



Supporting Improvement: Standards and Quality Report

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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. As part of Glasgow's Improvement Challenge, we focussed on raising attainment in reading and writing. Our Challenge Leader of Learning increased practitioner knowledge and confidence in using Accelerated Readers and Routes through Writing to raise attainment in reading and writing. We supported children at early, first and second level with literacy through our "Stretch Aims" approach with improved outcomes for almost all taking part. Our school library continues to be a fantastic space for children to read for enjoyment.

Our Nursery Class worked closely with the Leader of Early Learning to focus on literacy in the playroom and outdoor spaces. Most of our pre-school children are now on track with literacy. Nursery Staff focussed on assessment and quality observations of children's learning, leading to next steps which could be shared with parents and carers, through Seesaw. Through monitoring on Seesaw and parent/carer feedback, there is now increased parent and carer understanding about how children are assessed in nursery.

We continued to develop the quality of our delivery of numeracy. Staff continue to engage with professional learning focussing on Glasgow Counts strategies. Through Pupil Equity 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 Pupil Equity Funding and Counselling for Schools 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 and meta skills, most children are now able to demonstrate an awareness of where skills learned in school can be used in the workplace. 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.

Through in house and Learning Community moderation events, staff use key assessments to evidence achievement of a level and to identify next steps in learning. Staff confidence in tracking, monitoring and assessing progress has improved through the use of the 'Fact, Story, Action' approach. Nursery staff positively engage with the Early Level benchmarks and have engaged in training with the leader of early learning in the use of benchmarks to inform professional judgement. These approaches have had a positive impact on teaching and learning and have ensured continuous progress for children across the curriculum.

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. Almost 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 (X), we involved children and their families in developing an understanding of children's learning needs in Mossbank.

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. Almost all children are enthusiastic and keen to learn. They work well in pairs and support each other in their learning. Most children are able to discuss their skills when reflecting on their own learning. They use Learning Journeys and IDL open afternoons to share aspects of their learning with their parents and carers. Through Learning Journeys, most children are taking more responsibility for their learning. Children's achievements are captured in their profiles, at weekly assemblies, on Seesaw, Twitter (X) 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 whole school assemblies and act as House/Vice Captains, Junior Leadership Team, Global Citizenship/Rights Respecting 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 children's rights we were awarded Bronze Rights Respecting School status. Through our work on international education our Primary 6 Euro Quiz Team won the Glasgow heats of the Euro Quiz and represented Glasgow at the Scottish final in Edinburgh.

Overall, most children are making good or very good progress in the English language, literacy, numeracy and mathematics. Almost all children at P1, P4 and P7 stages are achieving appropriate national levels in listening and talking. Most children listen and talk very well, especially with talk partners and through play opportunities in the early stages. Pupils at first and second level can talk about how they use their literacy skills in real life, including reading for information and presenting to an audience. Most children at P1, P4 and P7 stages are achieving appropriate national levels in reading, writing and numeracy. 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. As part of transition to secondary, children in Primary 7 participated in and won the Learning Community Maths Challenge competition. 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, at all levels across the school.
- Improve attainment and achievement in Health and Wellbeing and embed children's rights, equity and equality into our curriculum and the life and work of the school.
- Improve attainment across the curriculum through improved attendance and time keeping.

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 Mosspark Square, Mosspark, G52 1LZ

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