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**East Dunbartonshire Council**

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# Colquhoun Park Primary School Standards and Quality Report 2021/22

## Context of the School

Colquhoun Park Primary serves the community of Bearsden West and has a high number of placing requests from Drumchapel and other surrounding areas within East Dunbartonshire and Glasgow. There are currently 186 children on the school roll and availability for 48 children age 3-4 and 10 places for 2 year olds to attend our Early Years Centre. We are a non-denominational and co-educational school. Our school and EYC catchment area consists of a mixture of local authority and owner occupied housing as well as placing requests from Glasgow City Council. 40% of our pupils come from families living in deciles 1 & 2 from SIMD and FME with the remainder from middle/upper deciles. We are committed to providing a curriculum which is designed to support and challenge the needs of all our pupils including those from our most disadvantaged families.

With the addition of PEF (Pupil Equity Funding), our pupils and families benefit from the provision of additional quality resources, activities and experiences to improve excellence and equity and achieve positive outcomes for all. Consultation (pupil focus groups, parental questionnaires and staff discussions) with stakeholders has provided us with the opportunity to think creatively about how to utilise staff skills to provide best outcomes for pupils with a specific focus on tackling the poverty related attainment gap. The impact of this was evidenced through our self-evaluation and attainment data and, as a result, informed our planning in session 2021-22. We have 8 classes plus one Nurture Group. Our staffing complement is equivalent to 13.4 full time equivalent teaching staff. This includes one Head Teacher, two part-time Depute Head Teachers, one part-time Principal teacher and 16 teaching staff, many of whom work on a part time basis. This year we have had a Raising Attainment teacher funded through PEF. We also have 7 support staff who work across the school week, two admin staff and one Family Learning Assistant. Within our accommodation we also have an Early Years Centre (EYC S&Q Report can be accessed on our [website](#)). At Colquhoun we have an active Parent Council who meet regularly to provide support to the school both practical and financial.

At Colquhoun Park, our school vision, values and aims are embedded in our daily practice and we firmly believe our nurturing ethos and positive relationships contribute to our ability to meet the needs of our learners and enable us to work in partnerships with families to support and challenge our children as they grow.

The vision, values and aims of Colquhoun Park Primary School have been created in conjunction with staff, pupils and the Parent Council.

At Colquhoun Park we encourage success and equality in a caring environment, where everyone is challenged and supported as we aim for excellence together. Alongside our vision, our values, aims and school motto can be accessed through our [website](#).

## Progress in School Improvement Plan (SIP) priorities

School priority 1: <i>Achieving equity -Ensuring Wellbeing, Equality and Inclusion</i>	
<p><b>NIF Priority</b>      •Improvement in children and young people’s health and wellbeing            •Closing the attainment gap</p> <p><b>NIF Driver</b>      parental engagement            teacher professionalism</p>	<p><b>HGIOS?4 QIs</b>            QI 3.1 Wellbeing, equality &amp; inclusion             QI 2.4 Personalised Support</p>
<p>Progress and Impact:</p> <p>At Colquhoun Park Primary School, all staff are committed to improving wellbeing outcomes for pupils. This year we have been part of EDC Nurture Pilot and have established a Nurture Classroom within the school building. Our Family Learning Assistant and Nurture Teacher have supported identified pupils within the nurture classroom and as a result, information from Boxall assessments have shown overall improvement in pupil engagement and wellbeing. The Nurture classroom relocated from our external accommodation to a spare classroom which has been furnished and remodelled as a nurture classroom. All children accessing the nurture room report that they enjoy spending time there and that it helps them to work on personal targets. All classes have also visited the nurture classroom and have spent time in the resource as part of our Children’s Mental Health Week programme of activities. Our Family Learning Assistant and Nurture Teacher have weekly supportive conversations with almost all of the families of pupils who are supported in the Nurture Classroom. All parents of pupils in the class have visited the room and when asked, provided positive feedback on the impact on their child’s wellbeing as a result of being part of the nurture group.</p> <p>Almost all staff have participated in collegiate sessions to refresh and develop their knowledge and understanding of the Nurture Principles. Most staff feel confident that they fully understand the school ethos and values around nurture and embed this in their planning process. Most teaching staff also identify their own classrooms to be a nurturing environment where children are supported to feel secure and safe as a result of consistent routines and boundaries, positive interactions and clear communication. All classes have nurture principles displayed with the majority referring to these daily, Almost all classes have daily emotional check ins, visual timetables and identified calm spaces for pupils to access. Almost all staff identified positive, consistent and calm interactions as central to their nurturing practice. The majority of staff have engaged in additional professional reading around positive relationships and behaviour management which has enabled them to make changes to their practice. The majority of pupils feel safe in school and wellbeing surveys highlighted that almost all pupils who feel confident in asking for help from adults in school believe they will get the help they need from the adults in school. The majority of pupils participated in a competition to design a ‘safe space’ for the upper school communal area which took account of sensory needs and an area has been created using ideas from pupils with the purchase of furnishings and this is now been accessed regularly by pupils who choose to do so to help them emotionally reset or relax when they identify the need to do so.</p> <p>A range of wellbeing supports and interventions have been implemented to support pupils wellbeing this session. This includes emotional wellbeing groups, Lego Therapy, online counselling, whole class sessions, Seasons for Growth groups and 1:1 emotion coaching sessions. Pre and post questionnaires and observations have highlighted that this has supported the wellbeing of almost all pupils who engaged with the activities.</p> <p>The Health and Wellbeing Working Group met to develop a Health &amp; Wellbeing Guide for staff which will be ready for Aug/Sept 22/23. This will ensure that all pupils have a clear progression pathway across the Health and Wellbeing Curriculum. The working party have devised a whole school overview for Food/Heath &amp; Healthy Lifestyles based on the Healthy Schools programme across each level; these are also linked to SHANARRI. Further to this a whole school PE overview has been devised which will be accompanied with a list of useful resources/planners for different areas/skills for each level. This will ensure consistency and coherence for all pupils.</p>	

