

# Summarised inspection findings

**Mosshead Primary School**

East Dunbartonshire Council

27 May 2025

## Key contextual information

Mosshead Primary School is a nondenominational school located in the town of Bearsden, East Dunbartonshire. There are 370 children on the school roll organised across 14 classes. The school is part of the Bearsden Academy cluster. Almost all children live in Scottish Index of Multiple Deprivation (SIMD) data zones 8 -10.

The headteacher has been in post for 8 years. She is supported by two deputy headteachers and an acting principal teacher. In addition to the leadership team, there are 14 full time equivalent teaching positions. Five of the teaching positions are job shared. There are a range of support staff utilised across the school.

### 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

- Staff and children have established a very supportive ethos and culture of learning across the school. Relationships are respectful and reflect well children's rights. Children across the school demonstrate consistently very positive behaviours. Overall, children are respectful when learning and interact very well with each other within the safe and secure school environment.
- In all lessons, almost all children are motivated when learning through well-designed learning experiences. They sustain very high levels of engagement. Teachers are highly effective in ensuring most children experience challenging learning activities that are matched well to their needs. They ensure that children's progress is accelerated where appropriate and do this particularly well in literacy and numeracy activities.
- Teachers ensure that children who require support access learning that matches their needs well. Teachers are very effective in ensuring that they help children build skills to reduce the need for additional support over time. For example, senior leaders and teachers have developed an extremely effective dyslexia toolkit that helps children identify what reduces their barriers to learning. Children use digital technologies, coloured overlays and other strategies effectively to develop independence in taking forward their learning. This helps these children to reduce the reliance of adult support over time.
- Teachers work very well to support children understand the purpose of their learning. They provide children with intended learning, criteria that children use to check how well they are succeeding in learning and the skills they will develop. In a few classes, teachers are very effective in coproducing with children the steps they need to make to be successful in learning. Senior leaders should build upon this very positive practice. This has potential to increase the consistency of all teachers to coproduce with children how they will know that they are

successful in learning. This includes teachers continuing to engage children in quality learning conversations.

- Teachers at the early stages are knowledgeable about play. They seek out and engage in quality professional learning. This supports them to create attractive and purposeful learning environments conducive to children learning through play. As a result, teachers are using play increasingly well to promote curiosity and to help the youngest children explore and apply their learning. Senior leaders should continue to work with teachers to develop play progressively across all early stages. This may help children continue to build on their learning through play and have appropriate experiences offering a balance between child-led and adult-initiated experiences.
- All teachers help children understand how to apply their learning from different curricular areas in a range of contexts. They are effective in using the outdoors to provide children with purposeful learning which develops their personal skills, problem solving and the ability to work with others. Teachers use digital technologies very well to enrich children's learning experiences in various aspects. As a result, children research projects and use digital tools well to record their learning.
- Teachers use skilled questioning in most activities to help children deepen their thinking skills and explore further how and why they arrive at solutions to problems. This is resulting in most children in the upper stages increasing their knowledge of how they can use their skills for learning, life and work. Teachers should continue to develop individualised approaches to support learners that are capable of making faster progress and, where appropriate, develop further their desire to take forward their own learning.
- Senior leaders and teachers ensure that planned assessments give meaningful information which informs planned learning. Almost all teachers use a range of assessment approaches to gather valid and reliable evidence of children's progress over time. They use diagnostic assessment information to understand children's strengths, gaps in learning and target appropriate supports. Almost all teachers are confident in their professional judgement in literacy and numeracy.
- All teachers engage in moderation activities which ensures they have a shared understanding of national standards and expectations in literacy and numeracy. They have appropriate systems to collaborate with staff across other schools. This includes the cluster secondary where they use Curriculum for Excellence (CfE) National Benchmarks with secondary teachers to ensure reliability and progression. Teachers undertake moderation activities with secondary teachers to ensure their judgements are accurate for highly able learners, this a strength. As planned, senior leaders and teachers should continue to develop moderation activities across all curricular areas.
- All teachers use progression planners very well to help them plan CfE experiences and outcomes across all curricular areas. This ensures that they plan for breadth in children's learning across the year. All teachers plan collaboratively with teachers from other stages to ensure children build on prior learning as they transition through the school.
- Senior leaders and teachers have purposeful meetings across the school year to track and monitor children's attainment and progress, predominantly in literacy, numeracy and wellbeing. They identify accurately children who would benefit from more support during these meetings. This ensures they help almost all children reach and exceed expected CfE levels. Senior leaders and teachers monitor closely all interventions for children who require more support. They adapt these interventions where required to maximise the impact on children's progress.

