

# Summarised inspection findings

**Mosspark Primary School**

Glasgow City Council

30 April 2024

## Key contextual information

Mosspark Primary School is a non-denominational school situated in the Mosspark area of Glasgow. The school has a nursery class for children from age three to those not yet attending school. The headteacher has been in post for nine years. She is supported by an acting deputy headteacher, who has been in post for four weeks, and two principal teachers.

Two hundred and ninety children attend the school working across 11 classes. A majority of children live in Scottish Index of Multiple Deprivation areas 1 to 3.

Attendance figures have recently fallen slightly below the national average.

### 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

- The headteacher and staff have established a very positive, nurturing, and inclusive learning environment. They demonstrate great care for children and families and have developed very positive relationships across the school community. Staff use the vision 'working together to be the best we can be' as a core feature of their practice. Children and staff demonstrate the school values very well in their interactions across the school.
- Children are very proud of their work on children's rights. All classes have established class charters and use restorative conversations very well to resolve disagreements that arise. As a result, almost all children feel that the school helps them to understand and respect other people. Most children believe they are treated fairly and with respect.
- In almost all classes, children work well independently, in pairs and in groups. They are actively involved in planning aspects of interdisciplinary learning. Children confidently share what they already know and what they would like to learn more about. This supports children effectively to reflect on their learning and to develop as successful learners and effective contributors. Teachers should build on this positive approach and involve children in planning learning across all areas of the curriculum.
- Teachers have developed an effective digital learning strategy. Almost all teachers use digital tools successfully to enrich learning experiences. They use interactive boards well to share examples of children's work and play video clips as a stimulus for learning. Children are skilful in their use of tablet computers. They complete homework tasks online and access a wide range of tools and applications to consolidate and extend their learning. Younger children use matrix barcodes to access audio books and older children confidently use sharing tools to access tasks and activities. This supports them well to be independent in their learning.

- All children engage in regular learner conversations with staff to set clear targets in their learning. This helps them to understand better the steps they need to take to develop their knowledge, skills and understanding. Teachers create a termly newsletter for parents to share the planned learning for the class. They share children's learning with parents regularly, using an online application. As a result, most parents believe that they receive helpful, regular feedback about how their child is learning and developing.
- Staff and children worked well together to create 'the good lesson model'. Senior leaders have provided teachers with clear guidance about effective learning and teaching approaches. Almost all teachers make effective use of the agreed model and guidance to ensure children experience high quality learning and teaching across the curriculum. Senior leaders should now take forward their plans to develop this work further with a clear focus on increasing innovative and creative approaches to learning and teaching. Teachers are currently engaging in meaningful professional learning and research to take this work forward. This should support staff to ensure all children experience further challenge and breadth in all aspects of their learning.
- In most lessons, teachers build well on what children already know. In almost all lessons, teachers provide helpful and clear explanations. Almost all teachers share the purpose of learning and how children can be successful. In a few lessons, teachers do this very well by involving children in agreeing what success will look like. This extends children's thinking and engages them more in the learning process. In most lessons, teachers plan learning that is appropriately challenging and enjoyable. Teachers are developing their use of effective questioning well through a collaborative enquiry process. In the majority of lessons, this is developing children's higher order thinking skills.
- Children at the early stages experience high-quality play-based learning. They learn in stimulating and well-resourced learning environments that promote curiosity and exploration. Teachers effectively plan an appropriate balance of adult directed, adult initiated and child-initiated learning. Teachers engage very well with national practice guidance and engage termly with local authority colleagues, who undertake learning observations. They regularly reflect on and develop their practice.
- The headteacher and staff have developed an effective assessment calendar. This provides staff with clear guidance on when and how summative assessments should be used. Almost all teachers use national Benchmarks confidently to inform their judgements of children's progress. They plan effectively for children to demonstrate their knowledge, understanding, and skills. Staff use summative assessment information well to inform next steps in learning.
- Most teachers make good use of formative assessment strategies such as 'thumbs up' to check for understanding. They use plenaries well to assess progress and plan for next steps in learning. Children are confident to ask for help when needed. Teachers use their 'marvellous mistakes' approach to help children self-correct and improve. Children regularly peer and self-assess in lessons and most teachers provide helpful verbal feedback to children. A few teachers provide written feedback that highlights success and next steps in learning. Teachers should work together to share this effective practice across the school.
- Teachers engage regularly with colleagues in school and across the learning community to ensure they have a strong and shared understanding of national expectations. They work collaboratively with stage partners to plan learning across a level. Almost all teachers have a strong understanding of progress within a Curriculum for Excellence level. All teachers

