



sustainable thriving achieving

**East Dunbartonshire Council**

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# Mosshead Primary

## Standards and Quality Report

### 2021/22



**DIGITAL SCHOOLS**  
AWARDS SCOTLAND



**UNICEF UK  
RIGHTS RESPECTING  
SCHOOLS AWARD**

BRONZE – RIGHTS COMMITTED

We are a  
**Reading  
School**



## 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 and there are 354 children on our school roll. 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 staff include 1 Admin Assistant, a Clerical Assistant, 3 Classroom Assistants, 3.5 Support for Learning Assistants and a Building Manager. We have 3 music instructors providing tuition in strings, brass, and woodwind.

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. 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, Bronze Rights Respecting Schools Award and Reading Schools Award.

We aim to provide a number of extra-curricular activities at Mosshead such as football, basketball, 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, Rights Ambassadors, 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 Early Years Centres. The associated secondary school is Bearsden Academy and almost all of pupils transfer there. Mosshead Primary liaises closely with its school cluster which includes Bearsden Primary, Baljaffray Primary, Castlehill Primary and Bearsden Academy.

Almost all of the pupils in Mosshead Primary reside in an area described by the Scottish Index of Multiple Deprivation (SIMD) as highly affluent. 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% of our pupils speak English as an Additional Language and 18% 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. We use our Pupil Equity Funding to support our most vulnerable pupils and also to help close 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 2021-22 is 96.3%. We monitor attendance of all pupils and address any issues promptly to ensure high attendance rates for all.

## Progress in School Improvement Plan (SIP) priorities

School priority 1: STEM (Science, Technology, Engineering and Maths)	
<p>NIF Priority</p> <ul style="list-style-type: none"> <li>• Improvement in attainment, particularly in literacy and numeracy</li> <li>• Improvement in employability skills and sustained, positive school leaver destinations for all young people</li> </ul> <p>NIF Driver      school improvement teacher professionalism parental engagement</p>	<p>HGIOS4 QIs</p> <p>QI 1.1 Self evaluation for self improvement</p> <p>QI 2.2 Curriculum</p> <p>QI 2.3 Learning, Teaching &amp; Assessment</p> <p>QI 3.2 Raising attainment and achievement</p> <p>QI 3.3 Increasing creativity and employability</p>
<p><b>Progress and Impact:</b></p> <p>STEM Planning and Developing the Young Workforce (DYW) planners detailing learning for all stages with a clear progression of skills are in place. These are supporting learners to develop a range of skills related to STEM/ employability skills/ careers' education. Primary 6 and 7 classes use My World of Work and a P7 survey shows pupils increased knowledge about career options and related skills. Mosshead has been involved in a digital pedagogy project with Education Scotland, looking at using Sway to develop digital skills and create digital content for careers' education. The positive impact of this can be seen through pupils' surveys, staff and pupil feedback and through observations of the pupils' skills and knowledge. One pupil commented, <i>"I have learned lots of things throughout this digital project such as what Sway is and how to use it, the importance of my knowledge about copyright and how to attach different link/videos to Sway. I have also learnt lots about different career options and about the different skills that you might need for them. I think it will have a very good impact on my future and getting a job when I am older."</i></p> <p>Young Stem Leaders, appointed through an application process, have engaged in a range of leadership activities, enhancing their own STEM/DYW skills and supporting the development of these skills in other pupils. Observations of their work and feedback from staff and pupils has been positive and they have showcased some of their work nationally, speaking at a recent SSERC conference in Glasgow.</p> <p>All staff working in senior stages engaged in CLPL relating to COP 26 enabling them to support deeper learning about sustainability through a COP26 project related to home design, working with construction partners McLaughlin Harvey. Following a schools' showcase, one Mosshead group was selected as the EDC winner for their project. The whole school engaged in Climate Action Week and linked with parents and partners to raise awareness and make pledges to support climate change. This linked well with our work on Rights Respecting Schools and pupil's show high levels of engagement and motivation when engaging in any work on sustainability.</p> <p>A STEM policy was created and planners and procedures put in place to ensure consistency and progression in STEM/DYW across the school. Mosshead has taken a lead role in supporting the development of STEM across EDC, supporting with both CLPL and sharing of documentation to support other schools.</p> <p>Staff have undertaken a range of CLPL in relation to Maths. Number Talks training enabled staff to use this approach across all stages which can be seen in class observations and in evidence provided as part of the moderation process. Observation of pupils shows that this approach is engaging and is supporting them with opportunities to discuss thinking in Maths. Teaching staff have also undertaken part in moderation of Maths skills in a context, providing them with opportunities to discuss progression across the stages in this area as well as to support more robust professional judgements about achievement of a level in Maths. Teaching staff have linked this moderation work with collaborative professional enquiry projects, using research and data to determine which approaches to developing maths skills have been most effective.</p> <p><b>Next Steps:</b></p> <p>Further development of Maths skills in a context and moderation of different aspects of Maths is planned for next session. Maths Recovery approaches will also be explored to provide all staff with a range of strategies they can use to support learners in Maths. We aim to improve pupil enjoyment and engagement in Maths through more active approaches.</p>	

