Mosshead Primary School Standards and Quality Report 2020-21



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### Context of the school:

Mosshead Primary School is situated in the leafy suburbs of Bearsden and is a non-denominational school. It serves the community of Mosshead and the extended communities of Bearsden. The school is a single storey, semi open plan building with accommodation for 390 pupils in primaries 1 to 7. Currently there are 354 children on our school roll.

At present, the school has a staffing entitlement of 17.9 full time equivalent teachers. This includes the Head Teacher, two Depute Head Teachers, a Principal Teacher and 18 class teachers, some of whom job share, for our 14 classes. Other members of the staff team include 1 Admin Assistant, 2 part time Clerical Assistants, 3 Classroom Assistants, 3.5 Support for Learning Assistants and a Site co-ordinator. We have 4 music instructors who provide tuition in strings, brass, woodwind and pipes.

At Mosshead Primary School every child matters. We aim to create a happy, healthy, safe, secure and nurturing learning environment where every learner can achieve their full potential. We positively promote caring attitudes, respect and responsibility towards each other, the environment and the wider community.

We recently reviewed our Values, Vision and Aims for Mosshead and these are as follows:

Core Values: Kindness, Respect, Honesty and Friendship.

Vision: Together we all learn, discover, grow and succeed

Aims:

To support children to become successful learners, confident individuals, responsible citizens and effective contributors through:

being self-aware and developing relationships with others, in families and in communities.

□ development of knowledge, skills and attributes that are needed to thrive in our interconnected, digital and rapidly changing world.

□ supporting development of democratic citizens and respectful, active shapers of the world.

Mosshead provides a curriculum in line with national advice and pupils are encouraged to be active in their learning and to make wise choices which will influence their lives in a positive way and will help shape the society we wish to build for the future. Our Professional Learning programme is key to helping us deliver very high-quality learning and teaching and this will continue to be developed over the coming session. We have a Digital Schools Award and were the first school in Scotland to be awarded the Cyber Security and Internet Safety Award. We have also achieved our Gold Sport Scotland Award.

In usual times, there are a large number of extra-curricular activities at Mosshead including football, table tennis, netball, dance, tennis, athletics, Forest Schools, Sports Squad, art, Mandarin, patchwork, coding and choir. We aim to provide a club for each stage each term. Pupil participation is encouraged through our Committees – Eco, Fairtrade, Sports, etc. Pupils vote for House Captains and Vice Captains annually and classes select a rep for our Pupil Council and Learning Council.

Opportunities for partnership working and parental involvement are available throughout the session. Partnerships are vital to us and we actively encourage parents to participate in their child's education. We have an active Parent Council which engages with the wider parent forum and an enterprising PTA who organise a range of social and fundraising events over the school year and provide excellent support to the school in a variety of ways. Other partnerships are forged locally including New Kilpatrick Parish Church, Active Schools, local businesses and a range of local clubs. We look widely for support and help to develop our pupils' learning and provide opportunities for achievement.

Most children who enter Primary 1 have previously attended local authority or private pre-5 establishments. We take children from up to 16 different nurseries. The associated secondary school is Bearsden Academy and the majority of pupils transfer there. Mosshead Primary liaises closely with its school cluster which includes Bearsden Primary, Baljaffray Primary, Castlehill Primary and Bearsden Academy.

Mosshead Primary is set in an affluent area of private housing. The school community is almost all formed from SIMD bands 9-10, Less than 2% of the school population are from SIMD bands 1-3 (5 children) with a few children receiving Free School Meals (7 children). Parental engagement amongst

this cohort is high, with children well supported both in school and at home. The ethnic background of the school is 83% white UK, the other 17% coming from mainly Asian ethnic backgrounds. 7.5% of our pupils speak English as an Additional Language and over 20% speak more than 1 language in the home. Over recent years we have had an increase in the number of adopted and looked after children and others living with loss and the effects of trauma. We consider many factors to ensure we meet the needs of any vulnerable pupils and relationships with our families and knowledge of circumstances is key to this. In consultation with stakeholders it was agreed that our Pupil Equity Funding would be used to support our most vulnerable pupils and also to help close the gender gap in literacy where boys are not performing quite as well as girls. Resources, including additional teaching time in small groups to support our most vulnerable pupils, will be dedicated to closing any gaps. We also use support from the PTA/ School Fund to provide families on Free School Meals with free or reduced educational excursions and are happy to support any financial difficulties for any family to try to ensure equity and fairness.

Our average attendance for the school year 2021-21 is 98.2%. We monitor attendance of all pupils and address any issues promptly to ensure high attendance rates for all.

Our NIF (National Improvement Framework) results are below. We continue to attain very well across the school and have shown improved attainment over time.

