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# Mosshead Primary School

## Standards and Quality Report

### 2023/24



## 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 twice, the Silver Rights Respecting Schools Award and the Gold Reading Schools Award.

We aim to provide a number of extra-curricular activities at Mosshead such as football, basketball, netball, dance, judo, athletics, junior jog, Forest Schools, art, 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 Parent Teacher Association (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 2023-24 is 96%. We monitor attendance of all pupils and address any issues promptly to ensure high attendance rates for all.

***Our Standards and Quality Report has been created in consultation with children and young people, staff and parents and carers. It summarises the story of our school's performance, successes and achievements in Session 2023/24 and identifies our main priorities for next year.***

## Progress in School Improvement Plan (SIP) priorities

School priority 1: Maths (Year 2 of 2)	
<p>NIF Priority Improvement in attainment, particularly in literacy and numeracy.</p> <p>NIF Driver curriculum and assessment 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 2.3 Learning, Teaching &amp; Assessment</p> <p>QI 2.5 Family Learning</p> <p>QI 3.2 Raising attainment and achievement</p>
<p><b>Progress and Impact:</b></p> <p>Very good progress has been made this session, building on the improvements in maths we made in session 22-23 All staff have further 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 pupil enquiry approaches and 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. In a recent survey all staff reported that they had developed their skills in teaching maths over the past 2 years and most feel confident teaching maths most or all of the time. Pupils experience a wide range of approaches to learning in maths which supports their engagement and attainment.</p> <p>Teaching staff undertook further professional learning related to bar modelling this session. New resources to support this were purchased and all classes developed skills in using this strategy to tackle numeracy problems. All staff undertook professional learning in relation to developing numeracy and maths skills in the outdoor environment. The feedback from staff following the training was very positive and teachers worked collaboratively to plan meaningful outdoor learning activities. We can see from class observations and pupil feedback that children have benefitted from this approach and staff report confidence in using the outdoors to support learning in maths. <i>"I liked learning fractions with bar models and I learned it better outside than inside", P3 pupil.</i> Professional enquiries also show that many children enjoy numeracy and maths learning outdoors and feel this helps with their learning.</p> <p>Moderation work across P1-7 was based around using fractions, decimals and percentages in a real life context, including the use of higher order thinking skills. Collaborative planning of this work allowed time for teachers to work together to plan motivating activities with a range of resources to support learning in this area of numeracy. By moderating work in numeracy and maths across P1-7 the staff are clear about standards and all feel they can confidently report on CfE levels. We can also see effective progression throughout the school. Assessments were completed just after this work and scores related to fractions, decimals and percentages were higher than usual showing good understanding in this area of maths.</p> <p>Through a range of monitoring procedures, such as Forward Plans, 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.</p> <p>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</p>	

developing depth of learning and allowing pupils to lead their own learning, selecting resources and methodologies which work for them. All staff feel they plan well for challenge in maths. Young STEM leaders have also developed their leadership skills through Maths, creating challenges, leading tasks in classes, creating resources to support family learning, etc. Maths Ambassadors have been established to help promote positivity about Maths and support other pupils with their numeracy and maths learning.

#### Next Steps:

We will continue to promote and invest in high quality professional learning in relation to Numeracy and Maths to ensure all staff feel confident and are able to deliver the best learning experiences for children. Next session we will continue our focus on using the outside environment to enhance learning opportunities through outdoor approaches.

We aim to continually improve pupil enjoyment and engagement in Maths through active approaches and will continue to develop pupil leadership through Maths Ambassadors and Young STEM Leaders. Staff will continue to share good practice at department meetings, working collaboratively to provide the best learning opportunities for pupils.

#### School priority 2: Outdoor Learning (Year 1 of 2)

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:

*"The journey through education for any child in Scotland must include opportunities for a series of planned, quality outdoor learning experiences" (Curriculum for Excellence Outdoor Learning, 2010)*

We have made very good progress in our outdoor learning journey in the first year of this development and our motivated staff, who have grown in confidence in using the outdoor environment, are fully committed to delivering high quality outdoor learning activities. This is the first year of this development and we aimed for every pupil to benefit from a range of high-quality Outdoor Learning experiences to complement and enhance our curriculum. Staff have worked together to begin to develop a whole-school approach to outdoor learning where pupils can make meaningful connections between their learning experiences and the world around them. These opportunities will allow for the further development of skills for learning, life, and work. Staff have strongly benefitted from our partnership working with Learning Through Landscapes (LtL), funded by Pupil Equity Funding.