## School priority 2: Rights Based Learning

### NIF Priority

•Improvement in children and young people's health and wellbeing

### NIF Driver

school leadership  
teacher professionalism  
parental engagement  
school improvement

### HGIOS4 QIs

QI 1.1 Self evaluation for self improvement

QI 1.2 Leadership of Learning

QI 2.2 Curriculum

QI 2.3 Learning, Teaching & Assessment

QI 3.1 Wellbeing, equality & inclusion

### Progress and Impact:

All staff have an increased knowledge of Rights Based Legislation following CLPL. Our Rights Based Learning leads further up levelled their own knowledge and skills on rights legislation through engagement in professional reading and training through UNICEF, enabling them to lead this development effectively. Initial awareness of rights based learning/ knowledge about the United Nations Convention on the Rights of the Child and Mosshead's engagement with this was undertaken through staff development work, assemblies (pupils and staff) and 'Let's Focus On' booklet for parents to ensure everyone had the key information. We then built on this basic foundation.

Pupils volunteered to be part of a Rights Respecting Schools Ambassadors Group and they have taken a lead role in developing the agenda and feeding back to classes on RRS work being undertaken. Pupils are highly engaged in the rights based agenda, keen to contribute their thoughts and ideas and looking for ways they can improve rights both locally and internationally.

An audit of school practice was undertaken to help identify next steps for development for our Rights Based Learning Work, leading to an Action Plan being created and agreed with all stakeholders. Evidence was submitted to UNICEF and we were awarded our Bronze Rights Respecting Schools Award in November. Work on the Silver Award has started in 2022. A school charter has been created, involving all pupils and staff, to ensure a consistent rights based approach is agreed. Classes have the rights displayed and make reference to these to help develop children's knowledge and understanding, using these in restorative conversations. Teachers have integrated rights based learning across different curricular areas to develop children's understanding of rights in a variety of contexts. SMT observations in all classes, of lessons which included elements of rights, demonstrated that pupils had a developing understanding of rights and showed progression from P1-P7 where children were able to discuss in more detail and show deeper understanding as they progressed through the school. Simple links were made with being safe/ healthy/ etc in early stages while middle stages have explored needs and wants as well as issues and solutions. Senior stages looked at rights in relation to Fairtrade/ refugees/ etc demonstrating good awareness of rights and a desire to have a positive impact on the wider world in relation to these.

We believe Mosshead has always been a rights respecting school but accreditation from UNICEF is validating the work we are undertaking. Pupils, staff and parents all chose rights based learning as an important aspect to continue to develop through School Improvement Planning.

### Next Steps:

Staff will continue to build on rights based learning in class, seeking opportunities to link rights into learning across the curriculum and deepen both their own and pupils' understanding around rights based issues. Mosshead will continue to work with all stakeholders to provide evidence and seek accreditation at Silver Level for the Rights Respecting schools Award from UNICEF.

