

# Summarised inspection findings

**Mossvale Primary School and Early Learning and Childcare Class**

Renfrewshire Council

1 April 2025

## Key contextual information

Mossvale Primary School and Early Learning and Childcare Class is a non-denominational school located in Paisley, Renfrewshire. The current school roll is 204 children, organised across nine classes. The school is part of the Paisley Grammar Cluster. It shares a joint campus with St James Primary School.

The leadership team is made up of a headteacher, a deputy headteacher and a principal teacher. The headteacher took up post in 2020 during the Covid-19 pandemic. The deputy headteacher and principal teacher were both appointed within the last two years.

In the September 2023 pupil census, 25% of P6-P7 pupils were registered for free school meals. At the same period, 38% of children were reported with additional support needs. At the time of the inspection almost all children live in Scottish Index of Multiple Deprivation (SIMD) data zones 1 to 5. Just over half live in SIMD data zone 1.

### 2.3 Learning, teaching and assessment

**very good**

This indicator focuses on ensuring high-quality learning experiences for all children and young people. It highlights the importance of highly-skilled staff who work with children, young people and others to ensure learning is motivating and meaningful. Effective use of assessment by staff and learners ensures children and young people maximise their successes and achievements. The themes are:

- learning and engagement
- quality of teaching
- effective use of assessment
- planning, tracking and monitoring

- Senior leaders, supported fully by staff, have worked very well to develop a calm and purposeful learning environment for children. Senior leaders and staff are highly respectful of almost all children's rights. Staff place children's rights at the forefront of all interactions effectively. Senior leaders and staff are highly-effective in developing positive relationships with children and hold high aspirations of what children can achieve.
- Staff uphold well the school's values of positivity, respect, integrity, determination and equality, locally known as PRIDE. They promote these values very successfully with children to ensure a highly inclusive school for almost all children. Children contribute effectively to life and work of the school through a range of leadership opportunities. They provide their views frequently and these views are acted upon by staff. For example, pupil committees work very well to make changes and improvements to the work of the school linked to the school improvement plan. House captains consulted with other children about changes they would like to make to the school's 'house system'. This resulted in teachers being clear on behaviours that children want to be recognised for. Additionally, house captains support the organisation of school events across the year, including helping younger children prepare for these.
- Children's behaviour and relationships are very positive and of a high standard. Children interact consistently well with each other and with staff across the school day. They are considerate and supportive of each other. This is leading to almost all children feeling safe, being highly-engaged and highly-motivated to learn. Over recent years, senior leaders and staff have reduced significantly levels of serious disruptive behaviour and disengaged behaviour. They have developed a meaningful rights' respecting action plan based upon Renfrewshire's nurturing relationships approach (RNRA). Their plan outlines well how staff can

continue to respect the rights of all children. Teachers have used their professional learning in RNRA very effectively to improve pedagogy, curriculum experiences and develop children's capacity to regulate and show resilience in school.

- Teachers provide almost all children with motivating and engaging learning opportunities. They ensure that all children experience learning activities which allow them to work with others and build cooperative skills. Most teachers support children very well to develop independence in learning through frequently engaging them in making choices about what they will learn. Most children confidently accept opportunities to lead their own learning in almost all classes. Teachers should continue to work to support a few children to develop the skills required to increase their independence and engagement with learning.
- Teachers support almost all children with additional support needs very well. Teachers have a robust understanding of almost all children's additional support needs. They work effectively with support staff and partners to ensure that almost all children with additional support receive the right support at the right time. Senior leaders link in well with allied health professionals to support adaptations to learning environments to support the learning needs of children better. They make positive links with partners to provide effective wellbeing support for children who have experienced trauma or loss. Senior leaders seek useful support to help family's capacity to encourage positive patterns of sleep for their child.
- Teachers provide children across the younger stages of the school with interesting and high-quality play experiences. They respond well to children's interests and ensure play is an integral part of children's learning. Teachers use play to enhance children's curiosity and to encourage children to explore and consolidate their learning. They ensure play activities are purposeful, using open-ended materials. They provide experiences that offer a balance between child-led and adult-initiated experiences.
- Teachers make effective use of digital technologies frequently to develop, enhance and support children's learning. They support children very well to use tablets and laptops at appropriate times. Teachers use software successfully to reduce barriers to learning caused by literacy needs. For example, they use dictation software very well to help children record their thoughts, develop stories and create arguments. This helps children communicate and record their ideas in a manner that best suits the context of learning. Teachers should continue to develop this practice so that there is a high-quality consistent use across all classes.
- Teachers use learning which makes links across the curriculum very effectively in most classes. This is helping children understand how to apply their learning from across the curriculum in a range of contexts. For example, the whole school's 'Finance Fortnight' is supporting children to apply their numeracy skills within a purposeful and successful whole school project.
- Almost all teachers use questioning and explanations effectively so that children have a clear understanding of what they are learning. They support children increasingly well to develop their higher-order thinking skills. Almost all teachers provide clear instructions. They support children to identify how they will know that they have been successful in their learning. They work well with children to cocreate what success in learning will look like. This leads to most children being very confident when talking about their progress in learning. Teachers provide useful feedback to children that supports them to understand their next steps in learning. This results in almost all children engaging in purposeful discussions and reflecting on what the next steps in their learning journey will be.

