Summarised inspection findings

Mossend Primary School

North Lanarkshire Council

1 October 2019

Key contextual information

Mossend Primary School is a non-denominational school serving the community of Mossend. The roll is 383 divided into 14 classes. There is a 40-40 nursery class. The current Free Meal Entitlement is 23%.

1.3 Leadership of change	satisfactory
This indicator focuses on collaborative leadership at all levels to develop a shared vision for change and improvement which is meaningful and relevant to the context of the school within its community. Planning for continuous improvement should be evidence-based and linked to effective self-evaluation. Senior leaders should ensure the need for change is well understood and that the pace of change is appropriate to ensure the desired positive impact for learners. The themes are: ■ developing a shared vision, values and aims relevant to the school and its community ■ strategic planning for continuous improvement ■ implementing improvement and change	

■ The headteacher and the senior team have worked hard to develop a strong, caring and nurturing approach across the school. Children are happy at school and very complimentary of their teachers. Staff are loyal to Mossend Primary community and to children. They know the school context well and are supportive of all children and families. Staff have developed a strong partnership with their local partner school, which is adding further capacity to developing effective practice through shared experiences, including of learning.

■ School values and aims have been reviewed and refreshed within the last two years. This involved discussions with a few parents. Children were consulted extensively about the values. They cannot talk about specific values, however, the impact of these is evident in relationships and behaviours. It would be helpful to develop links between the values, children's rights and charters that are evident in a few classes. The headteacher and depute headteacher model and reinforce school values as they fulfil their roles and responsibilities.

■ There is strong teamwork amongst staff. Relationships are positive and staff are committed and ready to lead and drive change. Staff now need to be more fully involved in selecting whole school improvement priorities. They have begun to lead areas of improvement and there are a few positive examples of good work being done across the team. Some of these link to clubs and activities for children. Staff leadership roles need to align more closely with school improvement plans. Senior staff should now work towards building a culture of collaborative leadership at all levels.

■ The school improvement plan highlights national and local priorities and the four school priorities are linked clearly to these. The school improvement plan is not yet the driver for all changes in the school. Senior staff should ensure that the school plan is clear, with measurable targets that are aligned, easy to understand and linked to improving outcomes for children. Parents and partners are not yet involved in selecting priorities and therefore cannot articulate nor support school plans for improvement.

■ Teachers work together with stage partners. School improvement groups are beginning to empower staff as leaders. A next step would be for teachers to provide support and guidance to colleagues in specific areas of their leadership to help ensure greater consistency in practice across the school. The headteacher and staff have had various opportunities for professional

learning, including practitioner enquiry. These are contributing to a positive learning culture in the school.

■ The school is well organised and the environment is attractive. A number of new initiatives some that link to Pupil Equity Funding (PEF) have been introduced. Together with staff, the headteacher should continue to review the pace of change in the school. Staff need to focus more clearly on activities which lead to the greatest outcomes in improving children's attainment and achievement. They need to be clear on the rationale behind each initiative and do further work on evaluating the purpose and impact to link the work more closely to improving children's outcomes.

■ Staff carried out a self-evaluation exercise which was helpful in beginning to empower them in driving school improvement. All staff now need regular opportunities to be involved in reviewing school improvement priorities with a clearer focus on activity linked to improving children's attainment and closing the gap   With a smaller number of priorities, firmly based on sound evaluation, it will be more straightforward to ensure that consistent practice has a positive impact on improving outcomes.

■ All staff should continue to use the How good is our school? (4th edition) (HGIOS?4) to plan and review their practice and to make improvements. Some peer evaluation has taken place with a focus on learning and teaching, however, it is not clear how this has had an impact on change and improved practice. An important next step is for teachers to look critically at their practice, using HGIOS?4 and with a focus on improving children's attainment.

■ Relationships between staff and parents are positive and there is an open door approach for parents who wish to speak to someone. Staff are aware that they need to be proactive in making plans to engage parents better in their child's learning and in moving the school forward**.** Parents are not yet involved in setting the future direction of the school and would appreciate the opportunity to be more involved.

