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East Dunbartonshire Council

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Colquhoun Park Primary School Standards and Quality Report 2023/24



Colquhoun Park Primary is a non-denominational, co-educational school serving the community of Bearsden West and surrounding areas within East Dunbartonshire and Glasgow. There are currently 163 children enrolled and organised into 8 primary classes plus one Nurture Group. Our staffing complement is equivalent to 12.5 full time equivalent teachers including one Head Teacher, one Depute Head Teacher, one part-time acting Principal teacher and 16 teaching staff, many of whom work on a part time basis. We also have 6 support staff who work across the school week, two administrative staff and one Family Learning Assistant. Within our accommodation we also have an Early Years Centre with a current roll of 42 2-5 years olds. (EYC S&Q Report can be accessed on our [website](#)).

Our catchment area consists of a mixture of local authority and owner occupied housing. Data from the Scottish Index of Multiple Deprivation shows that most of our pupils live in areas of low deprivation, with less than a third living in areas described as highly deprived. We are committed to providing a curriculum which is designed to support and challenge the needs of all our pupils, and to close any poverty-related attainment gaps.

With the addition of Pupil Equity Funding (PEF), 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. We use a data-informed approach to evidence impact of interventions.

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 of Colquhoun Park Primary School has been reviewed and updated in conjunction with staff, pupils and families this session, placing Children's Rights visibly at the heart of them. Consultation with stakeholders found that most wanted the values to remain as they are.

Our new Vision:

Our school provides a safe and inclusive environment, offering engaging and enjoyable learning opportunities for all. We promote responsibility, respect children's rights, and support each individual in reaching their potential.

Our Values:

Respect Responsibility Fairness Honesty

At Colquhoun Park Primary we have an active Parent Council who meet regularly to provide both practical and financial support to the school such as organising fund raising discos, our Christmas Fayre and hosting our twice yearly gardening day events.

Attendance is rigorously monitored and any issues are addressed promptly in order to best support our families. Our average attendance rate for this school year was 93.1%.

This session, our school has been affected by long term absences of the head teacher and depute headteacher. Whilst this has impacted on the progress of some actions identified within our priorities for the session, overall progress has been identified and continued progress is expected.

Progress in School Improvement Plan (SIP) priorities

School priority 1: Improving Pupil Voice and Parental Engagement

- Strengthening pupil voice and parental engagement by working together to refresh our Vision, Values and Aims to incorporate Children's Rights.
- Year 1 of updating Positive Relationships and Behaviour Strategy

NIF Priority

- Improvement in children and young people's health and wellbeing
- Placing the human rights and needs of every child and young person at the centre

NIF Driver

- parent / carer involvement and engagement
- school improvement

HGIOS?4 QIs

- QI 1.3 Leadership of Change
- QI 3.1 Wellbeing, equality & inclusion

Progress and Impact:

Good progress has been made and most stakeholders now have a deeper understanding and appreciation of children's rights thanks to engaging with a range of activities and learning opportunities focused on the United Nation's Convention on Rights of a Child (UNCRC). Almost all pupils have taken on more leadership roles, and the majority of staff received comprehensive training on Rights Based Learning Legislation, by attending WOSDEC Training. The school worked towards the Bronze Rights Respecting School (RRS) Award and established a dedicated RRS committee. We also have local authority Pupil Forum Representatives comprising of one pupil from P6 and one from P7. A Rights Respecting School Mascot (Rocky Raccoon) creatively designed by pupils, symbolises the school's unwavering commitment to promoting children's rights.

The school's vision was refreshed in consultation with all stakeholders, perfectly aligning with our core values. Almost all pupils actively engaged in defining the attributes of an ideal school through committees and assemblies. The majority of the key features identified aligned across all focus groups with the culmination of a new vision which encompassed these: *Our school provides a safe and inclusive environment, offering engaging and enjoyable learning opportunities for all. We promote responsibility, respect children's rights, and support each individual in reaching their potential.*

Most parents/carers offered valuable insights through surveys and feedback questionnaires. The Positive Relationship and Behaviour Strategy (PRBS) is intricately woven with the school's values, further supported by the development of holistic charters implemented across the playground, dining hall, and the entire school premises. The six Nurture Principles have been introduced through a series of characters and most pupils are able to identify these. Zones of Regulation has also been introduced across the School and is embedded within most classes. The House system underwent an uplifting transformation with pupils being actively involved in choosing new House names. House Committees identified the theme of 'Scottish Landscapes' and the House names were voted on by all stakeholders. Our new Houses are Clyde, Kelpies, Lomond and Nevis. As a testament to the school's dedication to fostering a culture of respect for children's rights, it was proudly awarded the Bronze Rights Respecting Schools Award.

Next Steps:

- Continue to develop the PRBS through consideration of The Circle and The Promise to ensure the principles of inclusion are embedded in our policy and practice.
- Continued work on RRS and achieve Silver status accreditation

- **School priority 2: Curriculum and Assessment**

- To develop coherent learner pathways looking at approaches to forward planning within an identified area (literacy). Assessment and moderation of writing and improvement in spelling attainment for all pupils.

