



Mosshead Primary School

Standards and Quality Report

2024/25



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 366 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.

Our Values, Vision and Aims for Mosshead were reviewed with all stakeholders 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, the Gold Reading Schools Award, the STEM Nation Award and the Eco 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 representative 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. Our Parent Council 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 Early Years 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 are 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 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 2024-25 is 96.5%. 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 draws on information from a recent HMIE School Inspection report and summarises the story of our school's performance, successes and achievements in Session 2024/25. It also identifies our main priorities for next year.

Progress in School Improvement Plan (SIP) priorities

School priority 1: Outdoor Learning (Year 2 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	HGIOS4 QIs QI 1.2 Leadership of Learning QI 2.2 Curriculum QI 3.1 Wellbeing, equality & inclusion
Progress and Impact: <i>"The journey through education for any child in Scotland must include opportunities for a series of planned, quality outdoor learning experiences"</i> (Curriculum for Excellence Outdoor Learning, 2010) We have made very good progress in our outdoor learning journey over the past 2 years and our motivated staff, who have grown in confidence in using the outdoor environment, are fully committed to delivering high quality outdoor learning activities. Over the 2 years of this development, we aimed for every pupil to benefit from a range of high quality Outdoor Learning experiences to complement and enhance our curriculum with a year 1 focus on Numeracy and Maths and a year 2 focus on Literacy and English. Links have also been made across all other areas of the curriculum including experiences like outdoor photography, music, science, etc. Staff have worked together 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 allow for the further development of skills for learning, life, and work. Staff have strongly benefitted from our partnership working. Professional Learning has been key to improvements and training helped all staff to understand why outdoor learning is important and what approaches we might use. Following initial general outdoor learning training, all staff undertook specific learning related to developing numeracy and literacy skills in the outdoor environment. Professional reading and professional enquires further developed staff knowledge and confidence in this area and helped everyone understand the benefits for pupils. Teachers now plan regular outdoor learning experiences, enhancing engagement levels across a variety of curricular areas. The recent HMIE Inspection report noted that staff are "effective in using the outdoors to provide children with purposeful learning which develops their personal skills, problem solving and the ability to work with others". Linking with partners has enhanced our outdoor learning further widening opportunities for pupils to learn in this environment. This has included playleader training with Active Schools and Bikeability and Eco Walks with Sustrans. Primary 6 have continued with the Junior Dukes programme following a pilot in Year 1. This provides opportunities for wider skills development including opportunities outdoors and partners have supported some of these learning experiences. The HMIE report noted that through the Junior Dukes programme children develop resilience, independence and skills for life. 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 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. The Eco Committee also organised outdoor events like the RSPB bird watch, the Big Spring Clean and World Bee Day, creating interest in nature and in supporting our local wildlife. The Outdoor Learning committee planned and organised events for Outdoor Classroom Day, Bring A Stick to School Day and International Mud Day! All classes engaged in a range of engaging activities and enjoyed learning opportunities outside on these days.	

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 *‘I like being in a different environment from the classroom, it makes learning more fun’ P7 pupil. ‘I really like the fresh air. It helps me learn better’ P3 pupil.*

Pupil Equity Funding

Our Pupil Equity funding was mainly focused on improvements in outdoor learning over the past 2 years, online and in-person training for staff and purchasing resources to support outdoor learning.

Next Steps:

Having developed confidence in taking learning outdoors and seeing the benefits, staff will continue to build on this, using the outdoor environment to enhance learning opportunities. 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 2: Health (Year 2 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

HGIOS4 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 in the second year of this development where the focus continued on Physical Education (PE).

Following an evaluation of staff skills/ confidence across all aspects of PE in Year 1 of this development, a learning programme was designed with and for staff to build confidence in areas where staff felt they needed further development. This programme ran over a couple of years to build skills in various areas of PE. Staff felt that the training helped them to plan and deliver effective learning and teaching for PE and class observations of PE lessons by Senior Leadership Team (SLT) saw the development of good practice, taking on board learning from the training 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 is well used for outdoor games and activities. Specialist coaches in football, tennis and rugby have supported sessions 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 recent HMIE inspection report noted that these opportunities were supporting children to develop skills in social communication, leadership, teamwork, resilience and creativity.

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 and we are working towards our third Sport Scotland Award.

Banks of resources have been created for teachers to access to ensure high quality PE experiences for pupils and our annual PE plan has been reviewed and adapted following input from staff and the Pupil Sports Council.