Professional Learning has been key to improvements and work with Learning Through Landscapes delivered excellent training which helped all staff to understand why outdoor learning is important and what approaches we might use. Following initial general outdoor learning, all staff undertook specific learning related to developing numeracy and maths skills in the outdoor environment. Professional reading and professional enquires have further developed staff knowledge and confidence in this area and helped everyone understand the benefits for pupils. Evidence from a recent staff survey shows growing confidence and skills but a desire to continue to develop this further through next sessions' school improvement plan. Teachers are planning more regular outdoor learning experiences enhancing engagement levels across a variety of curricular areas. *"It's important to get fresh air. We can run about and have enough room to enjoy*

*outside when we're learning", P1 pupil/ "I like it because the fresh air helps me to focus my mind and I can think better", P7 pupil.*

Linking with partners has enhanced our outdoor learning further widening opportunities for pupils to learn in this environment. Active Schools undertook a project with Primary 6 to develop playleaders who could lead activities with younger pupils and the Pupil Sports Council developed a plan for use of the outdoor area to ensure equity of opportunity for classes to use the space for various activities. Bikeability continues to be a strong feature of our curriculum offer, supported by East Dunbartonshire Outdoor Education Team and Sustrans. All pupils at P6 completed Bikeability 1, while all pupils at Primary 7 completed Bikeability 2. Sustrans also led outdoor walks for all classes, linked to other planned learning across the curriculum. These walks have supported learning in a different context while also developing professional learning for teachers as they further develop skills in taking learning outdoors. Sustrans have also supported the school with some additional funding, enabling us to purchase sheds and storage along with loose parts. Primary 6 are piloting the Junior Dukes programme to provide opportunities for wider skills development including opportunities outdoors. A range of partners are supporting the skills development through this programme and pupil and staff feedback has been positive. The sense of achievement for some pupils has been significant. *"I liked the cooking and the gardening and working with other people. I've learnt lots of new things. My dad said the bread was very good", P6 pupil/ "I would do the baking again. I made bread at home. I was happy, excited and confident and I would like to do more challenges", P6 pupil.*

Our Eco committee have continued to support our commitment to food growing and supporting sustainability. All classes have responsibility for an area in which to grow food and this is used in school HWB Food Technology lessons or donated to the local community. Through this process children are developing skills for life and understanding where their food comes from.

We are fortunate to have a large Muga pitch in our school grounds. This provides a great space for outdoor PE, supporting us to meet and exceed our target of 2 hours of PE a week for each class. We have fantastic school grounds which are a great resource for a wide variety of lessons such as Science, HWB, Expressive Arts, etc.

Some of the recognised main benefits of Outdoor Learning include improved mental and physical wellbeing, increased engagement and motivation, developing skills such as teamwork and cooperation, creativity, and imagination; and building a greater appreciation for the natural world. *"Taking outdoor learning forward can only be a positive step. There are so many benefits in taking learning outdoors", class teacher.*

Feedback from the pupils included *"It is easier to learn because you can physically move things outside rather than writing from a textbook. It means I remember how to do things better", P7 pupil/ "I like using outside resources like leaves to make tally marks more interesting instead of pens and things in the classroom" P5 pupil.*

### **Pupil Equity Funding**

Our Pupil Equity funding was mainly focused on improvements in outdoor learning this session, funding Learning Through Landscapes training (2 sessions), purchasing online training for staff and purchasing resources to support outdoor learning.

### **Next Steps:**

Staff will continue to build on outdoor learning over the next couple of years, sharing good practice at department meetings and working collaboratively to provide the best learning opportunities for pupils. Developing literacy outdoors is a key feature of our School Improvement Plan next session as we continue to build on learning from this year. Outdoor Learning leads will continue to offer support and encouragement to staff and signpost them to appropriate resources and supports. Parental involvement will continue to be key and the PTA are raising funds to further enhance the school grounds.



### School priority 3: Health – (Year 1 of 2)

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 2.3 Learning, Teaching & Assessment

QI 3.2 Raising attainment and achievement

Very good progress has been made this session in regard to aspects of Health and wellbeing below which were part of our School Improvement Plan.

#### HWB Tracking

The DHT with responsibility for Health and Wellbeing attended training on the EDC HWB tracker and led staff Career Long Professional Learning (CLPL) to familiarise people with the change of tracker being used this year. All children completed the new HWB survey and results were analysed. HWB scores were generally positive across all year groups. Teachers held one-to-one sessions with any pupils they had any concern over and strategies/ actions were put in place for a few. Most staff felt that this new tracker was an improvement on the previous version used.

#### Relationships, Sexual Health and Parenthood Education (RSHPE)

The DHT with responsibility for Health and Wellbeing has attended training on the new resource and has delivered an overview to all staff. All staff understand the need for a change to the current programme to meet the needs of a changing society and feel this programme meets the needs of our learners. Following a meeting with the Parent Council, the school parent body had the opportunity to review the new RSHPE programme and all resources and learning experiences were shared. A successful Inset day and further collegiate session for staff led to clear planning across all stages to ensure continuity and progression and the programme was rolled out in each class this session.