NIF Priority

- Improvement in attainment, particularly in literacy and numeracy.
- Closing the attainment gap between the most and least disadvantaged children

NIF Driver

- teacher professionalism
- curriculum and assessment

HGIOS?4 QIs

- QI 2.3 Learning, Teaching & Assessment
- QI 2.2 Curriculum

Progress and Impact:

By engaging with the West Partnership Moderation Programme in conjunction with other schools, good progress in writing achievement across all levels was evidenced by increased engagement, confidence, and positive attitudes towards writing. Most learners demonstrated improved awareness and proficiency in the writing process and associated skills. The majority of targeted learners, especially those affected by socio-economic factors, show progress in their writing. For a majority of teaching staff, teacher confidence and consistency have been boosted through benchmark usage and moderation.

Coherence in literacy planning is enhanced with the creation of a clear planning format outlining learning outcomes and assessment benchmarks. Understanding of literacy skill progression among most staff and students has improved, leading to better literacy progress demonstrated through assessment data. Data-driven dialogue sessions with teachers and pupils track and plan literacy progress effectively.

Staff training on the learning, teaching, and assessment cycle enhanced knowledge and confidence for almost all staff. Opportunities for professional learning and reflection through collaborative journals have been fostered. Collaboration in level teams, across other schools, for planning and implementing effective writing lessons promoted moderation and consistency. Impact is monitored through quality assurance and self-evaluation procedures and demonstrates an improvement in writing for the majority of stages. Targeted support has been implemented to narrow the attainment gap in writing. Exemplary writing practices are modelled throughout the school in the majority of classes.

Next Steps:

- All staff will be aware of pedagogy to improve pupil attainment in spelling by implementing a rigorous programme of spelling across the school. This will be the main priority for improving literacy attainment next session.

Progress in National Improvement Framework (NIF) priorities

- Improvement in attainment, particularly in literacy and numeracy:
 - For P1, P4 and P7 pupils combined, more than six in ten pupils (65.2 per cent) achieved the expected CfE Level for literacy in 2023/24. This is just below the national average. Whilst this is comparative with the reported attainment levels for the previous year, attainment in reading at P1 and P7 showed significant improvement.
 - In numeracy, 76.3 per cent of primary school pupils (P1, P4 and P7 combined) achieved the expected CfE levels which is almost level with national average.
 - We are now making strides in supporting pupils who need support in Literacy and Numeracy through identifying dedicated interventions to identify and address specific learning gaps through the use of Maths Recovery, Nessy, Dandelion Launchers, Toe by Toe, 5 minute boxes etc.
 - Reading buddies have been implemented across the school and for a targeted group of children engaging with 'Reading with Dogs' therapy has improved confidence and resilience.
 - Professional learning opportunities with the Cluster for Moderation in Writing was made available, specifically in the context of Talk 4 Writing. Teachers then also had to moderate assessments with colleagues across the cluster which increased staff confidence and built capacity across the staff.
 - The use of Clicker has evidenced the creation of functional writing pieces with the tool supporting sentence structure and the organisation of thoughts. This intervention has increased the independence and confidence of writing for all participating children. A pre assessment with the learners in the form of a questionnaire showed most felt the main barrier to their writing is having to use a pencil and having to spell the words. The main progress seen is an increase in learners' ability to independently access the programme and use its features to scaffold their own writing process. The spell checker, word predictor and playback features have allowed most pupils to write with more freedom and confidence.
 - Teachers have taken on leadership and champion roles and attended training sessions. We are developing a more consistent approach again throughout the school. Teachers are sharing strategies and moderating through peer observations and professional discussions, enabling them to meet the diverse needs of pupils more effectively.
- Closing the attainment gap between the most and least disadvantaged children and young people:
 - Staff have engaged with robust data analysis activities to deepened their understanding of the attainment gaps within their own classes. Their confidence in identifying and addressing these has improved and staff are able to demonstrate the ways in which these gaps are being addressed within their classes.
 - We strive to ensure all pupils have the chance to succeed regardless of their socio-economic background. We have effectively used PEF to provide additional resources and staffing with the deployment of an Early Years Worker to support Early level learning in Primary 1. We use a data-informed approach to identify children who need additional supports. These include small group work and the targeted use of digital technologies. We also target a range of extra-curricular clubs and other wellbeing supports for children to develop their social and emotional skills which are essential for academic success.
 - Planning differentiation is also crucial in this and embedded in our Forward Plans, monitored by the SMT and collegiately self-assessed. More significantly, children also get multiple opportunities in setting their own goals and in assessing their own achievements, e.g. in Day to Day activities and in Report Cards. Promoting Positive Behaviour has always been paramount in CPPS; this contributes vastly to the positive engagement seen across the school. All children are considered equal and treated with respect. The school is constantly updating its approaches and we are currently seeing the children responding well to the House Groups, Princi-pals, Wow 'Coordinate' Charts and other in-class PRBS strategies.