participate regularly in Collaborative Quality Feedback Meetings and with colleagues across the learning community. Teachers share and discuss examples of children's work across a wide range of curricular areas. As a result of this highly-effective approach to moderation, teachers' make accurate and robust professional judgements about children's progress and attainment across the curriculum.

- Teachers' plan learning effectively over the long, medium, and short term across all curricular areas. Senior leaders meet with teachers termly to discuss their planned learning and pupil progress. Staff are acutely aware of children who may be negatively impacted by socio-economic factors. They successfully identify gaps in learning and plan appropriate universal and targeted supports for individuals and small groups. Senior leaders and teachers are rigorous in their approach to evaluating the effectiveness of planned supports and interventions. As a result, children facing the greatest challenge are making very good progress.

## 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. At the time of the inspection, there were no identified areas for development.

## 3.2 Raising attainment and achievement

very 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, attainment in literacy and numeracy is good. Across the school, most children achieve expected Curriculum for Excellence (CfE) levels in all aspects of literacy and numeracy. A few children exceed national expectations. Children who require additional support with their learning make very good progress.
- Senior leaders have identified correctly the need to improve attainment at first level. They have set clear, measurable targets within the school improvement plan to raise attainment. There is clear evidence to show that targeted interventions and support are improving attainment.

### Attainment in literacy and English

- Overall, children are making very good progress from prior levels of attainment in literacy and English. Staff are developing a culture of reading for pleasure well through timetabled sessions in the recently refurbished school library.

### Listening and talking

- Across the school, most children listen well and contribute appropriately to group and class discussions. A few children require support to listen attentively. At early level, most children follow simple instructions and take turns. At first level, most children respond well to different kinds of questions and make simple predictions about texts. At second level, most children demonstrate appropriate verbal and non-verbal techniques when giving oral presentations. They listen well to film clips and confidently discuss their understanding of character, plot and setting.

### Reading

- At early level, most children are building their knowledge of sounds, letter patterns and common words. They select favourite stories to listen to using matrix barcodes during play. At first level, most children select books for different purposes. They share confidently their favourite author and reasons for their preferences. They need to develop their skills in using punctuation and grammar further to read with expression. At second level, most children read with fluency and make relevant comments about aspects of the writer's style, use of language and other features appropriate to genre, with reference to the text.

### Writing

- At early level, most children write simple words using their phonic knowledge. A majority write simple sentences independently, using capital letters and full stops. At first and second levels, most children write appropriately for an increasing range of purposes and different audiences. They are proud of their work displayed on their 'wonderful writing walls'. At first

level, most children use relevant and interesting vocabulary to enhance their writing. Most children at second level understand and use features of language such as similes, metaphors and onomatopoeia to engage the reader.

### **Numeracy and mathematics**

- Overall, most children make very good progress from prior levels of attainment in numeracy and mathematics.

### **Number, money and measure**

- At early level, most children order numbers to 20. Most children recognise o'clock times on an analogue clock. They use appropriate vocabulary to describe and compare the size and weight of everyday objects. At first level, most children use rounding to estimate and answer addition and subtraction problems. They select appropriate strategies to solve problems confidently. They are not yet confident when working with fractions or identifying appropriate units of measurement. At second level, most children confidently work with six-digit numbers. They identify multiples and factors of whole numbers and use their knowledge to solve problems. Most children simplify fractions and are beginning to develop an understanding of equivalent fractions, decimals and percentages. They know the difference between credit and debit cards and compare costs when working within a given budget.

### **Shape, position and movement**

- At early level, most children recognise common two-dimensional (2D) shapes. They use positional language, such as forwards and backwards when using programmable toys. At first level, most children name a few three-dimensional (3D) objects. They use mathematical language such as faces and edges with support. At second level, most children measure angles accurately using a protractor. They classify angles using language such as acute, obtuse and straight. They are not yet confident in working with complementary and supplementary angles.