Feedback is being sought from staff, pupils and parents so changes can be made for next year as required.

#### Physical Education

The PE lead teacher led a session on 'What makes a good PE lesson' to help ensure a consistent approach to PE across the school. We carried out an evaluation of staff skills/ confidence across all aspects of PE and designed a CLPL programme to build confidence in areas that staff felt they needed further development in. This programme will run over a couple of years to build skills in various areas of PE. Staff felt that the CLPL helped them to plan and deliver effective learning and teaching for PE and class observations of PE lessons by SMT saw the development of good practice, taking on board learning from the CLPL sessions. Discussion with teachers around these observations showed staff who were evaluative and looking to further improve their practice. Our muga pitch allows for the development of PE outdoors and specialist coaches in football, tennis and hockey have supported sessions this year to help pupils further develop skills and techniques. Our out of school sports provision is sector leading, with a wide range of extra-curricular clubs and high engagement from pupils. Most pupils participate in at least 1 extra-curricular club.

Our Sports Council and Playleaders have leadership roles in developing the school grounds to promote active breaks and engage children in sport. They had a key role in securing our Sport Scotland Gold Award for the second time.

**Next Steps:**

We will continue to implement the new EDC HWB tracker, analysing data and ensuring we meet the HWB needs of all of our pupils.

We will use feedback from the RSHPE this term to adapt our new programme as required.

We will continue our programme of CLPL in PE, developing teacher skills and confidence in order to provide the best learning opportunities for pupils.

**Progress in National Improvement Framework (NIF) priorities****Placing the human rights and need of every child and young person at the centre.**

Mosshead is a Silver Rights Respecting School and has been developing work on rights-based learning over the past couple of sessions. Our rights respecting journey towards our Silver Rights Respecting Schools Award (UNICEF) 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 (United Nations Convention on the Rights of the Child) 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 (**Knowledge**, what we **want** to know, **Opportunities** for learning, What was **learned**) information which involves pupils in the planning of learning.

In session 24-25 we have a focus on 'The Circle Framework' (Child Inclusive Research Into Curriculum Education) and 'The Promise' which will support us in continuing to improve outcomes for children and young people, especially those who are 'care experienced'.

**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 or higher in literacy and numeracy at every stage. 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 curriculum for excellence levels 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 2022-24 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. Outdoor learning in 2023-24 had a focus on numeracy and maths to further enhance learning using 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 is implemented to promote equity with a direct focus on pupil attainment, achievement and wellbeing. The percentage of children with additional support needs attending mainstream education has grown significantly over the past few years and this is evidenced in our current school population. We want to ensure that we are supporting all children in the best way possible, therefore we will use the CIRCLE framework and The Promise training to enhance staff knowledge and skills in supporting children with additional support needs and ensure the school meets the needs of all children in the best way possible.

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.

Our main gap is in Primary 1 where we have a number of children, often boys, who enter Mosshead not on track to achieve Early level. By providing additional targeted support at the early stages we demonstrate improved attainment at P4 and P7 as the pupils move through the school. This can be seen in our whole school data and tracking.

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

All staff are fully aware of their responsibilities with regard to Getting It Right For Every Child (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. 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, work around staying safe (roads, internet, substances) and positive, healthy relationships with others (revised RSHPE programme 23-24). 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.

## Attainment and Achievement Data

Curriculum for Excellence Levels 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.

Due to a gender gap in literacy with boys not attaining as well as girls, our Pupil Equity Funding was focused on literacy in sessions 2021-23. Reading was 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 introduced online books, created a school library with newspapers/ magazines/ etc, and engaged with a Macastory project and Reading Schools initiative. We have developed our writing programme over the past couple of years this is having a positive impact on boys' writing attainment. 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. Data shows that the attainment gap in literacy for boys is closed over the course of P1-7.

Over sessions 2023-25 the focus for PEF has been on outdoor learning, providing learning opportunities outside the classroom to further enhance learning and teaching. Our PEF funding is £5400 a year which has been used to support this development.

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

Quality indicator	School self-evaluation (June 24)	Inspection/ 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 2024/25

1. Outdoor Learning (2023-25)
2. Health and Wellbeing – PE (2023-25)
3. The Circle Framework and The Promise (2024-26)

### 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 identified areas of strength and further development needs. Progress in further developing learning and teaching strategies has taken place over the course of the past 18 months with improvements in outdoor learning, providing greater levels of challenge for learners and in providing increased 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 2024-2026 or will be addressed through the ongoing life and work of the school.