■ Currently, a minority of children undertake leadership roles across the school. These opportunities are very positive and there would be merit in introducing these for all children. Children have the ability to lead their own learning and encouraging this across the stages would enable them to become empowered learners. Teachers are supportive of children. They now need to increase their expectations for children, whilst remaining aware of the unique context of the school. Giving children greater responsibility and ownership of learning is a positive start to raising their attainment.

2.3 Learning, teaching and assessment	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

■ The school has a caring ethos and children are proud and happy to be there. There are positive relationships between children and adults. Almost all children are respectful of one another and work well individually, in pairs and in groups. Children share resources and support each other well when engaged in learning.

■ Across the stages, children are enthusiastic about learning and most engage well in class tasks and activities. Children enjoy a range of learning experiences. In most lessons, learning experiences are matched well to meeting children's needs. In a few lessons, staff provide opportunities to ensure the context builds further on children's prior learning.

■ Children behave well in school. There are examples of children being actively engaged in their learning. However, a few lessons across the school are too teacher-led and limit children's opportunities to lead their learning. Most children demonstrate an ability to exercise choice enabling them to become more independent. In a few classes, there is a need to ensure best use of learning time. Teachers should review the effectiveness of activities they set for children across the school day to ensure that each experience offers high quality progressive learning.

■ Teachers use a range of teaching approaches and learning environments, including digital technology. Children enjoy using tablets which have been purchased through PEF. These are motivating children to engage more in lessons. Staff now need to ensure that there is clear purpose and well-planned learning which is enhanced through children using the tablets.

■ Overall, the quality of teaching is good. In lessons, teachers' instructions and explanations are clear. In most classes, teachers share the aims and expected outcomes of lessons with children. Across the school, teachers should work together collaboratively to improve further their questioning techniques to promote children's higher order thinking and enquiry skills.

■ Staff record children's progress and effort in literacy and numeracy through planning and termly meetings which include discussions on potential barriers to children's learning and their wellbeing. Information gathered could now be evaluated to establish clearer targets for children outlining what they need to learn in order to further achieve.

■ Children are not yet clear about their progress or what they need to do to improve. Senior leaders are aware that they now need to track more effectively how well all children are progressing and achieving the appropriate Curriculum for Excellence (CfE) levels. They require to monitor the success of interventions, and evaluate how well identified groups of children are progressing. This should include those who face challenges, such as care experienced, those requiring additional support or those at risk of missing out. Children should become more involved in discussions about their progress.

- Teachers plan learning across all curriculum areas, using CfE experiences and outcomes. They are beginning to use National Benchmarks. Through professional development and cluster events on moderation, teachers are beginning to develop their confidence when making professional judgements of CfE levels in mathematics and writing. Senior leaders need to provide greater strategic direction to ensure consistency of learning and teaching approaches. This should include well-planned moderation within and beyond the school.

- Teachers are beginning to plan outdoor learning in a few classes, such as developing numeracy within physical education, and the John Muir award for targeted groups. There is scope to develop outdoor learning across the school. The senior team recognise that the timing is right to review the curriculum rationale. This is an opportunity for staff to collaborate and consider more creative and innovative approaches to deliver CfE. This will support teachers to ensure progression across all areas of the curriculum, and that learning experiences are well matched to children's needs. The review will also enable staff to include learning experiences through relevant and real-life contexts, building on children's prior learning.

- The school has recorded a wide range of assessment information. Teachers use a range of assessment techniques in the course of their teaching. In a majority of lessons however, there are missed opportunities to assess how well children are learning. Assessment techniques used in the course of teaching are not always effective in informing teachers about children's learning. Verbal and written feedback provided by teachers needs to be focussed more directly on what children can do and what they need to do next.

- The school is starting to make use of Scottish National Standardised assessments (SNSA) to support their professional judgement. Senior leaders and teachers should continue to build their confidence in gathering, analysing and interpreting data which will support them more effectively to improve outcomes for all children. This information should be used to differentiate tasks and activities to ensure children progress and improve their attainment and achievement.