All staff agreed that RSHPE will be taught across every stage in term 4 of the academic year in 2022 to allow all members of staff to undertake training in the new resource. Going forward, this will be embedded throughout the year and aspects will be taught as an integrated approach throughout our curriculum delivery. The working party have a whole school overview to show the natural progression of RSHPE and all resources/plans etc. are available to all staff on the RSHPE website. A Few parents attended an online information event to launch RSHPE and all parents received information via Seesaw of what is being covered in class ahead of each lesson.

Most staff and children who have used it, state Relax Kids helps the mental HWB of our children through relaxation techniques and strategies. All class teachers have all been given a Relax Kids toolkit which most have accessed, however, it has been suggested that two trained staff members could give a refresher training on Relax Kids once we return next session.

**Next Steps:**

- Most pupils in Primary 4 and above reported that they have had issues with their peers and the majority of pupils in P6 and P7 have experienced poor mental health and wellbeing as a result of online activity. We need to continue to support our pupils' social interactions and peer relationships.
- This session, 2 nurture principles (safe base and behaviour as communication) were a major focus for staff development. In the session 22/23 a further 2 principles will be a focus, with the remaining 2 the following session. A 3 year rotational focus will ensure that Nurturing Principles continue to be embedded within our school ethos and regularly revisited.
- The role of the family learning assistant and early years practitioner in P1 will be further developed to support the wellbeing of pupils across the whole school, and in engaging and supporting families to improve wellbeing outcomes for identified pupils.

**School priority 2: *Raising Attainment in writing***

**NIF Priority** • Improvement in attainment, particularly in literacy and numeracy  
Choose an item.  
**NIF Driver** school improvement  
teacher professionalism

**HGIOS?4 QIs**  
QI 2.3 Learning, Teaching & Assessment  
QI 3.2 Raising attainment and achievement

**Progress and Impact:**

The impact of Covid has slowed down expected progress in our literacy development. This is a result of staff absences that hindered planned collegiate activities which were required for working group members to develop a whole school overview and refresh the literacy strategy. This work continues and we are in a good position to develop this further next session, to build on the progress that has been made, specifically in continuing to raise attainment in writing.

All members of staff responsible for teaching writing have undertaken additional professional learning and reading using the 'Talk4Writing' pedagogical approach to teaching writing. All classes have planned, delivered and assessed at least one block of writing using 'Talk4Writing' and initial pre/post assessments show that most pupils have made positive progress in applying their 'toolkits' for writing across contexts. The majority of pupils have benefitted from using this approach to develop their fiction and non-fiction writing skills. Almost all teachers reported that pupil engagement and enthusiasm for writing improved as a result of this approach with a few staff identifying the need for further differentiation to support pace and challenge. The majority of teachers evaluated this intervention by undertaking peer classroom visits, moderating pre and post assessments and planning next steps together. This has supported staff to reflect on their own practice and in how to engage and motivate learners. Most staff felt that their confidence in supporting reluctant writers had increased.