- All teachers contribute to purposeful moderation activities across the school year. They participate in moderation activities within the school and with colleagues from other local schools. This is supporting teachers to have a shared understanding of expectations and standards in literacy, numeracy and health and wellbeing. It is helping them make increasingly accurate judgements about the progress children make in learning. Teachers have improved the accuracy of their professional judgements on children's progress and attainment well over the recent academic sessions.
- Almost all teachers use a range of summative and formative assessments effectively to gather evidence on how much and how well children make progress in learning. They involve most children very well in using self and peer assessment. This helps children know the intended learning, how they can measure their success against criteria and understand their next steps in learning. Teachers' approaches to assessment enables children to demonstrate their knowledge, understanding, skills and capabilities in different learning contexts very well. Children benefit from regular and planned high-quality learning conversations with their teacher. Teachers should continue to strengthen their use of Curriculum for Excellence (CFE) national Benchmarks when planning for assessment and moderation. This will help them ensure that children are making the expected progress towards achievement of a level for every curriculum area.
- Teachers and senior leaders meet regularly for purposeful attainment meetings where they discuss outcomes of assessment and review children's progress and attainment. Senior leaders and teachers make very effective use of available assessment information to evaluate children's progress in learning. Staff use data from national standardised assessments and other assessments to support their professional judgements of children's progress and attainment. Senior leaders and teachers work very well together to plan and review interventions that support children's learning.
- Teachers plan effectively over different timescales to ensure breadth of learning across all curriculum areas. They use experiences and outcomes very well to plan learning. Teachers are effective in keeping their planning flexible. This helps them respond to children's interests and needs. Children's voice across planning is strong. They are consistently involved in planning learning. Teachers' use of floorbooks across all stages to build upon prior learning and plan next steps is a strength. Teachers and senior leaders have supportive plans in place to meet the needs of children who require additional support. This helps ensure accessible and important learning experiences for all children.

## 2.1 Safeguarding and child protection

- The school submitted self-evaluation information related to child protection and safeguarding. Inspectors discussed this information with relevant staff and, where appropriate, children. In addition, inspectors examined a sample of safeguarding documentation. Areas for development have been agreed with the school and the education authority.

### 3.2 Raising attainment and achievement

good

This indicator focuses on the school's success in achieving the best possible outcomes for all learners. Success is measured in attainment across all areas of the curriculum and through the school's ability to demonstrate learners' achievements in relation to skills and attributes. Continuous improvement or sustained high standards over time is a key feature of this indicator. The themes are:

- attainment in literacy and numeracy
- attainment over time
- overall quality of learners' achievement
- equity for all learners

#### Attainment in literacy and numeracy

- Overall, most children have high levels of attainment in literacy and numeracy over time. They make good progress from their prior levels of attainment.
- Most children achieve CfE early level in listening and talking, reading, writing and numeracy, by the end of P1. Most children achieve first level in listening and talking and the majority achieve first level in reading, writing, and numeracy, by the end of P4. Most children achieve second level in listening and talking, reading and numeracy, the majority achieve writing by the end of P7.
- Most children who require support with learning or with an additional support need, make very good progress with achieving their personal milestones or targets. Most children whose first language is not English make very good progress from their prior levels of attainment in literacy and numeracy.