**School priority 3: Literacy – to improve engagement and increase attainment in reading and writing for boys and reduce the gender related attainment gap.**

**NIF Priority**

• Improvement in attainment, particularly in literacy and numeracy

**NIF Driver**

teacher professionalism  
school improvement  
parental engagement  
assessment of children's progress

**HGIOS4 QIs**

QI 1.1 Self evaluation for self improvement

QI 1.2 Leadership of Learning

QI 1.5 Management of resources to promote equity

QI 2.2 Curriculum

QI 2.3 Learning, Teaching & Assessment

QI 2.4 Personalised Support

QI 2.5 Family Learning

QI 3.2 Raising attainment and achievement

**Progress and Impact:**

Staff and pupils' views show increased evidence with engagement in reading and this has been evidenced as part of our Reading Schools Accreditation. Our Reading Schools Award was confirmed in April 2022. Parent surveys indicate that engagement with this initiative is something they felt was worthwhile and wanted to continue, with over 98% of parents indicating that this was a priority for next years' School Improvement Plan. This was supported by a staff survey with almost all staff agreeing it should continue to be developed and pupil feedback through group activities (Diamond 9) also supported this view with every group including this as a priority. Observations of classes and discussion with pupils demonstrate that pupils have ownership of their class libraries/ personal reading choices and have engaged in redesigning library spaces and selecting a range of texts for these.

There is an increase in number of boys attaining in reading this session, 95.1%, compared with 91.1% last session. The gap between boys and girls has reduced from 5.8% in 2020-21 to 2.8% in 21-22. This has been the biggest focus of Pupil Equity Funding with the introduction of a wider range of reading genres/ topics to engage boys. We have introduced online books through Bug Club with a wide range of genre, purchased graphic novels, created a school library with newspapers/ magazines/ etc, and engaged with a Macastory project as well as the Reading Schools initiative.

Reading engagement is having a positive impact on reading attainment with overall attainment continuing to grow, a significant number of pupils working ahead of expected levels and a greater percentage of boys attaining, resulting in the gender gap closing.

**Next Steps:**

Reading - There is still a small gap overall between boys and girls in reading, and a slightly larger gap at early stages. We want to continue to close this gap and ensure the improvement is sustained so we have looked at resources to further enhance the reading next session by continuing the Reading Schools Initiative (aiming for Gold) and looking further at supporting the attainment of children (mainly boys) with dyslexic difficulties. We plan to use PEF funding to enhance reading at Early stages by widening the range of genre and including more decodable texts, as well as investing in dyslexia friendly books for children working at First and Second Level.

Writing - The most significant gender gaps are still in writing. Although overall the gap has reduced slightly in writing between boy and girls, there is still a gap of 4.4%. We have developed our writing programme over the past couple of years and continue to embed the new approaches and further develop a wider range of writing skills which we expect to have a positive impact on boys writing attainment as these skills are embedded.

As detailed in our School Improvement Plan, we plan to invest in literacy at Early stages through enhanced texts to support phonics development, to provide dyslexia friendly texts for pupils at First/Second level and to develop our spelling programme throughout the school to further support continued improvement in writing.

## **Progress in National Improvement Framework (NIF) priorities**

We have made progress in each of the national priorities with a brief summary included below:

### **Improvement in attainment, particularly in literacy and numeracy**

Attainment data in literacy and numeracy is based upon standardised assessments, teacher summative assessments and teacher formative assessments through observations and ongoing classwork. Staff engage with benchmarks and moderation to enable them to make confident professional judgements about achievement of a level.

Our data shows a consistently high standard with almost all pupils attaining appropriate levels in literacy and numeracy at every stage, and the majority working ahead of their expected levels. We have a robust tracking system and use effective interventions to ensure continuous progress for learners. SNSA data has supported teacher judgements with almost all children at P1, P4 and P7 scoring above average when compared to the cohort nationally. When looking at comparator data we can also see that there has been a rise in attainment in maths and literacy within both the P4 and P7 cohorts.

In sessions 2019-22 we had a focus on reading. The use of reading tools and a focus on reading skills has helped further develop learning and teaching and improved pupils' reading skills, resulting in improved attainment. Children are progressing well in writing and write for a range of purposes across various curricular areas. There have been a significant number of children identified with dyslexia at each stage. Early identification of any difficulties and targeted interventions are ensuring continuous improvement. There is effective use of ICT to support learning, particularly for those with literacy difficulties.

