consistent use of flexible learning environments, sensory supports and digital technologies to remove barriers to learning.

School Name: Mossvale Primary School and ELCC

School Address: 3-5 Gockston Road, Paisley, PA3 2QB

Phone: 0300 300 1449

Website

<https://blogs.glowscotland.org.uk/re/mossvale/>

Facebook: @MossvaleP

HAVE YOUR SAY!

Please take the opportunity to share your thoughts with us as we use feedback to help us make improvements to the school. You can do this by:

- Speaking to staff
- Participating in Parent Council meetings
- Responding to questionnaires/surveys
- Completing evaluations at school events