- As staff become increasingly more confident in their judgement of the achievement of a CfE level, the school should review the range of tools used to assess children's progress at various points in time.   Staff now need to use assessment approaches and information gathered more effectively to support them plan children's learning.

2.2 Curriculum: Learning pathways

- A school priority has been to develop teaching approaches for literacy and English, and numeracy. Approaches to delivering literacy and English are well constructed and as a result, children are progressing well. Currently, staff are reviewing how numeracy and mathematics is delivered, and have invested in new resources. Staff should ensure that planning is not too dependent on resources, such as books or worksheets, and that learning is effectively differentiated to ensure children progress.

- Work is at an early stage in introducing Developing the Young Workforce (DYW) within the curriculum. Teachers need to build into children's learning experiences, regular and explicit discussion of the skills they are developing, and how these are relevant to learning, life and the world of work. Children need to build on their prior learning. They should be supported to apply their skills and attributes for learning, life and work across other areas of the curriculum, and through relevant contexts for learning.

- There are a few good examples of digital learning across classes. The headteacher is aware that teachers need to include more outdoor learning and digital experiences across all stages to further enhance and enrich children's experiences.

- Teachers have been involved in a few moderation activities with stage partners and more widely with cluster schools for mathematics and writing. Senior leaders need to ensure greater opportunities for moderation within and beyond the school.

- Professional learning is supporting a few staff well to take forward new approaches to learning and teaching. Examples include a greater emphasis on play-based learning, and in numeracy and mathematics, developing children's conceptual understanding and appropriate use of mathematical language. These areas for improvement are at a very early stage of implementation. Senior leaders should now plan a strategic approach to ensure effective development across the whole school.

2.7 Partnerships: Impact on learners – parental engagement

■ See choice QI.

2.1 Safeguarding

■ 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 that need to be addressed as a matter for urgency.

3.1 Ensuring wellbeing, equality and inclusion	good

This indicator focuses on the impact of the school's approach to wellbeing which underpins children and young people's ability to achieve success. It highlights the need for policies and practices to be well grounded in current legislation and a shared understanding of the value of every individual. A clear focus on ensuring wellbeing entitlements and protected characteristics supports all learners to maximise their successes and achievements. The themes are:

- ■ wellbeing
- ■ fulfilment of statutory duties
- ■ inclusion and equality

- ■ There is a strong feeling of community in Mossend Primary, resulting in children being proud of and having a sense of belonging to the school. The headteacher and staff are dedicated to ensuring that the wellbeing of children and their families is central to their work. Relationships between children, their peers and also adults are very positive. All staff model very caring behaviours and children are shown high levels of respect. As a result, children follow staff's lead very well and show high levels of care and consideration to their peers and others in the school community. Pupil support assistants (PSAs) work well with children and provide valuable support to ensure children requiring additional support can access their learning. This creates a culture where children are supported to achieve and they know whom to turn to if they need support.

- ■ All staff are aware of the needs and challenges faced by children and are sensitive and speedy in responding to these. The school meets the needs of children with autistic spectrum disorder (ASD) sensitively through regular and focused meetings with parents and partners.

- ■ Health and wellbeing is a school priority. The working group has introduced new planning arrangements which are being piloted this year. Class timetables should be reviewed to ensure that the school continues to meet the requirement for two hours quality physical education each week. The focus on emotional health is a strength of the school. Supported by PEF interventions, children are developing a range of effective strategies to support them to make improvements to their own wellbeing and that of others. Children speak confidently about their emotional health. Across the school, children know there are adults in the school with whom they can discuss and share any personal difficulties. Children are developing the necessary skills to support them to become calm if they are upset or distressed. Staff should now use the language of the wellbeing indicators more fully through their daily interactions. This will support children to develop further their understanding of the wellbeing indicators and what actions they can take to improve their own wellbeing.

- ■ Teachers have a good understanding of Getting it right for every child. They understand what this means to them, their school and the expectations of how they contribute to ensuring every child receives a high quality experience. Professional learning has supported staff to develop their understanding of children's emotional health. The majority of (71%) children who responded to the pre-inspection questionnaire feel safe and cared for in school. However, staff now need to help support all children to feel safe in school.