#### Attainment in literacy and English

- Overall, most children make good progress in literacy and English.

#### Listening and talking

- At early level, most children listen well and respond appropriately to questions. They talk confidently and follow basic instructions. At first level, children respond appropriately to each other verbally and take turns in conversations. They ask and respond to questions to demonstrate their understanding. At the second level, most children are comfortable expressing their opinion in a group. Children across the school should develop further skills in exchanging information and influencing others through, for example, solo talks or presentations.

#### Reading

- Most children working at early level use their emerging knowledge of sounds and letters to read words. At first level, children enjoy reading and the majority discuss their favourite authors. They know the difference between fiction and non-fiction. They should continue to work on developing fluency and expression. Children at second level discuss their favourite authors, books, and genres with confidence. They are enthusiastic readers, reading with increased fluency and expression. They should continue to develop their confidence in summarising and predicting in a range of contexts.

#### Writing

- Across the school children talk very positively about writing and, in particular, opportunities for shared writing. At early level, most children are developing well their pencil control to form

letters and words. At first level, children engage in daily writing tasks related to literacy as well as other parts of the curriculum. They should continue to increase the range and complexity of vocabulary used in their writing. At second level, children show awareness and understanding of the technicalities of writing, including grammar, parts of speech, vocabulary, and spelling. They successfully use descriptive language to engage the reader. Across the school children would benefit from support around the presentation of their written work. Children at early level should continue to practise letter formation. A minority of children at first and second level would benefit from continuing to build confidence in applying their learning to create a range of texts across different contexts.

## **Numeracy and mathematics**

- Overall, most children make good progress in numeracy and mathematics. Children working at first and second level were more confident with number and number processes than in other aspects of numeracy and mathematics. Across all stages, a few children would benefit from activities that help them retain, deepen and consolidate their learning.

## **Number, money and measure**

- Most children demonstrate a sound understanding of mathematical strategies and use these to carry out written and mental calculations accurately, appropriate to their CfE level. At early level, most children order numbers to 10 confidently and identify correctly coins up to £2. They predict accurately and use the right strategies to count on and back in ones. At first level, children use mental agility and other mathematical strategies to estimate the answer to a calculation or problem successfully. They are less confident with division and fractions. Children recognise the value of money and can provide the correct change. At second level, most children know how to calculate a fraction of a number. They understand profit and loss, which they develop very well through class enterprise activities. A few children need to develop their use of mathematical notation.

## **Shape, position and movement**

- At early level, most children understand and follow simple directional instructions, such as forward, left and right. At first level, most children identify two-dimensional (2D) shapes and three-dimensional (3D) objects. At second level, most children successfully identify different types of angles. At first and second level, most children would benefit from consolidating their understanding of the properties of 2D shapes and 3D objects using specific mathematical vocabulary.

## **Information handling**

- At early level, most children answer simple questions about information from a chart. At first level, most children confidently explain how to gather and record information using tally charts and describe accurately the key features of graphs. At second level, most children confidently analyse and interpret data from a range of different graphs.

## **Attainment over time**

- Children's attendance has increased slightly over the last few years and in session 2023/24 overall attendance was 89.9%. This is below the national average. One of the main impacts on lower rates of attendance is family holidays during term time, including extended stays abroad to visit relatives. This accounts for half of the children with lower rates of attendance. Senior leaders work with families to remind them of the importance of school and that holidays during term time are unauthorised. Senior leaders are vigilant in tracking the attendance of all children on a daily basis. They monitor and track attendance monthly for groups of children, including those who are impacted by socio-economic factors. They act promptly where individual attendance dips below 85%. Overall, interventions are having a very positive impact on attendance for the majority individual children who require them. Senior leaders arrange



meetings with parents/carers and consider very well individualised targeted support to support families to improve attendance. This includes utilising specialised partners to help reduce challenges of family life that impacts upon attendance.

