



Mosshead Primary School

Standards and Quality Report

2022/23



Context of the School

Mosshead Primary School is situated in the 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 376 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 have a flexible working arrangement, 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 applied for Silver) and Gold 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, art, cross-stitch, Makaton, rugby, mini-fit 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 the PTA organise fundraising events over the school year. Other partnerships are forged locally including New Kilpatrick Parish Church, Active Schools, Sustrans, 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 the pupils transfer there. Mosshead Primary liaises closely with its school cluster and Learning Partnership Schools.

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. 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 and we also use support from the PTA/ School Fund to provide families on Free School Meals with free or reduced educational excursions. Due to the rising costs of the school day we use a range of funding sources and strategies to support any family in need.

Our average attendance for the school year 2022-23 is 96%. 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: Maths	
<p>NIF Priority Improvement in attainment, particularly in literacy and numeracy.</p> <p>NIF Driver school improvement teacher professionalism parent / carer involvement and engagement</p>	<p>HGIOS4 QIs</p> <p>QI 1.2 Leadership of Learning</p> <p>QI 2.2 Curriculum</p> <p>QI 3.2 Raising attainment and achievement</p> <p>QI 2.5 Family Learning</p>
<p>Progress and Impact:</p> <p>Very good progress was made in maths this year. All staff have improved their knowledge and skills in numeracy and maths this session enabling them to provide a wide range of effective learning and teaching approaches to further develop learners' skills and application of strategies to solve problems. Teachers have worked collaboratively to provide engaging and relevant experiences in numeracy and maths, linking concepts to provide meaningful learning for pupils. This session, they have continued to develop application of Maths skills in a context, linking to Developing the Young Workforce through events such as Maths Week, Number Day, etc as well as the day to day work in classes.</p> <p>Through a range of monitoring procedures, such as class observations and looking at pupil work, we can see that all learners experience high quality learning and teaching in Maths using a range of strategies and resources. Professional learning supported the development of teachers' skills with all teachers reporting increased confidence in teaching maths. Pupils now make very good use of the Blueprint boards when developing number strategies. A concrete > pictorial > abstract approach is used across the whole school as new concepts are introduced and a wide range of concrete materials are available to support learning (arrays, place value counters, beads, abacus, etc). One teacher reflected, <i>"Lessons will be more practical to appeal to kinaesthetic learning styles, in particular."</i></p> <p>Staff undertook professional learning related to bar modelling this session. New resources to support this were purchased and some staff have undertaken related professional enquiry to consider the impact on learning. Staff confidence in using bar modelling strategies increased significantly following training. Feedback showed that staff felt this strategy would be highly useful for learning and teaching therefore further work will be done to embed this next session. Staff undertook professional learning in relation to Maths Recovery approaches. This has enabled teaching and support staff to carry out diagnostic assessment and identify key strategies to support learners and help fill any gaps in their number knowledge. The feedback from staff following this training was very positive.</p> <p>By moderating work in numeracy and maths across P1-7 the staff are clear about standards and can confidently report on CfE levels. We can also see effective progression throughout the school. We will build further on this next session. Most teaching staff have also undertaken professional enquiry related to Maths and have shared the learning from this with other colleagues to improve learning and teaching across the school.</p> <p>Most recently we have been looking at challenge and leadership opportunities for pupils in Maths. By taking an enquiry approach to Maths and sharing strategies and solutions to problems we are developing depth of learning and allowing pupils to lead their own learning, selecting resources and methodologies which work for them. Young STEM leaders have also developed their leadership skills through Maths, creating challenges, leading tasks in classes, creating videos to support family learning, etc.</p> <p>Support for families has enhanced our numeracy and maths work this session so learners can be better supported in the home with Maths. We have run workshops for parents at Early, First and Second level and have produced documents to support including a Let's Focus on Maths Guide, strategies information sheets, resource ideas for home, home learning suggestions and 'How to' videos created by YSLs, etc. Parents who attended the workshops found these very valuable and gave positive feedback, <i>"The workshop was extremely informative and gave me more confidence with assisting X with his maths."</i> <i>"Hearing about how the concepts are explained to the children so that I can use the same language and methods at home was very useful"</i>.</p> <p>Next Steps:</p> <p>Further development of Maths skills and moderation of different aspects of Maths are planned for next session. Pupil Enquiry, investigative approaches and opportunities for pupils to lead learning in Maths will also be explored to provide a high level of challenge and depth of learning in Maths. Consolidation of new learning and teaching approaches through collaborative working will be a key feature of next year's School Improvement Plan. We aim to continually 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
Placing the human rights and needs of every child and young person at the centre