- ■ An important area for development is the legislation around the ASL Act and Equalities Act. There is not yet a consistent high quality approach to meeting the needs of children who require support. Professional learning in these areas would help enable a consistent and high quality provision. Overall, attendance is in line with the national average. The school meets its statutory requirements in relation to religious observance and religious education. The school

should now develop further the curriculum to provide children with richer learning experiences to support them become more aware of themselves as global citizens.

■ The school's anti-sectarian work in collaboration with another local school is a strength. Children have been working closely across the schools and this is supporting their awareness of discrimination and tolerance. This work has been awarded the Challenging change award. Diversity is recognised throughout the school through a few events and celebrations. Staff now need to develop approaches to equality and diversity, specifically what this means in terms of race, disability and gender to equip children as citizens for 21st century Scotland.

■ The school has highly effective procedures for identifying and supporting children who may require additional support. This area is led well by the senior management team. The school uses a staged intervention model, which supports children to make the best possible progress. Children's plans identify and record targets for children requiring additional support. Staff work well with parents along with their children in the co-creation of these targets. The school has effective strategies in place to help support children overcome any barriers to their learning.

■ There are positive links with other services to help support children's learning. Partners feel included as part of the team within the school when their skills are required. Children, requiring additional support, are developing their confidence in preparation for their move to secondary school through the school's very effective enhanced transition process.

■ All children have regular opportunities to participate in a wide range of clubs at lunchtime and after school in partnership with the active schools coordinator. Commendably, almost all children participate in activities. Children compete at all local sports festivals in the community. Older children gain valuable leadership skills under the guidance of the active schools co coordinator. The school should now track the skills children are developing through the wide variety of activities, including those for learning, life and work. In particular, staff should track groups of children who have been identified for targeted PEF funding and evaluate the impact.

■ The school's PEF is used mainly to purchase resources and staffing. It is important to make sure there is a clear PEF plan, which links, directly to improving outcomes for groups of children. The use of the funding should be tracked to make sure there is a clear benefit, specifically for the most vulnerable children.

3.2 Raising attainment and achievement	satisfactory

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

- Overall, the data presented by the school demonstrates that the majority of children achieve appropriate Curriculum for Excellence early levels in reading, writing, listening and talking and numeracy. The majority achieve appropriate Curriculum for Excellence levels in reading, writing and numeracy, with almost all achieving in listening and talking at first level. Most children achieve appropriate Curriculum for Excellence levels in reading, writing, listening and talking and numeracy at second level. The data presented by the school is based on internal moderation of teacher professional judgement of a level. Through increased participation in moderation activities, teachers will become more confident in their judgements. The planned increased participation in moderation activities should help support the accuracy of the data.

- There is an over- reliance on a range of standardised assessments to inform teachers' professional judgement. Staff now need to use a greater range of evidence to support their professional judgements of children's achievement of a level.

- For children with barriers to learning, targets are specific and progress is measurable. For children living in deciles 1 and 2, the majority make appropriate progress in all areas of literacy and in numeracy and mathematics at the early level. The majority make appropriate progress in reading and writing and numeracy at the first level. Most make appropriate progress in listening and talking. At second level, most make appropriate progress in reading, writing and listening and talking and numeracy and mathematics,

- The majority of children working at the early level are making appropriate progress in reading, writing, listening and talking, numeracy and mathematics. The majority make appropriate progress in reading, writing, and numeracy and mathematics at first level. Most achieve in listening and talking at first level. Most children make appropriate progress in reading, writing, listening, talking, numeracy and mathematics at second level. A significant minority are capable of making greater progress.

- Overall, children's attainment in literacy and English is good. Most children make good progress in all areas of literacy and English. A few make very good progress.