As planned, staff should continue to develop their approaches to monitoring and tracking children's progress across all curricular areas.

## 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

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

- Children's attainment in literacy and numeracy is very good. Almost all children across P1, P4 and P7 attain national expected levels of attainment. A minority of children at every CfE level accelerate their progress and work beyond expected levels of attainment.
- Almost all children who require additional support for their learning in literacy and numeracy make very good progress and close gaps to achieve national expected levels of attainment.

### Attainment in literacy and English

- Almost all children make very positive progress in literacy and English.
- In reading and writing, almost all children achieve expected CfE levels. A minority of children exceed these. Almost all children in P1 and P7 achieve expected CfE levels in listening and talking. All children in P4 are achieving expected CfE levels in listening and talking. The majority of children in P1, the minority in P4 and most children in P7 are exceeding these levels in listening and talking.

### Listening and talking

- Across the school, almost all children have strong listening and talking skills. Almost all are articulate when talking to adults and each other. Children, who have achieved early level, understand good listening. At first level, almost all children listen well to each other. Children respect differing points of view. At second level, almost all children demonstrate well-developed presenting skills when sharing learning with others. They debate confidently, offering opinions, listening and responding appropriately to others' views. Across the school, a few children do not always listen to the views of others in their enthusiasm to put forward their own ideas.

### Reading

- Across the school, almost all children have a love of reading. Almost all explain well their choice of texts referencing the title, author, illustrator and genre, appropriate to their age. Children benefit from inclusive friendly texts and library which is having a positive impact on their reading for those accessing it.
- At early level, most children use their knowledge of sounds, letters and patterns to read simple words. Most are confident when reading aloud. A few need to explore rhyming words. At first level, almost all children read texts with fluency and expression. They identify and use strategies very well to help them understand the meaning of a word. Almost all children at first

and second levels identify with confidence the features of fiction and non-fiction texts. Almost all children discuss their preferred author with clear reasons. They make relevant comments about aspects of the writers' style, use of language and other features appropriate to genre. Children know very well the techniques writers use to influence or engage a reader.

## **Writing**

- Children across the school write to high standard in a range of genres. At early level, most children form letters correctly. They know basic punctuation. Children write simple words confidently and are beginning to write sentences. They should continue to build confidence as writers. At first level, almost all children write stories confidently, using successfully a range of characters and situations. As they progress in first level, almost all children write at length in a variety of genres and use appropriate punctuation. At second level, almost all children write at length in a variety of genres, for a range of purposes and use a range of techniques to make their writing more interesting.

## **Attainment in numeracy and mathematics**

- Overall, almost all children make very positive progress in numeracy and mathematics.
- Almost all children attain or exceed national levels. At P1 and P4 a minority, and a majority at P7, of children are achieving beyond national levels for numeracy and mathematics.

## **Number, money and measure**

- At early level, almost all children add and subtract mentally within 10 and add and subtract up to 20 confidently. Children are less confident reciting the months of the year and the value of coins. At first level, almost all children understand place value of a whole number up to 3 digits and tell and record time confidently using both analogue and digital clocks. They are developing confidence in calculating the total spent and the amount of change. Children should continue to develop their understanding of ordering fractions. At second level, almost all children use rounding well to estimate solutions to number problems. They add and subtract whole numbers, use decimal fractions to three decimal places and use simple percentages. Children can measure correctly when using equipment. They need to be more skilled in applying their multiplication skills to calculate area and perimeters.

## **Shape, position and movement**

- Across the school, children recognise, sort and identify the properties of two-dimensional (2D) shapes and three-dimensional (3D) objects. At early level, almost all children complete simple symmetrical pictures and patterns. They understand and use correctly the language of positional direction. At first level, almost all children are aware that a right angle has 90 degrees and confidently identify examples of these. They recognise symmetry in pictures and shapes. At second level, almost all children identify the missing angles in a straight line. They use mathematical language to describe a range of angles accurately. They use their knowledge of circumference and radius well when using compasses to draw circles of different sizes. They are confident at identifying different triangles.