NIF Driver school leadership
teacher professionalism
parent / carer involvement and engagement
curriculum and assessment

HGIOS?4 QIs

QI 1.2 Leadership of Learning

QI 2.2 Curriculum

QI 3.1 Wellbeing, equality & inclusion

Progress and Impact:

We have made very good progress through our rights respecting journey towards our Silver Rights Respecting Schools Award our staff, pupils and parents have increased knowledge about rights-based learning and our practice has been formulated into a Rights-Based Learning Policy so all stakeholders have the key information.

<http://www.mosshead.e-dunbarton.sch.uk/media/16998/mosshead-rights-policy.pdf>

We have reviewed our whole school charter and introduced this to our new Primary 1 pupils. This was then used as a starter for our class charters which were created collaboratively with pupils and are displayed and used for reference in every class. Staff also wear lanyards with our charter rights and these are used to help support learning and behaviour across the school.



We have increased our leadership roles for pupils throughout this journey, providing meaningful contexts for pupil voice to be heard – in committees, policies, leading learning, school improvement, etc. The Pupil Council and Learning Council have used 'How Good Is OUR School' to identify strengths and next steps for improvement. In class pupils lead learning through play, pupil enquiry approaches and through KWOL grids (Know/ Want to Learn/ Opportunities for learning/Consider what has been Learned) which involve pupils in the planning and evaluating of learning.

In order to make rights more explicit in the life and work of the school, we have identified links across the 4 contexts of learning and have detailed these on our yearly overviews. This helps teachers to identify key rights to focus on as they develop different aspects of learning. Some planning/ policies have been adapted to incorporate rights-based approaches and this work will be ongoing as we revisit different areas of the curriculum and other aspects of school life. UNCRC articles are linked to school events throughout the year such as 'Show Racism the Red Card', 'Remembrance', 'Anti-bullying Week', 'Children In Need' and 'Fairtrade'.

Both school Health and Wellbeing Surveys for P1-7 and an EDC Shine Survey completed with P6 and P7 has supported the school to examine pupil rights in relation to Health and Wellbeing and to make any adaptations needed to fully support mental, emotional, social and physical health.

Our evidence for our Silver Rights Respecting Schools Award was compiled in April 2023 and we are awaiting our Silver accreditation visit in September. The evidence shows that there has been a positive impact due to the implementation of the Rights Respecting Schools programme. All stakeholders have been involved and included in making decisions regarding school improvements. Pupils feel empowered to recognise their rights, as well as to speak confidently about how children's rights are promoted in our school. Duty holders are able to link UNCRC articles to different areas of the curriculum and use a rights-based approach in restorative conversations with pupils. Parents were asked their opinion on our journey so far and this was positive: *"My child can list various children's' rights. He's confident in expressing himself, considerate of other people's views, kind and generous, interested in social issues. The school staff and lessons have had such a positive influence on them all in navigating and understanding life."* *"My son is aware of his right to learn, and how some have this right denied them."* *"My children have a greater understanding of concept of rights and how this affects them and others."*

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 Gold Level for the Rights Respecting Schools Award from UNICEF. Our future right-based learning work will filter through aspects of our School Improvement Plan rather than being a stand-alone development.

School priority 3: Literacy – Reading for Enjoyment and Spelling

NIF Priority
Improvement in attainment, particularly in literacy and numeracy.