CfE NIF Levels	Reading	Writing	L&T	Numeracy
P1 (Early)	46 children			
Attained level	93%	91%	98%	95%
Primary 4 (first)	56 children			
Attained level	93%	93%	98%	96%
Primary 7 (second)	58 children			
Attained level	90%	91%	98%	93%

**School priority 1:** Health and Wellbeing including Nurture and Transitions NIF Priority: Improvement in children and young people's health and wellbeing

NIF Driver: Teacher Professionalism/ School Improvement

#### Progress and impact:

A range of strategies were used to support pupils on their return to school in August and again after Christmas. These included emotion coaching, nurture approaches and bereavement support. Staff (teaching and support) had extensive training in May 2020, much provided by our Educational Psychologist, in order to ensure they could support pupils effectively. Ongoing support was provided by the Educational Psychologist throughout the year through the Pupil Support Group.

There was a major focus on HWB in term 1 to ensure positive classroom experiences and support any arising needs. Growth Mindset lessons took place with all stages, PAThs lessons took place with P1-3 and P4-7 used Bounce Back as a core resource to support HWB at the start of the session. Seasons for Growth groups were run for all stages by both DHTs to support individuals who required this additional support. Lifelink counselling provided support for individuals in P6 and P7 through referrals from both school and home. Through all of these supports, children developed a greater understanding of their mental and emotional health and are able to describe and use appropriate strategies to help with this.

Mosshead provided a consistent approach and clear routines, shared with parents in advance of schools returning, to help children reengage with school life and almost all pupils settled quickly back into school life, delighted to be reunited with their friends. Children had a positive transition experience and were supported fully with any difficulties arising, especially with mental and emotional health support. Almost all of our pupils are coping well and interventions are in place for anyone still having any difficulties.

#### Next Steps:

Continue to monitor HWB through annual tracking and effectively deal with any issues highlighted from these. Continue to use a range of HWB resources (Growth Mindset, PAThS, Bounce Back as part of the mental health learning identified for each stage.

Design and delivery of wellbeing sessions by MenSusa in conjunction with school partners Mclaughlin and Harvey Construction

**School priority 2:** Equity and educational continuity, including family engagement NIF Priority: Improvement in attainment, particularly in literacy and numeracy

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

NIF Driver: Teacher Professionalism/ Parental Engagement / Assessment of Children's Progress/ School Improvement / Performance Information

#### Progress and impact:

A range of assessment approaches, both formal and informal were used to determine progress/ gaps in learning for all pupils. The head teacher met regularly with staff throughout the year to agree targets and strategies to support all learners. Following a survey of parents, and in conjunction with Scottish Government advice about some subjects like music and drama, we reduced learning in some areas of the curriculum this year to allow us more 'catch up' time in literacy and numeracy. Additional staffing allowed us to provide additional learning support, targeting specific groups of learners. We also reviewed family learning and for this year have provided specific targeted home learning for each group/individual that has required this. Families have had support with this as required through phone class, videos, etc to enable them to confidently support home learning. This approach means children have had learning needs identified, gaps in learning have been closed and children have continued to make good progress in their

learning. Children continue to attain very well across the school and almost all pupils are reaching their targets in literacy and numeracy. A recent data analysis has shown that while attainment is very good we do have a gender attainment gap in literacy with a greater percentage of girls attaining than boys. This gap will be addressed through our school improvement plan next session using Pupil Equity Funding.

Seesaw was introduced in January this year and we have used this along with other communication tools (email, Twitter, etc) to keep our families informed and share school experiences with families, helping them to engage with the life and work of the school. Seesaw has allowed us to introduce learning profiles for each individual child and most families have engaged well with this. This, along with 2 written reports (term 1 and term 3) and extensive feedback on home learning through lockdown in term 2, has allowed parents/ carers to have a clear understanding of their child's progress and learning needs. A recent survey has shown that our families value Seesaw as a form of communication to help them engage with their children's learning and wish us to continue and expand it next year.

#### Next Steps:

Continue to use rigorous assessment and use early intervention strategies to support any learning needs Further develop learning profiles and engagement with parents through effective use of Seesaw. School Improvement Plan - Reducing the gender gap in Reading and Writing

In conjunction with EDC decide how to report to parents – physical meetings, phone calls, video conference, etc.

### **School priority 3:** Literacy (continued from session 2019-20)

NIF Priority: Improvement in attainment, particularly in literacy and numeracy. Closing the attainment gap between the most and least disadvantaged children and young people

NIF Driver: Teacher Professionalism/ Parental Engagement / Assessment of Children's Progress/ School Improvement / Performance Information

### Progress and impact:

In August 2020 new skills planners (developed the previous year) were introduced to support staff planning for literacy outcomes. Teachers made effective use of these new skills and resource planners to effectively support children's learning and raise attainment.