Listening and talking
- At the early level, most children listen and respond appropriately to others. They engage with and enjoy listening to different texts. At first level, most children contribute to group discussions, engaging with others to develop a group task. They recognise simple differences between fact and opinion in spoken texts. They understand verbal and body language skills for both presenting to an audience and being part of an audience. At second level, most children respect the views of others and offer their own viewpoint. They present ideas, information or points of view including appropriate detail or evidence. They now need to develop their skills further in listening and talking, for example across other curricular areas.

Reading

- Children read a wide variety of texts in addition to commercially produced reading schemes. They speak confidently about why they have chosen a text and their preference in relation to different genre. Most children at the early level are developing their understanding of sounds and blending these to make words. By the end of first level, most children identify the main ideas of text and can offer ideas about characters and settings. They know strategies to decode words and comprehend texts. At second level, most children can find, select and sort relevant information from a range of sources. They use notes to create new texts that show understanding of the topic or issue. They make relevant comments about features of language, for example vocabulary, sentence structure and punctuation.

Writing

- At the early level, almost all children write for enjoyment and explore patterns and sounds. Most use pencils with increasing control and confidence and are beginning to form lower case letters. By the end of early level, the majority of children can write at least one sentence, including using a capital letter and full stop. By the end of first level, the majority of children write independently, punctuating most sentences accurately. They write regularly for a variety of purposes. By the end of second level, most children evaluate the writer's craft, commenting on the author's style. They write persuasive texts for a variety of purposes. They write extended pieces of text well using a range of appropriate punctuation. From P2 to P7, children use clear and specific writing targets to peer and self-assess their writing.

Attainment in numeracy and mathematics

Number, money and measurement

- At P1, almost all children are developing their skills in addition and subtraction. They count and recognise the value of coins up to 10p. They tell the time from analogue clocks. At the early level, most count forward in 2s beyond 30. They add and subtract two digit numbers accurately, and are developing their understanding of multiplication. At early level, a majority of children are making satisfactory progress. Children at this stage need to improve their progress. At first level, a majority of children add some digit sums accurately, and use different strategies to find answers. They tell the time using analogue and digital clocks. At P4, a majority of children enjoy talking about and manipulating numbers to 1,000 and beyond. They are beginning to understand simple fractions, such as half and quarter. They estimate the height and length of everyday objects. They are less confident in estimating how heavy an object is. They describe recently taught concepts very well, and a majority draw on their memory of concepts learned in previous years with some accuracy. By P7, most children round whole numbers to the nearest 1000, 10,000 and 100,000 and apply this knowledge to estimate calculations accurately. They understand connections between fractions, decimal fractions and percentages and convert these with confidence. They are less confident in calculating simple percentages of a quantity. They solve simple algebraic equations with one variable, with ease. At second level, most children recognise appropriate units of measure. They are less confident in calculating area and perimeter, and confuse these aspects of measure.

Shape, position and movement

- At early level, most children recognise 2D shapes and 3D objects. A few are not yet confident about naming 3D objects, for example naming a cube as a square and cuboid as a rectangle. At first level, most children identify some 2D shapes and 3D objects. They identify a right angle triangle and know it is ninety degrees. They are not yet confident in using mathematical language to describe a range of common 2D shapes and 3D objects. Most children identify symmetry in pictures and 2D shapes. At second level, most children identify a wide range of 2D

shapes and 3D objects. However, they are not yet confident in using mathematical language to describe the properties.

Information handling

■ At early level, most children use tally marks to collate information to create bar charts, for example about their pets. At first level, most children create and extract information from a range of tables, diagrams and charts, and talk confidently about information in line graphs and bar graphs. At second level, children collect, organise and display data in a variety of ways. They analyse and interpret data in line graphs, bar graphs and pie charts with confidence. Children are not all skilled in using digital technologies in this aspect of numeracy and mathematics.

Attainment over time in literacy and numeracy:

■ Information on attainment over time in relation to Curriculum for Excellence levels at each stage indicates a significant drop in levels achieved at all stages in June 2018. The senior leadership team agree the need to ensure the validity and accuracy of teachers' professional judgement. There is a need to devise an effective monitoring and tracking system to gather and record the range of assessment evidence for each child. This will enable an accurate overview of individual children's progress over time in literacy and numeracy as well as identifying whole school progress and any trends in attainment.

