

Mosspark Primary and Nursery Class

Standards & Quality Report

Session 2024 – 2025

This summary report is provided for parents/carers and partners to outline our achievements and improvements during session 2024 - 2025 and to share our improvement priorities for 2025 - 2026. Throughout last session we took forward our improvement priorities as detailed in our school improvement plan. Using our approaches to self-evaluation, we have detailed in this report the impact of our work and identified how we plan to continue to improve outcomes for our children and young people.

The context of the school
Mosspark Primary School is a non-denominational school situated in the Mosspark area of Glasgow. We have a nursery class for children from age three to those not yet attending school. Two hundred and ninety children attend the school, across 12 classes. The school and nursery class were inspected in March 2024 and received a grading of very good across all the quality indicators inspected.
Our achievements and improvements 2024 – 2025
Key Developments-Our shared Vision, Values and Aims have high aspirations for all children and consider the unique context of our school. These are reviewed annually with stakeholders. Most stakeholders are actively engaging with our shared Vision and Values. 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. Most 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. Through our self-evaluation processes, all staff have a clear understanding of our context and the needs of our learners and use this knowledge to improve outcomes for all. Developments in learning, 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. Our Challenge Leader of Learning continued to work on increasing practitioner knowledge in using Accelerated Readers to raise attainment in reading. We looked at improving writing through the Write on Track programme and showcased our work at our Learning Community 'Sharing Good Practice' event. We supported children at early, first and second level with literacy through our "Stretch Aims" approach with improved outcomes for almost all taking part. Nursery staff continue to focus on creating literacy and numeracy rich environments in the playrooms and outdoor learning area, with a focus on high quality learning experiences. Through sharing learning on Seesaw and using pupil voice to inform next steps, staff continue to develop parent and carer understanding about how children are assessed in nursery. Most of our pre-school children are now on track with literacy and numeracy. Nursery staff have worked closely with families to further develop family learning and engagement through experiences such as Play Along Maths and Book Bugs. We continued to develop the quality of our delivery of numeracy. Staff engaged in professional learning with GCC Leaders of Learning on high quality learning experiences through effective differentiation. Through Pupil Equity Funding, we provided targeted pupil support in numeracy. We ran a very successful Maths Week with a focus on application of skills and challenge through a whole school STEM IDL theme. As a result, most children's attainment in numeracy improved. 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, Counselling for Schools funding and the use of the Glasgow Motivation and Wellbeing Profile, we were able to offer targeted support in health and wellbeing which improved outcomes for almost all 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 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 across all stages has improved using 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. Our HMIE inspection in March 2024 rated the school and nursery as Very Good for learning, teaching and assessment. Developments in ensuring well-being equality and inclusion- Most of our children feel safe, healthy, achieving, nurtured, active, respected, responsible and included. Through 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 can 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. 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, we involve children and their families in developing an understanding of children's learning in Mossbank.

Our approaches to support inclusion and equality ensure that there are high expectations for inclusion and equality across the school which leads to improved outcomes for almost all our children. 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. Children requiring additional support within the nursery have been meeting personal targets set out in wellbeing plans and care plans. 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 approaches across the school and nursery 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

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 can discuss their skills when reflecting on their own learning. They use Sharing Learning 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.

Overall, most children are making good or very good progress in the English language, literacy, numeracy and mathematics. Most children at P1 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 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 P4 and P7 stages are achieving appropriate national levels in literacy 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 activities, games and digital learning to reinforce their knowledge and understanding. Within the nursery class, children have daily opportunities to apply literacy and numeracy skills in real life contexts. 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. Our HMIE inspection in March 2024 rated the school as Very Good for raising attainment and achievement. The nursery class was rated Very Good for securing children's progress.

Children's achievements are captured in their Assessment profiles, at weekly assemblies, on Seesaw and on school and class achievement walls. Almost all children can discuss how achievements out with 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. They lead in whole school assemblies and act as House/Vice Captains/Junior Leadership Team, Junior Road Safety Officers, Sports Committee and Rights Respecting Committee members. Through our work on Global Citizenship, we have been awarded five Eco Schools Green Flags. Through our commitment to developing children's rights, we were awarded Silver Rights Respecting School status. Through our commitment to promoting sport and participation in sporting activities in our school community, we achieved Gold Sports School status.

Attendance and Exclusion data

Our attendance was 90.7% and was just below the Glasgow average of 91%. We had no exclusions.

Our improvement plan priorities 2025 – 2026

1. **Increase attainment in Literacy and Numeracy across all levels in school through high quality learning experiences.**
2. **Increase attainment in Health and Wellbeing and embed children's rights, equality and equity across the school and school community.**
3. **To increase attendance from 90.7% by at least 2%.**

How Good Is Our School 4 Quality Indicator (QI)

Evaluation

Leadership of Change (QI 1.3)

Very Good

Learning Teaching and Assessment (QI 2.3)

Very Good

Ensuring Wellbeing Equality and Inclusion (QI 3.1)

Very Good

Raising Attainment and Achievement (QI 3.2)

Very Good

How to find out more about our school

Contact us directly if you require further information about our school or if you wish to comment on this report.

Our contact e-mail address is: headteacher@mossparke-pri.glasgow.sch.uk

Our telephone number is: 0141 882 3602

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

Further information is also available on our school blog: <https://blogs.glowscotland.org.uk>