



Supporting Improvement: Standards and Quality Report

Glasgow City Council
Education Services
City Chambers East
40 John Street
Glasgow G1 1JL
www.glasgow.gov.uk
0141 287 2000



The summary report is provided for parents/carers and partners to outline our achievements this session and our priorities for next session. Throughout this session we have taken forward our priorities as detailed in our school improvement plan. Through our processes of self-evaluation, we have identified how we can improve outcomes for our children and young people.

Our achievements and improvements this year.

We would like to highlight the following improvements/achievements:

Developments in learning and teaching and assessment

This year we worked on raising attainment in literacy, numeracy and health and wellbeing, taking into account the impact of COVID 19. As part of Glasgow's Improvement Challenge, we focussed on raising attainment in reading and writing through Listening and Talking experiences. We developed our whole-school approach to writing policy, around the 'Talk for Writing' strategies. We supported children at Second Level through the implementation of Together Better Readers with improved outcomes for all taking part. Our Challenge Leader of Learning delivered training on talk for writing to all staff, and this became the focus of a moderated 'Literacy Week' and formed a part of the focus for class observations in Term 4. Our school library and media suite is a fantastic space for children to research or read for enjoyment.

In our Nursery Class, we focussed on developing literacy rich environments in our playrooms and our outdoor spaces. Staff engaged in training delivered by the Leaders of Early Learning Team to support developing learning in literacy outdoors. As a result, almost all of our returning pre-school children are on track in literacy. Our DHT delivered the 3-part Education Scotland module on 'Effective Observations leading to Effective Assessment.' As a result of this, observation quality and assessment information has improved, and parents have immediate access to all assessment information about their child's learning. This has resulted in more effective tracking conversations and more robust data.

We continued to develop the quality of our delivery of Numeracy. Staff continue to engage with professional learning focussing on Glasgow Counts strategies and the Good Lesson cycle. Through Pupil Equity and Scottish Government Recovery Funding, our Principal Teacher worked with staff to provide targeted pupil support in numeracy. As a result, most children's attainment in numeracy improved. We ran a very successful Maths Week with a focus on application of skills and challenge. Our nursery playrooms are numeracy rich environments and, as a result, most of our pre-school children on track with learning.

Our school community is developing a shared understanding of wellbeing. Most children are fully engaged in Health and Wellbeing work and are enthusiastic about this due to the high quality, relevant contexts. Through PEF and Recovery Funding, we were able to offer targeted support in health and wellbeing which improved outcomes for all those taking part.

With the implementation of a whole establishment approach to the teaching of digital learning, most of our children are progressing at appropriate level. With staff training and a focus on Developing the Young Workforce (DYW), most children are now able to demonstrate an awareness of where skills learned in school can be used in the workplace.

Through moderation events, staff use key assessments to evidence achievement of a level and to identify next steps in learning. A tracking system is in place with effective interventions, ensuring continuous progress for children across the curriculum. Nursery staff positively engaged with the Early Level benchmarks to make these predictions, and have engaged in training with the leader of early learning in the use of benchmarks to inform professional judgement.

Through a whole school focus on developing Interdisciplinary Learning (IDL) and pupil voice, children have increased opportunities for personalisation and choice in learning and to lead learning.

Progress in promoting well-being equality and inclusion

Most of our children feel safe, healthy, achieving, nurtured, active, respected, responsible and included. Through the development of restorative approaches and our positive relationships policy, relationships across the school community are positive and supportive, founded on a climate of mutual respect, shared values and high expectations. Almost all children are able to resolve conflict using restorative approaches. Through Learning Conversations and daily feelings charts in class and through our school committees and House System, we ensure children are active participants in discussions and decisions which may affect them.

We continued to develop effective supports in our school for children with additional support needs. All staff have undertaken training in our Positive Relationships Policy and implement the strategies effectively. All children with

additional support needs can fully access all areas of the curriculum and all physical areas within the school. Through whole school assemblies, focus weeks, and the use of Seesaw and Twitter, we involved children and their families in developing an understanding of children's learning needs in Mossspark. We ensure inclusion and equality leads to improved outcomes for all our children. Most of our children feel well supported to do their best and are treated with respect and in a fair and just manner. Our focus on language and communication friendly (LFCE) approaches across the school has ensured inclusion, equality and improved outcomes for almost all our learners with additional support needs. Our Nursery Class is accredited as a Language and Communication Friendly Establishment with acknowledgment of how highly skilled our Child Development Officers are in implementing talk strategies. Almost all parents/carers told us, through questionnaires, that the school helps children to be more confident, that children feel safe at school and are treated fairly. The adoption of our core values of Endeavour, Confidence, Politeness, Caring, Inclusiveness, Honesty and Responsibility has continued to ensure that the school is a place where children learn in a safe and challenging way.

Progress in children's learning /raising attainment and recognising achievement

At all stages, most children learn and achieve well. The learning environment continues to be attractive and stimulating. Almost all children are enthusiastic and keen to learn. They work very well in pairs and support each other very well in their learning. Most children are able to discuss their skills when reflecting on their own learning. They use their Learning Journeys and IDL presentations to share aspects of their learning with their parents and carers. Through using Learning Journeys, children are taking more responsibility for their learning. Children's achievements are captured in their profiles, at weekly assemblies, on Seesaw, Twitter and on school and class achievement walls. Almost all children are able to discuss how achievements outwith school can have a positive impact on their learning within school. Most children enjoy and are motivated to perform well by the many different award systems used throughout the school. Children achieve success across a broad range of activities outwith the classroom. They lead in virtual assemblies and act as House/Vice Captains, Junior Leadership Team, Global Citizenship Committee members, Tech Team members and as Junior Road Safety Officers. Through our work on Global Citizenship, we have been awarded four Eco Schools Green Flags. Through our commitment to developing physical activity, we have been awarded a Silver Award from Sports Scotland.

Overall, most children are making good or very good progress in the English language, literacy, numeracy and mathematics. Most children at P1, P4 and P7 stages are achieving appropriate national levels in literacy and numeracy. Most children listen and talk very well, especially with talk partners and through play opportunities in the early stages. Pupils in P7 can talk about how they use their literacy skills in real life, including reading for information and presenting to an audience. As they move through the school, children are developing skills that allow them to read for pleasure and for research. In numeracy and mathematics, children are applying their knowledge to real life situations and can discuss how they use maths in their learning across aspects of the curriculum. Children use a variety of mental maths activities, games and digital learning to reinforce their knowledge and understanding. Within the nursery class, children have daily opportunities to apply maths and numeracy skills in a real life context.

Most children who require additional support with their literacy and numeracy are making good progress, and are meeting personal targets set out in their wellbeing plans. Within the nursery class, most children were predicted to be 'on track' to achieve early level by the end of P1 in reading, writing, numeracy and listening and talking. Children requiring additional support within the nursery have been meeting their personal targets set out in their wellbeing plans and care plans.

Here is what we plan to improve next year.

- Improve attainment and achievement in Literacy and Numeracy, taking into account the impact of COVID 19 on attainment.
- Improve attainment and achievement in Health and Wellbeing through increased pupil voice, promotion of children's rights inclusion, equality and equity.
- Improving attainment and achievement across the curriculum through effective, robust and consistent tracking and assessment. Engaging families in learning.

How can you find out more information about our school?

Please contact us directly if you require further information or if you wish to comment on the report.

The contact e-mail address is: headteacher@mosspark-pri.glasgow.sch.uk

Our telephone number is: 0141 882 3602

Our school address is: 20 Mossspark Square, Mossspark, G52 1LZ

Further information is available in: newsletters, the school app, the school website, and the school handbook