■ Staff are employing a variety of interventions to raise attainment in literacy and numeracy. They are beginning to measure the impact of these on children's attainment. However, as yet it has not been possible to make accurate assessments of children's attainment in literacy and numeracy over time.

Achievement

■ The school offers a range of opportunities for children to develop the four capacities of Curriculum for Excellence. This includes pupil voice groups, literature club, Young Leaders, Digital Leaders and the buddying programme. Children are beginning to develop skills in confidence and in leadership. There is scope for children to develop their skills further through being given greater responsibility to lead activities.

■ Class teachers record children's participation in the wide range of opportunities offered. At present, the senior leadership team only record the total numbers of children participating in activities. A whole school tracking system, which tracks the participation of individual children, should now be developed, to ensure all children have opportunities to achieve both in and outwith school.

■ Children are not yet aware of the skills they are developing through wider achievement opportunities.

Equity for all learners

■ Staff are developing a clearer understanding of all children's backgrounds and seek to provide appropriate interventions to address individual needs and to help their attainment and achievement.

■ The senior leadership team are beginning to develop an understanding of attainment gaps. A variety of interventions have been implemented which have helped to raise attainment in reading and writing and improve children's emotional wellbeing. All staff are developing their understanding of how best to support identified children, supported by PEF. The school should develop a strategic overview of these interventions to measure the impact on improving children's outcomes.

- The senior leadership team understand different factors that may affect equity in the school community. They access partnership agencies to support specific children. Whilst this is received positively, staff have not yet been able to evaluate the impact on raising attainment.

- Additional staffing has been funded by PEF to improve attainment. Initiatives are at the early stages of development. Staff should now evaluate the impact of these initiatives on children's progress and performance, specifically targeted children. When making decisions about spending PEF, staff should consider the cost of the school day for all children.

- The senior team should now seek professional learning opportunities for staff to ensure best use is being made of additional resource available through PEF in order to ensure that identified cohorts of children make progress and that gaps in attainment are closing. Staff also need to have a clearer understanding of the school's attainment gaps.

■ School staff value their links with many partners, including nearby schools. Strong relationships between them enable and support them to work creatively together. The school has valuable links within the local community and a wide range of partners contribute regularly to learners' experiences. Work with 'Rookie Rock Stars' in improving emotional health is having a positive impact on children. Work with St Andrew's Hospice and the local clergy adds richness to children's experiences. Children report that these experiences are have a positive impact on their confidence. Partners are very happy working with the school.

■ Partnership with the local school, Holy Family Primary, is very successful. Focusing on anti-sectarian work, and working with Nil by Mouth, children are developing and maintaining positive attitudes in the local community. Close liaison with the inclusion officer is providing ongoing support to children especially at transition to secondary school. The school should now review the inclusion timetable to ensure that time for support is maximised for all children

■ Senior staff are beginning to consider ways in which they can engage parents in their children's learning. Literacy and numeracy booklets have been provided to support learning at home across all stages. They also provide a few other booklets to support learning at home. Working more closely with the parent council and the broader parent forum would be helpful in ensuring that all parents are involved in ways which suit differing family needs.

■ The headteacher is aware that there is capacity to develop further the engagement of all parents and improve communication with them. The style of communication with parents is variable and there is scope to develop more accessible ways. Producing the school improvement plan in parent friendly language and involving them more fully in its creation would be helpful for parents.

■ Currently, parents receive information via social media, newsletters, email and text messaging. The headteacher welcomes parents for discussions when they ask. This is positive in enabling parents to feel valued and informed. Continuing to work with parents to identify solutions to challenges so that as many parents as possible can become involved in school activities is helpful.

■ There would also be merit in negotiating further the timings of parental events to try to enable as many parents as possible to attend. The headteacher is aware that currently for example information from the school is dependent on family access to the internet. The school website is not yet fully populated with relevant important information. Staff should work with parents to agree a clear means of communication for all key school events and information which is accessible for all.

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.