- The headteacher has established a robust system for assessing and tracking children's progress over time. Staff make very effective use of data to monitor and track attainment in reading, spelling, writing and numeracy. They have recently started tracking children's skills better and the progress children make in other curricular areas. The headteacher has worked effectively with teachers to develop a shared and clear strategy to raise attainment for all children. Over the last three years, staff have worked very well to improve the curriculum and develop high-quality learning, teaching and assessment across the school. This is having a positive impact on raising children's attainment with attainment improving for most children, over time. In the middle stages of school, a minority of children's attainment dips. Teachers identify these children quickly. Most of these children then make strong progress in closing identified gaps as they progress through the upper stages of school.
- Staff use highly-effective interventions to provide support to children who are not on track. Senior leaders and teachers skilfully track the progress of individuals, cohorts and groups of children. As a result, senior leaders and teachers take prompt action to ensure interventions are in place for children that require them. This is helping most children with additional support needs accelerate their progress in learning.

### **Overall quality of learners' achievements**

- Children contribute very well to learning conversations where staff help them recognise and identify accurately their successes, achievements and skills. Children benefit from staff seeking-out and providing opportunities for children to celebrate their achievements inside and outside of school. Children share their achievements successfully in school assemblies, online platforms, displays around the school and the Believe to Achieve wall. Children develop their confidence and capacity to contribute to the life of the school very well. They are developing high-quality skills in leadership and creativity through participating in meaningful pupil committees linked to school improvement, including 'Science, technology, engineering and mathematics', 'health and wellbeing', 'expressive arts' and 'outdoor learning'. Children at the younger stages would benefit from more opportunities to assume leadership and committee roles to develop their skills further.
- Staff track children's participation in clubs and activities very well. They have recently begun identifying and tracking accurately the skills children develop. Staff use this data to identify children who may be missing out on activities and encourage participation through targeted clubs. Across all stages, there is a variety of wider achievements that children experience, such as Finance Fortnight, drumming, sewing and supporting community events. P7 children attend a residential excursion and organise a Burns supper for their families.

### **Equity for all learners**

- All staff have a sound understanding of the socio-economic background of their children and families. They know the challenges and barriers to learning that affect their school community. Senior leaders ensure that any costs associated with school activities are subsidised through fundraising. This ensures that all children can participate fully in all aspects of school life. All children have access to free breakfast snacks or pre-loved school clothing when needed. Senior leaders ensure that children and families are supported effectively and very sensitively at all times.
- Senior leaders and staff are committed to ensuring equity for all children and their families. The headteacher has a clear rationale for the use of Pupil Equity Funding (PEF). Senior leaders



use funding to provide additional staffing to support targeted PEF interventions in literacy, numeracy and health and wellbeing. This is having a positive impact on reducing the poverty related attainment gap for the majority of children's reading and numeracy and for the minority of children's writing. Senior leaders should continue to evaluate the impact of PEF interventions on reducing the poverty related attainment gap.

## Other relevant evidence

- Children receive their entitlement to two hours of physical education each week. However, available space for children to undertake physical education at school impacts upon the overall quality of their experiences. Senior leaders should work with teachers to ensure children receive high-quality learning physical education experiences that offer opportunities to progressively develop more complex skills.
- All children receive their entitlement to religious observance and a progressive religious and moral education curriculum.
- Children across all stages learn modern languages as part of a progressive pathway. All children learn Spanish and children in P5 through to P7 learn French and Spanish.
- The school submitted information relating to compliance with the revised Nutritional Regulations 2020 and key duties as required by The Schools (Health Promotion and Nutrition) (Scotland) Act 2007. The Health and Nutrition Inspector (HNI) discussed this information with relevant staff and children. In addition, the HNI examined documentation relating to the effectiveness of whole school approaches to improving the health and wellbeing of children through food in school. Minor areas for improvement have been agreed with the school, the after-school club and the school meals provider.

## Practice worth sharing more widely

- Teachers and children engage in purposeful learning conversations across the school year. Conversations help children focus on their progress in literacy and English, numeracy and mathematics, health and wellbeing and other learning across the curriculum. As a result, children are clear on how they can continue to make progress and the skills they progressively develop. Learning conversations inform teacher's responsive planning so that children's learning can be reinforced, refreshed or extended.

## Explanation of terms of quantity

The following standard Education Scotland terms of quantity are used in this report:

All	100%
Almost all	91%-99%
Most	75%-90%
Majority	50%-74%
Minority/less than half	15%-49%
A few	less than 15%

Other quantitative terms used in this report are to be understood as in common English usage.