Closing the attainment gap between the most and least disadvantaged children

NIF Driver school leadership
teacher professionalism
parent / carer involvement and engagement
curriculum and assessment
school improvement
performance information

HGIOS?4 QIs

QI 1.1 Self evaluation for self improvement

QI 1.2 Leadership of Learning

QI 1.3 Leadership of Change

QI 1.5 Management of resources to promote equity

QI 2.2 Curriculum

QI 2.3 Learning, Teaching & Assessment

QI 2.5 Family Learning

QI 3.2 Raising attainment and achievement

Reading

Very good progress has been made this session, building on the improvements in reading we made in session 21-22. Reading Schools was a key focus of this work and achievement of the Gold Reading Schools Award in April 23 was the external recognition of our achievements. These included promotion of enjoyment of reading, especially through focus events such as Scottish Book Week and World Book Day. We also created community events engaging with other local establishments and parents and families to participate in book hunts and book trails in the local area. Children met with authors in school and online to discuss their books and what life as an author was like. The Pupil Learning Council, along with a dedicated team of staff, planned, promoted and supported reading events throughout the year. Pupil feedback shows that the community book projects were very popular with children across all stages.

In order to further promote and develop reading at the early stages we invested some of our Pupil Equity Funding in supporting reading at Early and First Level, purchasing high quality reading texts across a range of genres, aligning these with our phonics programme to make real links in learning. We also created a 'dyslexia friendly library' for older pupils at First and Second level. Children who have some difficulties with reading were involved in the purchase and organisation of this. Staff surveys show that the children are now accessing a wider range of texts more consistently, promoting interest and engagement and supporting learning across different aspects of reading. Teachers have said that *"Infact' non-fiction books are engaging and interesting for children"* and *"Traditional Tales provided a real challenge where children were required to use taught reading strategies to tackle challenging texts"*.

Spelling

This session we have adapted our learning and teaching in spelling, taking a new, more active approach to improve learners' spelling skills. Staff reviewed practice and strategies for teaching spelling and used research to identify better methodologies to support learning of spelling. Classroom observations, conversations with pupils and staff feedback shows that the new approach engages learners and teachers have noticed an increase in pupil confidence when tackling spelling using new strategies. One teacher said, *"The children love finding other words from the same root word, and we often look at the etymology as an added point of interest"*.

A 'Let's Focus On Spelling' booklet was produced for parents to help explain our new approaches and to help parents to better support their children at home.

Pupil Equity Funding

Our pupil equity funding was focused on improvements in literacy through 2021-23 to reduce a gender-related attainment gap where boys did not achieve as well as girls. Data shows that the attainment gap in reading has been closed, with boys now attaining the same as girls. In writing, boys have continued to make better progress than previously, and the gap between boys and girls has reduced from 6% to just 2%. We will continue to embed new writing approaches and expect this to have a continued positive impact on boys' writing.

Next Steps:

We will continue to embed our literacy approaches, developed over the past few years, to maintain and continue improvements. One of our School Improvement priorities for next session is to explore Outdoor Learning and how this can enhance learning and teaching. We will seek opportunities within this development to further enhance learning and teaching in literacy.

Progress in National Improvement Framework (NIF) priorities

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

Placing the human needs and rights of every child and young person at the centre of education

Mosshead has been developing work on rights-based learning as a core part of our School Improvement Planning. Our rights respecting journey towards our Silver Rights Respecting Schools Award (UNICEF) has helped increase pupil, staff and parent knowledge about rights-based learning and our practice has been formulated into a Rights-Based Learning Policy.

We have reviewed our whole school charter and our class charters which were created collaboratively with pupils and are displayed and used for reference. UNCRC articles are linked to school events throughout the year such as 'Show Racism the Red Card', 'Remembrance', 'Anti-bullying Week', 'Children In Need' and 'Fairtrade'. Our school curriculum has both explicit and implicit work around rights-based learning across the 4 contexts of learning.

Pupil leadership roles across many areas of school life provide meaningful contexts for pupil voice to be heard – in committees, policies, leading learning, school improvement, etc. Two of our pupils are part of an EDC Pupil Forum, sharing their information and ideas at an authority level. The Pupil Council and Learning Council have used 'How Good Is OUR School' to identify strengths and next steps for improvement. In class pupils lead learning through play, pupil enquiry approaches and through KWOL information which involves pupils in the planning of learning.