Next Steps:

Staff will use the skills gained to continue to provide high quality learning experiences for pupils. Pupils will be supported to identify the skills they are developing through participation in extra-curricular activities.

School priority 3: The CIRCLE Framework/ The Promise (Year 1 of 2)

NIF Priority

Placing the human rights and needs of every child and young person at the centre
Improvement in children and young people's health and wellbeing
Closing the attainment gap between the most and least disadvantaged children

NIF Driver

school leadership
teacher professionalism
parent / carer involvement and engagement
school improvement

HGIOS4 QIs

QI 1.1 Self evaluation for self improvement

QI 2.1 Safeguarding and child protection

QI 2.4 Personalised Support

QI 2.6 Transitions

QI 2.7 Partnerships

QI 3.1 Wellbeing, equality & inclusion

Progress and Impact:

We have made very good progress with The CIRCLE (Child Inclusive Research Into Curriculum Education) this year, which will be further developed in the next academic session.

"The CIRCLE Framework is a way of organising and supporting input using a staged system of support, beginning with setting up an inclusive classroom. Overall, the resource aims to empower education staff to support all pupils, to promote inclusive practice and to encourage effective collaboration between school staff, parents/carers, partner services and other agencies." (Education Scotland March 2024).

Staff are now confident in providing inclusive learning environments for all pupils. Through professional learning related to the CIRCLE Inclusive Classroom Scale (CICS) they are able to identify areas for improvement and use related strategies. Pre and post training questionnaires clearly demonstrate the improved confidence of staff to understand and implement The CIRCLE and to identify barriers and implement changes, thus having positive impacts on pupil wellbeing, attainment and achievement. Following analysis of their practice, alongside peers and pupils to support the evaluations, staff created an action plan for each classroom which was implemented and further evaluated towards the end of the year. The professional discussions highlighted the positive impact that interventions and strategies implemented from The CIRCLE have had and improvements were noted for every classroom.

Whole-school peer visits were undertaken with Craighdu primary school. Staff felt these were vital in sharing good practice across the authority, gathering ideas to implement into our own settings and for quality, protected professional discussion between colleagues.

Pupils have most benefitted from the provision of sensory spaces in each open area of the school and in most classrooms. Further resources have been purchased to support the many sensory needs of our pupils including moving chairs, softer lighting, sensory toys and neutral decoration. Staff are able to identify when the use of these can positively impact the learning and wellbeing of

a pupil, allowing them to regulate and then access their learning. Pupils speak positively about the changes made through The CIRCLE:

"If someone needs to, they can use the calm space until they feel ready to keep working." P5 pupil

"The twinkly lights make me feel calm and I like them when I'm doing my maths work." P3 pupil

"We can work in different places like in the area if we need some quiet. It's easy to do group work at the round tables." P5 pupil

"The hammock chair makes me feel calmer when I'm upset or angry." P4 pupil

A 'Let's Focus on The CIRCLE' booklet was created and shared with parents to explain these approaches and share how this will impact our practice moving forward into the next year and beyond.

KeepingThe Promise

"Scotland made a promise to care experienced children and young people: You will grow up loved, safe and respected. And by 2030, that promise must be kept." (*The Promise Scotland webpage*).

All senior leaders completed Education Scotland training on 'The Promise' and then shared this information with all staff (teachers, support, admin and facilities management staff) at an in-service day session which comprised of 2 presentations, an online module and assessment. All who participated completed this successfully and earned their 'I Promise' award. As a school we received our 'We Promise' award recognising the collective effort to support care-experienced pupils.

Staff reported the ways in which they felt 'The Promise' would impact their practice, and the experiences of our young people as being:

"Heightened awareness of the language I would use and strategies to help children cope with transitions or trauma." P6 teacher.

"It reminds us to look at all behaviour as communication and support children with their window of tolerance. What we see on the outside is only part of what they are feeling, and encourages those involved with young people not to take that at face value and delve a bit deeper." P1 teacher.

"I learned that transitions can be difficult for care experienced children or children who have suffered trauma. This will impact my practice as I will be more mindful of this when supporting young people. Being more aware of vocabulary I use about care experience is at the front of my mind." Support for Learning Assistant.

Almost all staff highlighted that they are keen to focus on 'The Promise' in their own professional learning going forward. All staff who attended now have an informed view of the impact of care experience and how to best approach working with trauma-experienced pupils. This will ensure that we are creating a learning environment which is safe and inclusive, and conducive to care-experienced pupils, and others requiring support, reaching their targets and goals in learning and beyond.