### **Information handling**

- At early level, most children match and sort objects by colour and size. At first level, most children display data in a table. They are gaining confidence in extracting information from tables and charts. At second level, most children gather and display data using Venn diagrams, line graphs and pie charts. Across the school, children need to develop their skills in using technology to gather, display and analyse data sets.

### **Attainment over time**

- The headteacher is meticulous in her approach to tracking attainment in literacy and English and numeracy and mathematics over time. Children's levels of attainment at early and second levels have been maintained or have improved in recent years. Attainment at first level has been variable over time. Staff track children's wellbeing and progress in all curricular areas. As a result, staff have a sound understanding of children's progress and attainment across all aspects of their learning.
- The headteacher has a strong focus on accelerating progress and ensuring all children make the best possible progress in their learning. Staff make effective use of their fact, story, action approach to identify clearly gaps in children's learning. Teachers and skilled support staff plan and deliver appropriate and timely supports and interventions for children, classes and groups of learners. This ensures progress and attainment is improving for identified children.

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

- Children are very proud of the contribution they make to the life of the school. They demonstrate strong communication, problem solving and leadership skills through their

participation in a range of groups and committees. Children represent the voice of their peers confidently through the rights respecting committee, junior road safety officers, tech team, global citizens group and sports committee. House captains articulate confidently their role in developing the school library and introducing peer support in the playground which promotes positive play and relationships. Children recognise their contributions to their local community through raising funds for local charities close to their hearts.

- Children participate in a range of clubs including dance, football, poetry, homework and running. They recognise the benefit this brings to their physical and mental wellbeing. Through their participation in local and national events and competitions children build confidence and resilience. All staff celebrate children's achievements in class, at assemblies, through displays, newsletters and social media. Staff track children's participation in activities in school and in the community. Children record their successes in their assessment and achievement profiles. Children have a strong understanding of how their achievements beyond the classroom contribute to their overall progress and learning. Children are ready to reflect more on the skills and attributes they demonstrate through their achievement and participation.

### **Equity for all learners**

- The headteacher has clear plans in place for the use of Pupil Equity Funding (PEF). She seeks the views of parents and uses this well to inform her PEF plan. Additional teaching staff, a support for learning worker, additional resources and a wide range of extra-curricular activities are funded using PEF. There is clear evidence of this impacting positively on outcomes for children who receive supports and interventions funded through PEF. This includes improved attendance, increased engagement in learning, improvements in wellbeing and an increase in the number of children who are on track with their learning.
- All staff have a strong understanding of the range of barriers to learning children may face. They are deeply knowledgeable about the socio-economic challenges within the local community. Their compassion and ambition for all children alongside their highly-effective use of data is enabling teachers and staff to respond promptly and effectively to children's identified needs.
- The headteacher tracks closely the progress and attainment of all children with potential barriers to their learning. She meets teachers monthly to monitor the progress of children who face the greatest challenges. A majority of children who face the greatest challenge are on track with their learning, most make very good progress. The school is making very positive progress in closing the poverty related attainment gap.



## Other relevant evidence

- The headteacher has developed highly-effective approaches to improve attendance. She quickly identifies children who may need support to attend school more regularly. The PEF funded support for learning worker provides targeted support to families, including weekly check-ins and opportunities to participate in groups within the school. As a result, attendance is improving for most identified children.
- Children's behaviour across the school is very well supported. The headteacher has high expectations of all children and has supported staff to create a calm, nurturing ethos across the school. Staff have established strong universal approaches to restorative practice. All staff use this approach consistently to resolve conflict between children. The newly established 'building room' ensures children have a safe, calm space to access at break and lunchtimes. Children make good use of this room. A few children continue to require targeted support to regulate their emotions. The headteacher has very clear individual plans that include detailed risk assessments. The risk assessments set out clearly the proactive strategies for staff to follow, early signs and triggers and preventative strategies outlining approaches to defuse and deflect situations. The headteacher works well with partners to provide individualised support, for example, through the local authority forest school's programme and enhanced nurture outreach support. As a result, behaviour is very well supported and managed across the school.

## 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.