Within our Primary 1 and EYC, "Getting Ready to Write" approaches have supported all pupils with the motor skills and physical development required for writing. A few older pupils have also benefited from some small group intervention to support their physical writing with progress being observed.

All classes now have specifically purchased reading spine texts with almost all classes being read to daily. Children now have access to and experience of reading/being read to, a range of genre for enjoyment.

Next Steps:

- Whole school writing genre overview to be created ensuring breadth and depth.
- Revised criteria for assessing writing in line with Talk4Writing Toolkits and linked to CfE Benchmarks
- Further moderation of teaching and assessment to be carried out to evaluate impact on all learners- wider range of data to be captured and analysed

**School priority 3: *Outdoor Learning, Pedagogy & Recovery***

NIF Priority • Improvement in attainment, particularly in literacy and numeracy  
 •Closing the attainment gap  
 NIF Driver school improvement  
 teacher professionalism

HGIOS?4 QIs  
 QI 2.3 Learning, Teaching & Assessment  
 QI 3.2 Raising attainment and achievement

Progress and Impact:

Reasonable progress has been in developing our approaches to Outdoor Learning at Colquhoun Park Primary this session. We are in a good position to make further improvements in the next cycle of school improvement as a result of investment in resources and professional learning.

All classes have engaged with learning outdoors on a weekly basis with the majority doing so as part of their daily learning. This has been supported by the purchase of a class set of outdoor clothing for both lower and upper school use. In addition to the purchase of 'Grab and Go' Outdoor learning kits, each class has been provided with an 'essentials' kit which includes suggested activities for taking learning outdoors. In addition to this a large bank of online resources to support the delivery of learning outdoors has been created by the Outdoor Learning Working Group and shared with all staff. As a result of increased resources, the majority of staff report that they have more confidence to deliver high quality outdoor learning opportunities for children.

Almost all classes regularly (weekly) access outdoor learning out with our school boundary and venture into our local environment including visits to the local woods, park and burn (P5 Clyde in the Classroom learning). As a result of this, children have engaged in learning for sustainability as they contribute to litter picking, creating decorations from natural resources and returning brown trout into the Clyde. All classes have considered and learned about the impact of their actions on their local environment and consequently on a global level.

Most teachers engaged with outdoor learning professional learning through our partnership with Learning Through Landscapes, however due to the effects of Covid, some of this learning has been postponed. All staff who attended shared that they had been able to implement some of the skills acquired. This further enhanced the learning experiences of the children, specifically in delivering Numeracy and Maths outdoors. Further planned sessions will focus on developing the teaching of Literacy Outdoors. With the recent addition of funding secured, further opportunities to develop approaches to outdoor learning have been planned for next session alongside professional learning supported by EDC.

Through the West Partnership Primary Curriculum Programme, collaborative action research was carried out which found that almost all pupils involved in the project identified positive attitudes to learning outdoors. Most pupils felt more confident and creative when learning out with the classroom, with the majority recognising it as an opportunity to transfer learned skills to a different context. Pupil attitude surveys also indicated that most pupils found learning outdoors beneficial to their wellbeing, peer relationships and skills

for life and work. A skills passport has been created which shows progression of skills from 'Early' through to 'Second' Level and will be used by all classes next session to evaluate skills for life, learning and work.

Planned development of the 'Grow Together Garden' Project with the EYC did not progress due to Covid and the awaited groundworks not being completed. The demolition of the 'hut' building is also pending, and we are now considering the redevelopment of the larger area to include the 'Grow Together' Project. Enhancing the outdoor learning environment has also been identified as a key priority by most parents who contributed to a consultation on school improvement priorities for next session.