Next Steps:

Staff will continue to build on their expertise on The CIRCLE over the next academic session by continuing to implement the CIRCLE Inclusive Classroom Scale to ensure inclusion for all learners. Developing the use of the CIRCLE Participation Scale is a key feature of next session's School Improvement Plan as we continue to build on our learning from this year.

Pupil Support Group paperwork will be refined to reflect The CIRCLE strategies and will be used by staff to guide professional discussions on inclusive strategies for individual learners.

Staff will read relevant documentation on delivering 'The Promise' (e.g. The Pinky Promise).

Senior leaders will consider applying for 'Keeping the Promise' Award, evidencing impact of professional learning on education outcomes for care experienced learners.

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 few years. 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, and 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. Our recent HMLe report highlighted the positive leadership opportunities that pupils have to make a difference to the work and outcomes of the school.

In session 24-25 we had a focus on 'The Circle Framework' (Child Inclusive Research Into Curriculum Education) and 'The Promise' which has supported us in continuing to improve outcomes for children and young people, especially those who are 'care experienced'. The focus on this continues into 25-26.

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. This was also recognised in the recent HMLe report which identified that senior leaders and other staff support children very well to sustain high levels of attainment and close any gaps in learning. 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.

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 ensure 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 the recent inspection there was recognition that the support provided to children with additional support needs, particularly those with dyslexia, was helping to reduce the attainment gap and supporting them to make very good progress in their learning.

In Maths, increased use of concrete materials and other supports such as bar modelling, Blueprint boards and Number Talks are improving pupil understanding. 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 sessions 2023-24 and 2024-25 had a focus on literacy & English and numeracy & 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. We want to ensure that we are supporting all children in the best way possible and have made use of 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 recent HMIE report identified that senior leaders plan spending of Pupil Equity Funding based on robust analysis of a wide range of data and identify needs for specific groups, using funding effectively to close any gaps. 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.

Our Pupil Council explored ways to reduce the Cost of the School Day (COSD) and produced an information leaflet that was shared with all stakeholders. Strategies include free healthy snack options, uniform provisions, eco-uniform swap, provisions for events throughout the year including Christmas jumpers, costumes etc., provision of basic school items, residential payments, advanced notice of payments due.

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 Health and Wellbeing (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. A range of individual assessments ('What do I think' / 'Talking Mats', etc) 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 Relationships. Sexual Health and Parenthood programme). Agencies such as Active Schools, Sustrans, NSPCC, etc. complement the work planned by teachers.

Pupil mental health survey results are shared with class teachers who adapt curriculum planning in response to ensure children are supported and are developing strategies to cope with adversity and challenges including resilience and self-image.

Attainment and Achievement Data

Curriculum for Excellence Levels at the end of June 2025				
	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 an identified gender gap in literacy with boys not attaining as well as girls, some previous Pupil Equity Funding was focused on literacy, with the introduction of a wider range of reading genres/ topics to engage boys. For younger stages we 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 also developed our writing programme and 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. The recent HMIE report highlighted our practice for supporting pupils with additional support needs, particularly dyslexia, recommending this was shared more widely. Data shows that the attainment gap in literacy for boys closes over the course of P1-7 but this is something we continually review and address using the above resources/ approaches/ supports to sustain this improvement.

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. Pupils have commented positively about how the outdoor environment supports their learning and makes it more fun. Our PEF allocation is £5400 a year which has been used to support this development.

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

Quality indicator	School self-evaluation (June 25)	Inspection (March 25)
1.3 Leadership of change	Very good	not applicable
2.3 Learning, teaching and assessment	Very good	Very good
3.1 Ensuring wellbeing, equity and inclusion	Very good	not applicable
3.2 Raising attainment and achievement	Very good	Very good

Summary of School Improvement priorities for Session 2025 onwards

1. Meta-skills (Session 2025-28)
2. Framework for Equity and Literacy (2025-27)
3. The Circle Framework (2024-26)
4. Review of Vision, Values and Aims (Session 2026-28)

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 very successful HMle inspection in March 2025, Mosshead identified areas of strength and further development needs. Progress in further developing learning and teaching strategies has taken place over the past few years with increased opportunities for challenge and developing and improving opportunities for pupils to lead learning using enquiry approaches. We will continue to build on this as part of our School Improvement priorities above.

HMle were confident that the school has the capacity to continue to improve and the next steps, identified through our self-evaluation, will be part of Mosshead's School Improvement Plan 2025-2028 or will be addressed through the ongoing life and work of the school.