## **Information handling**

- At early level, almost all children use different properties such as colour and shape to match and sort items correctly. They interpret simple graphs and answer correctly questions about the data. At first level, almost all children know a variety of ways to display data. They interpret information from bar graphs accurately. At second level, almost all children are confident at

interpreting data from a variety of graphs. They are aware that data is not always reliable and can be misleading. Children use the language of probability accurately.

### **Attainment over time**

- In session 23-24, there was 96.5% attendance, which is above the national average. There are no recorded exclusions, and no children are on part-time timetables. Senior leaders monitor children's attendance very well. This includes analysing robust data and identifying any children who show a dip in attendance or have patterns of absence. Senior leaders work with partners effectively to provide useful support to families and improve children's attendance.
- Senior leaders and staff use data and information very well to assess and track accurately children's progress in literacy, numeracy and wellbeing over time. Children maintain consistent high standards of attainment in literacy and numeracy as they progress through the school. Almost all children who receive interventions to support their learning are making very good progress towards their individual targets. This is a result of senior leaders and a range of partners working very well together. Senior leaders and teachers should continue with their plans to use data and information to track children's learning across curricular areas beyond literacy and numeracy to have an accurate overview of their performance over time.

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

- Most children develop a range of useful skills and attributes through participation in a wide range of clubs and activities. For example, they develop skills in social communication, leadership, teamwork, resilience and creativity. Overall, children are not yet fully aware of the skills they develop and how well they develop their skills when participating in these clubs and activities.
- Children are developing a range of skills for learning, life and work through their wide range of school experiences. For example, all children in P6 develop skills and gain accreditation for their work on resilience, independence and skills for life. Digital leaders support other children effectively in developing coding skills. House Captains and Vice House Captains organise successful charity fundraising events. Children in pupil leadership groups lead assemblies regularly and share important information. Children represent the school in sporting and debating events. They are becoming skilled performers in school shows.
- Across all stages, children are becoming leaders through participating in numerous and meaningful ways to the life and work of the school. For example, the Pupil Council and the Rights Ambassadors engage with How Good is OUR School? to evaluate relationships across the school. In doing so they created a useful playground charter that is supporting positive relationships. The Outdoor Learning Committee holds informative workshops for parents about the importance of outdoor learning.
- Children, across the school, have achieved several national accreditations. For example, children have been recognised for their work on improving the environment, reading, children's rights, science, technologies, engineering and mathematics, and sports. Children's participation in these awards is enabling them to apply and enhance their achievements in wider contexts. Staff track and monitor children's participation in wider achievement opportunities both in and out with school. This allows them to identify and support children who may be at risk of missing out.



## Equity for all learners

- Senior leaders and staff have a clear understanding of the social, cultural and economic context of the school community. Staff understand the challenges faced by families and recognise potential barriers to learning caused by economic disadvantage. Senior leaders plan the Pupil Equity Funding (PEF) spend based on robust analysis of a wide range of data. This helps them to identify needs for specific groups of children including those most affected by the poverty related attainment gap. In school session 23-24, PEF funding was used effectively to close an identified gender attainment gap in reading.

## Other relevant evidence

- Children receive their entitlement to learn 1+2 modern languages. All children in P1-4 learn French, with all children in P5-7 learning Spanish and French. All teaching staff make use of the school's progressive planner.
- Children are receiving the national expectations of a minimum of two hours of learning experiences in physical education. The delivery of high-quality PE education is a priority for the school and teaching staff have been involved in ongoing CLPL to build confidence and understanding of the skills progression. They plan using progression pathways linked to CfE outcomes and Benchmarks.
- Children are receiving their entitlement of religious education and observance in line with national expectations through the school's progressive planner.
- The school, supported by partners, including the Parent Teacher Association, reduce the cost of school trips, events and social activities. This ensures all children experience a wide range of experiences and opportunities that enrich and engage them in their learning. Parents support the recycling of clothing. For example, pre-loved uniform, PE kit, costumes for Halloween and World Book Day are available, at no cost to parents. The Pupil Council have created the Mosshead Cost of the School Day Framework. This has raised awareness of how the school ensures that the cost of the school day is not a barrier to participation and engagement in learning.

## Practice worth sharing more widely

- Moderation with secondary teachers ensures teacher's judgements are increasingly accurate for highly able learners.
- Support provided to children with additional support needs, particularly for children with dyslexia, is reducing the attainment gap so that identified children make very good progress in learning.
- Leadership opportunities support children to drive forward change and improve the work and outcomes of 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.