Next Steps:

- Develop our outdoor learning environment within school grounds
- Further CLPL sessions planned for teaching staff
- Skills progression outdoors/social/co-op learning/Play- loose parts
- Data gathering approaches to measure impact of outdoor learning on pupil engagement and wellbeing

## **Progress in National Improvement Framework (NIF) priorities**

### Improvement in attainment, particularly in literacy and numeracy:

We now have some comparator data to track cohorts of learners across Curriculum for Excellence levels, over time. However, this has been impacted by the hold on data collection in 2019/20, as a result of the Covid-19 pandemic. Since 2015/16, data for achievement of curriculum for excellence levels in Numeracy, Reading, Writing and Listening and Talking has remained above national averages for our Primary 1 cohort. Our Primary 4 data shows improvement overall in Writing, Talking and Listening and Numeracy. Despite a small dip in Reading attainment, all achievement levels remain above the national average. Our data also shows continued improvement in achievement for our Primary 7 data which continues to be above average in all areas.

### Closing the attainment gap between the most and least disadvantaged children and young people

We continue to address the poverty related attainment gap with a focus on core literacy, numeracy and health & wellbeing interventions. Raising Attainment Teachers targeted groups of children identified through tracking meetings between senior leaders and teaching staff to support with literacy and numeracy. Nurture and Wellbeing groups were also identified and interventions in place to support learners. Additional resources, such as Reading Spines, Outdoor Learning Resources, Talk4Writing pedagogy adapted, a refresh of reading scheme, and scanning pens were also purchased to address inequalities within literacy and to address the vocabulary gap that was identified.

### Improvement in children and young people's health and wellbeing

Improving children and young people's health and wellbeing has been a central focus for our context, particularly in the recovery phase. We have engaged with third sector organisations such as SAMH and Lifelink. Additional groups have been established to support learners including Lego Therapy, Seasons for Growth, Circle of Friends, Inside Out Emotions group alongside whole class interventions such as 'The Red Beast' and 'Comic Strip Conversations'. This has been implemented alongside the Nurture Pilot which supported six pupils over a 9 month period to improve their wellbeing and engagement.

## **Attainment and Achievement Data**

Curriculum for Excellent Levels at the end of June 2022				
	Reading	Writing	Talking & Listening	Numeracy & Mathematics
Early level by end of P1	almost all	almost all	all	all
First level by end of P4	most	most	most	most
Second level by end of P7	most	most	almost all	most

### Impact of Interventions for Equity and Pupil Equity Funding (PEF)

Pupil Equity Funding secured staffing additionality to raise attainment for children at risk of not achieving, with a particular focus on narrowing the poverty related attainment gap. This additionality provided the following supports:

- Raising Attainment team teaching approaches for small group interventions in Literacy and Numeracy. Most of these interventions were organised as 3 or 4 morning sessions per week and focused on modifying curriculum and learning processes. Almost all class teachers reported that this supported them to differentiate more effectively and increased teacher intensive support contributed to narrowing attainment gaps.
- Targeted approaches to support children's health and wellbeing, including emotion wellbeing groups, Lego therapy, Seasons for Growth and Circle of Friends. Pre and Post assessments showed overall improvements in wellbeing and engagement for almost all children who were supported within these groups.

### Self-evaluations of How Good Is Our School? (4<sup>th</sup> edition)

Quality indicator	School self-evaluation	Inspection/ Authority evaluation
1.3 Leadership of change	Very good	Choose an item.
2.3 Learning, teaching and assessment	Very good	Choose an item.
3.1 Ensuring wellbeing, equity and inclusion	Very good	Choose an item.
3.2 Raising attainment and achievement	Good	Choose an item.

### Summary of School Improvement priorities for Session 2022/23

- 1. Raising Attainment in Literacy (Writing- year 3)
- 2. Improvement in Children and Young People's Health and Wellbeing: Outdoor Learning and Play-based approaches (Major focus)
- 3. Curriculum and Assessment: IDL and our refreshed rationale

### What is our capacity for continuous improvement?

Despite the ongoing impact of the Coronavirus pandemic and significant changes within the leadership, our school has continued to make improvement and has a clear vision for improvement going forward. Our children, staff and families are proud of our school and recognise the progress made in the school improvement priorities in spite of the challenges brought about by Covid-19. We have been responsive in our actions to the ever changing mitigations, high levels of absence and

changing protocols we have endured. As a result, we have reprioritised our development plans and through consultation with our stakeholders, have identified our vision going forward which places wellbeing and equity at the forefront of our school improvement.

We look forward to the increased parental engagement and partnership working within our community which will return following the removal of pandemic restrictions. Our school community has a clear vision for improvement over the next 3 years and is very well placed to achieve this, through collaboration with children and young people, staff. Parents/carers, partners and community stakeholders.