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

The promotion of equity is integral to the ethos and vision of Mosshead Primary. Stringent procedures and planned programmes ensure the promotion of equity in terms of success and achievement for all pupils. The progress of our pupils who experience barriers to their learning is closely monitored to ensure appropriate and timely support is given and impact recorded. Targeted support (some provided through PEF funding) is implemented to promote equity with a direct focus on pupil attainment, achievement and wellbeing. Effective use of data enables the school team to effectively support those pupils identified or affected by the poverty gap or identified as being vulnerable or disadvantaged. We use evidence based strategies and evaluate these during the year to ensure they are having impact. The ongoing focus of developing strong partnerships with parents to support home learning is integral to our practice within our school. Data relating to children who receive free meals, clothing grants or live in less affluent areas shows that all of these pupils are attaining their appropriate levels or beyond in all areas. The outcomes for pupils affected by the poverty related attainment gap is improving year on year with increased numbers achieving beyond their expected targets. In session 2021-22 we focussed on closing a gender related gap in reading and writing. We have made progress with this, reducing the gap in both areas and there will be continued focus on this in session 2021-22.

### **Improvement in children and young people's health and wellbeing;**

All staff are fully aware of their responsibilities with regard to GIRFEC and understand the wellbeing indicators. They are all committed to providing a safe and nurturing learning environment as well as ensuring the wellbeing of and improving outcomes for all children and young people and their families which is central to our work. There was a focus on wellbeing through our recovery plan to support pupils following the Covid 19 outbreak. Results of the annual HWB surveys showed this to have been very effective with no noticeable dip through tracked results. Any individual concerns raised are addressed through 1-1 discussions between the pupil and a trusted adult with supports put in place where needed.

Planned use of HWB packages such as Promoting Alternative Thinking Strategies (PATHS), Bounce Back, Growth Mindset facilitate further development of self-control, emotional awareness and interpersonal problem solving building. These are part of the learning and teaching planned for every class every year. Staff undertook further training to support pupils' emotional HWB following Covid 19, including bereavement training. Pupils are also supported through nurture groups and Seasons for Growth as appropriate, depending on their needs. The Educational Psychologist supports this work and evaluation of progress. Individual 'what do I think' assessments are completed with pupils who have targeted support plan to gather their views around SHANARRI indicators. Pupils on support plans also have individual trackers for their targets to help gather their viewpoint.

Other Health and wellbeing work includes the use of a range of outdoor learning strategies and resources to develop various aspects of the curriculum, 2 hours of PE weekly (both indoor and outdoor), promotion of health eating including growing, harvesting and cooking of our own vegetables and work around staying safe (roads, internet, substances) and positive, healthy relationships with others. Agencies such as Active Schools, NSPCC, etc compliment the work planned by teachers.

## Improvement in employability skills

Over the past 3 years Mosshead has worked to develop employability skills in a range of ways. Mosshead is a Young Stem Leader Delivering Centre and P7 Young STEM Leaders enhance STEM learning across the school/ cluster through a variety of activities. This has enhanced the interest in STEM subjects and careers options. Our annual curricular tracking shows that almost all children are on track or ahead of expected levels in Science and Technologies and Maths Attainment is also very good with almost all pupils attaining expected targets or beyond. Teachers make use of new DYW skills and resource planners to effectively support children's learning in careers' education, ensuring progression of skills as they move through the school. To widen pupil views and understanding about careers Mosshead has an annual focus week on DYW which include a Careers' Fayre, supported by the Parent Council and the wider school community. Local businesses have supported these events with input from partners on naval careers, construction, architecture, medical professions, trades, writers, etc. All P7 pupils have been introduced to the 'World of Work' website and can make use of this to explore careers' options and find out which jobs may be suited to their particular skill set/ interests. This session we engaged in a digital pedagogy project with Education Scotland to explore how skills link to careers/DYW, particularly the use of the World of Work website/ resources. By using a digital platform to evidence pupil learning in this area we developed their **creativity skills**, provided opportunities for them to be **digitally innovative** in their approach and further developed their **digital literacy skills** while increasing their knowledge and skills in careers education, **increasing employability skills**. The approach we took allowed pupils to exercise **choice, responsibility** and **independence** with how they used their digital learning to showcase the information they wanted to highlight. They made use of **higher order thinking skills** as they decided what to include and how to create their document. The project also supported their skills in collaborative work with the need to communicate effectively and share responsibilities. Pre and post questionnaires were used to measure the impact and success of the project and show significant improvement across all DYW and digital skills being measured.