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. Results of the annual HWB surveys show our work to be very effective with consistently positive responses shown 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. Shine Surveys, carried out with P6 and P7, show strengths and areas we can further support and we are engaging with the Lifelink iheart programme to support this. 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, 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 a targeted support plan to gather their views around the wellbeing indicators. Pupils with 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 resources to develop various aspects of the curriculum, 2 hours of PE weekly (both indoor and outdoor), promotion of healthy 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, Sustrans, NSPCC, etc complement the work planned by teachers. Over sessions 2023-25 we are developing our outdoor learning provision to enhance learning and wellbeing by learning in and through the outdoor environment.

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 almost all of these pupils are attaining their appropriate levels or beyond in all areas. In sessions 2021-23 we focused on closing a gender-related gap in reading and writing. Data shows that the attainment gap in reading has been closed, with boys now attaining the same as girls. In writing boys have continued to make better progress than previously, and the gap between boys and girls has reduced from 6% to just 2%.

Improvement in skills and sustained, positive leaver destinations for all young people

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 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 were recognised nationally for the achievements we have made in STEM and we were awarded the STEM Nation Award. We worked with Education Scotland to showcase this work across the West Partnership to support others in their STEM journey.

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 in reading and listening and talking. We have a robust tracking system and use effective interventions to ensure continuous progress for learners. A range of assessment information has supported teacher judgements with most children consistently above both local and national averages. When looking at comparator data we can also see that there has been consistently strong attainment in maths and literacy for all cohorts across the past few years. Our attainment over time as children progress through P1-7 remains strong.

In sessions 2019-23 we had a focus on reading. The use of reading tools, a focus on reading skills along with reading for enjoyment and the purchase of new engaging reading materials, has helped further develop learning and teaching and improved pupils' reading skills, resulting in improved attainment and the achievement of the Gold level Reading Schools Award. 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. PEF funding has allowed us to add a dyslexia friendly library to further support any child with reading difficulties. There is effective use of ICT to support learning, particularly for those with literacy difficulties.

In 2022-23 there has been a focus on numeracy and maths. Increased use of concrete materials and other supports such as bar modelling, Blueprint boards and number talks are improving pupil understanding in numeracy and maths. Maths Challenges and pupil enquiry approaches are in place to enhance learning, provide opportunities for pupils to lead learning and to provide a high level of challenge. Next session we will continue to build on the work undertaken this year.

Achievement of Curriculum for Excellence (ACEL) data

ACEL data at the end of June 2023				
	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. Almost 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. Targeted intervention is in place for any pupil not meeting expected targets.

Our Pupil Equity Funding was focused on literacy in sessions 2021-23. Reading has been the biggest focus of PEF with the introduction of a wider range of reading genres/ topics to engage boys. For younger stages we have purchased high quality reading texts, aligning these with our phonics programme to make real links in learning. We also created a 'dyslexia friendly library' for older pupils at First and Second level. We have introduced online books, created a school library with newspapers/ magazines/ etc, and engaged with a Macastory project and Reading Schools initiative. Data shows that the attainment gap in reading has been closed, with boys now attaining the same as girls.

We have developed our writing programme over the past couple of years this is having a positive impact on boys' writing attainment, with the gap between boys and girls reduced from 6% to just 2% over a couple of years. As well as further developing writing opportunities through P1 play we invested in literacy at early stages through enhanced texts to support phonics development and developed our spelling programme throughout the school to support continued improvement in writing. Children with dyslexic type difficulties make use of technology to support writing and are making good progress from prior levels.

Self-evaluations of How Good Is Our School? (4th edition)

Quality indicator	School self-evaluation (May 23)	Authority evaluation (Nov 22)
1.3 Leadership of change	Very good	Very good
2.3 Learning, teaching and assessment	Very good	Good
3.1 Ensuring wellbeing, equity and inclusion	Very good	Very good
3.2 Raising attainment and achievement	Very good	Very good

Summary of School Improvement priorities for Session 2023/24

1. STEM – Maths (2021-24)
2. Outdoor Learning (2023-25)
3. Health and Wellbeing – PE (2023-25) and RSHP (2023-24)

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. Following a successful quality review in Nov 22, Mosshead has identified areas of strength and further development needs. Progress in further developing learning and teaching strategies has taken place over the course of last session with improvements in providing a greater level of challenge for learners and in providing greater opportunities for pupils to lead learning using enquiry approaches. We will continue to build on this. 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 2023-2026 or will be addressed through the ongoing life and work of the school.