Staff continued to use strategies such as Reading Tools, Thinking Reader, technology supports to support the development of literacy skills. This, along with some additional resources such as reading intervention books/ packs purchased through PEF funding, has led to improved reading skills where children make use of a range of learned strategies. There is no poverty related attainment gap in reading as all pupils are on or ahead of track.

Throughout the year different genres of writing we focussed on. Staff undertook professional learning related to different writing genres and used a moderation approach to review standards. They planning a series of lessons together and gathered samples of work from P1-7 to moderate and agree standards for each stage/ level.

Throughout this year Mosshead focussed on report writing, imaginative writing, persuasive writing and recount writing. Mighty writer boards and tools were used in P1-3 stages to help model and support the writing process. Through this work we can see a rise in our attainment in writing and a recent survey of staff shows that all staff have a better shared understanding of standards and expectations and increased confidence in reporting on CfE levels for reading and writing.

Our aim was to work with secondary colleagues to explore 3<sup>rd</sup> level planning and moderate at this level however, due to circumstance this year with lockdown and the secondary exam situation, this has not been possible.

A literacy policy has been drafted to reflect the work undertaken and this will be shared with stakeholders in the new session.

Due to the excellence progress the school has made in literacy over the past couple of years, the planning, resources and impact was shared by the HT and PT with other schools in EDC to support improvement authority wide. This will be shared again next session through the literacy leaders' forum.

### Next Steps:

Link with Bearsden Academy regarding planning and moderation at 3<sup>rd</sup> level. School Improvement Planning - Reducing the gender gap in Reading and Writing (see above)

## School priority 4: STEM

(continued from session 2019-20)

NIF Priority: Improvement in employability skills and sustained, positive school-leaver destinations for all young people

NIF Driver: Teacher Professionalism/ Parental Engagement / Assessment of Children's Progress/ School Improvement / Performance Information

### **Progress and impact:**

At the start of this session STEM opportunities were identified and integrated with planning for classes throughout the year. This included a bank of Stem-A-Story resources for all stages linking literacy with STEM. Children have been engaged in STEM learning throughout the year and understand it's importance in life and work. Our annual curricular tracking shows a number of children who are ahead of expected levels in Science and Technologies and our Maths Attainment is also very good with almost all pupils attaining expected targets.

2 members of staff undertook Young Stem Leader training and set up a Young Stem Leaders Group (YSL). This group were given leadership opportunities and engaged with all stages, providing STEM ideas and experiments online for P1-7. All P7 pupils have been introduced to the 'World of Work' website and have the skills to use this further in secondary. The annual careers fayre run by the Parent Council could not take place physically this session but instead information, videos, etc were gathered and shared online for P1-7 to use in their classroom. There were over 80 clips including lots of information about STEM careers and there was also a virtual submarine tour for P1-7 and a playground visit for some classes by the Royal Navy to enhance children's knowledge about naval careers, in particular engineering. McLaughlin and Harvey construction and Holmes Miller architects, local partners also led an online session, provided resources for the careers' fayre and ran an architectural design competition for classes. This has helped our pupils to identify STEM careers and they are increasingly able to see how their skills link with these possible careers.

Due to lockdown some aspects of this improvement priority will be carried over to next session where there will be a focus on developing further knowledge of how skills link to STEM careers and looking at the DYW documentation and implications for this. We will also finalise our STEM policy.

**Next Steps:** Continue to develop STEM on the School Improvement Plan – see detail below.

### Key Priorities for School Improvement Planning 2021 – 2022

### <u>STEM</u>

- To raise attainment in STEM subjects through:
  - Teaching staff professional development of effective learning and teaching approaches to further develop skills (developed through number talks, application of maths skills and professional enquiry)
  - Moderation of numeracy and maths across P1-7 (Staff have a shared understanding of standards and expectations and can confidently report on CfE levels).
- Engagement with COP 26 and Climate Action Week
- Facilitation of an effective project based on STEM (COP 26) and opportunity to share learning across the upper stages
- Continuing to develop STEM approaches within all stages of primary school, focussing on skills and linking to DYW.

# **Rights Based Learning**

- To develop knowledge about rights based learning and begin to integrate this into the life and work of the school.
- To achieve the Rights Respecting Schools Bronze Award

## Improving outcomes to close the PRAG/Reducing the gender gap in Reading and Writing

• To improve engagement and increase attainment in reading and writing for boys and reduce the gender related attainment gap.

# What is our capacity for continuous improvement?

Quality indicator	School self-evaluation	Inspection/ Authority evaluation (If available)
1.3 Leadership of change	Very good	
2.3 Learning, teaching and assessment	Very good	
3.1 Ensuring wellbeing, equity and inclusion	Very good	
3.2 Raising attainment and achievement	Very good	