## Attainment and Achievement Data

The Scottish Government collects data annually from all schools regarding achievement of Curriculum for Excellence (CfE) levels by the end of Primary 1, Primary 4, Primary 7 and S3. Curriculum for Excellence levels are based on teachers' professional judgement using a range of assessment information. A template has been provided for schools, with a drop down menu to select evaluative statements.

Almost all	Over 90%
Most	75% to 90%
Majority	50% to 74%
Less than half	15% to 49%

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

Curriculum for Excellent Levels at the end of June 2022				
	Reading	Writing	Talking & Listening	Numeracy & Mathematics
Early level by end of P1	almost all	almost all	almost all	almost all
First level by end of P4	almost all	almost all	almost all	almost all
Second level by end of P7	almost all	almost all	almost all	almost all

## Impact of Interventions for Equity and Pupil Equity Funding (PEF)

Data relating to children who receive free meals, clothing grants or live in less affluent areas has been considered. All pupils who come into this category are attaining their appropriate levels or beyond in all areas - Numeracy and Maths, Reading, Writing and Listening and Talking. The outcomes for pupils affected by the poverty related attainment gap is improving year on year with increased numbers achieving beyond their expected targets. Our Pupil Equity Funding was focused on literacy in session 2021-22. The gap has reduced from 5.8% in 2020-21 to 2.5% in 21-22. This has been the biggest focus of PEF with the introduction of a wider range of reading genres/



topics to engage boys. We have introduced online books through Bug Club with a wide range of genre, purchased graphic novels, created a school library with newspapers/ magazines/ etc, and engaged with a Macastory project and Reading Schools initiative. There is still a small gap overall and a slightly larger gap at early stages. We want to continue to close this gap and ensure the improvement is sustained so we have looked at resources to further enhance the reading next session with the use of PEF funding. This will include phonics based books and dyslexia friendly books.

The most significant gender gaps are still in writing. There is a gap of 5.6% in P1-7 attainment in writing. We have developed our writing programme over the past couple of years and in time this should have a positive impact on boys writing attainment. We will continue to support and monitor this, using PEF funding to support. As well as further developing writing opportunities through P1 play we plan to invest in literacy at Early stages through enhanced texts to support phonics development and to develop our spelling programme throughout the school to support continued improvement in writing.

Challenges still remain related to a number of children, particularly boys with significant dyslexic difficulties. They are already making use of technology to support writing and are making good progress from prior levels but still not quite achieving the level. We will continue to support this work, linking with our educational psychologist to look at ways in which to further improve.

### Self-evaluations of How Good Is Our School? (4<sup>th</sup> edition)

Quality indicator	School self-evaluation	Inspection/ Authority evaluation
1.3 Leadership of change	Very good	not applicable
2.3 Learning, teaching and assessment	Very good	not applicable
3.1 Ensuring wellbeing, equity and inclusion	Very good	not applicable
3.2 Raising attainment and achievement	Very good	not applicable

### Summary of School Improvement priorities for Session 2022/23

#### 1. STEM – Maths

- To raise attainment in STEM subjects (focused on Maths this session) through:
  - Teaching staff professional development of effective learning and teaching approaches to further develop skills (developed through strategies to improve numeracy)
  - Moderation of numeracy and maths across P1-7 (Staff have a shared understanding of standards and expectations and can confidently report on CfE levels).
  - Continuing to develop application of Maths skills in a context within all stages of primary school, focussing on skills and linking to DYW.

#### 2. Rights Based Learning (Complete Silver Rights Respecting Schools Award)

- To further develop knowledge about rights based learning and further integrate this into the life and work of the school.
- To achieve the Rights Respecting Schools Silver Award (by Dec 22)

#### 3. Literacy

- To improve engagement and increase attainment in writing for boys and reduce the gender related attainment gap, with a focus on genre based writing and technical skills, including spelling.
- To maintain and build on the improvements in reading ensuring we maintain the improvement made in session 21-22. Reading Schools will be the focus of this work (Gold Award).

### What is our capacity for continuous improvement?

*All staff in Mosshead are committed to high standards and to improving outcomes for children. Parents and pupils comment positively on the work of the school and will continue to be involved in improving attainment and achievement in the wider school context.*

*We are confident that the school's self-evaluation processes are leading to improvements. The next steps, identified through our self-evaluation, will be part of Mosshead's School Improvement Plan 2022-2025 or will be addressed through the ongoing life and work of the school.*