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

- The health and wellbeing of pupils has been supported through the development of a positive class ethos, built on Nurture principles and positive relationships. Through reinforcement of co-created class charters, the children have developed a good understanding of care, respect and responsibility. Integration of the concept of Gratitude into the classroom ethos has also supported further reflection skills and this has been contextualised within the Zones of Regulation. General classroom interventions involving small group and one-to-one support and relationship-building opportunities have supported the development of confidence in children.
- We introduced Kitbags this session. Kitbags are a multi-sensory resource designed to enhance the emotional wellbeing of children and young people by facilitating communication and self-expression in a secure environment. Among its key strengths, Kitbag has empowered school staff to engage with children in meaningful way. By providing a structured methodology to encourage dialogue and expression, Kitbag enhances the adults' ability to perceive and empathise with the emotions and experiences of the children. This, in turn, fosters deeper connections, establishes trust, and cultivates enduring friendships between the participants. Our data gathered using a pre and post wellbeing assessment has shown that the kitbag intervention sessions have had a positive impact on the targeted children. Children have really enjoyed the sessions and have requested additional sessions with staff.
- The school has implemented various strategies to promote overall wellbeing. We have a positive and inclusive ethos where pupils feel valued, safe and supported. Our Health and Wellbeing curriculum guide developed by staff is robust and links very effectively to CfE benchmarks. We ensure that children engage in regular physical activity through PE lessons, active playtimes and sports clubs. Pupils have participated in mental health awareness activities. We use Relax Kids and pupils are familiar with mindfulness and relaxation techniques. Our Star Room provides a safe and supportive environment for pupils who need additional emotional and social support which is accessed outwith Core Nurture, by many pupils. We are developing a positive behaviour policy which will use consistent restorative practices, reward systems etc. to benefit our supportive school environment.
- We have achieved the Bronze Rights Respecting School Award through the work of our RRS committee and, indeed, the whole school. Children's rights are taught specifically and embedded in our daily practices through our school values and relationships. As well as our regular assemblies and celebrations of wider achievements, most recently, children have been given the opportunities for leadership through various committees this session. In addition to this the children have daily leadership roles in their own classrooms.
- The implementation of PEEK's weekly play sessions throughout the summer term had a significantly positive impact on children's overall experiences and wellbeing. By actively engaging with children during play activities, PEEK successfully created a supportive and enriching environment during playtimes. This, in turn, effectively reduced conflicts among the children and fostered improved social interactions, leading to enhanced emotional and social wellbeing within the school community.
- Furthermore, deliberate enhancements were made to our outdoor spaces to enrich the overall learning and play environment. The introduction of an outdoor classroom, strategically placed flower beds, engaging playground games, and suitable equipment significantly contributed to the provision of safe and stimulating spaces for children to play and learn. These thoughtful additions not only promoted physical activity but also encouraged creativity, collaboration, and exploration among the children, further enriching their overall educational experience.

Attainment and Achievement Data

Curriculum for Excellence Levels at the end of June 2024				
	Reading	Writing	Talking & Listening	Numeracy & Mathematics
Early level by end of P1	most	most	most	most
First level by end of P4	most	majority	almost all	most
Second level by end of P7	almost all	majority	almost all	most

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

Health and wellbeing has been given priority for the deployment of Pupil Equity Funding this academic year as part of the ongoing School Improvement Priorities from last session. Efforts have been focused on enhancing opportunities for play and outdoor learning for our students.

Significant progress has been made, with almost all support staff now trained in Kit Bag Health and Wellbeing sessions to effectively support emotional regulation and assist pupils experiencing feelings of anxiety or frustration. Regular sessions with identified students offer them a platform to express their emotions and engage in mindful activities, promoting their emotional and mental wellness.

Moreover, investments in our outdoor spaces have resulted in improved access to safe play areas for children, creating a nurturing and stimulating playground environment. The introduction of a dedicated 'growing area', where pupils are entrusted with the care of plants, exemplifies the commitment to promoting responsibility and environmental awareness. Well-attended Gardening Days have fostered a sense of community within the school, encouraging collective participation in enhancing the school grounds.

The recent acquisition and installation of an outdoor classroom have not only provided children with a tranquil retreat during playtimes but have also enabled outdoor learning experiences across various weather conditions.

Furthermore, the provision of additional play resources such as 'loose parts', outdoor construction materials, and large garden games in designated areas has expanded opportunities for play. Collaboration with PEEK (Possibilities for Each and Every Kid) who provide play leaders for weekly sessions has been particularly effective in enhancing the social wellbeing of students, especially those facing limited play options in their local community. Consequently, there has been a noticeable increase in pupil engagement and a decline in peer conflicts within the playground.

Self-evaluations of How Good Is Our School? (4th edition)

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

Summary of School Improvement priorities for Session 2024/25

1. Improving teaching and learning using the Circle Framework, the Promise and embedding children's rights within our curriculum rationale.
2. To raise attainment in literacy by ensuring effective pedagogy approaches, progressive planning and robust assessment of spelling, punctuation and grammar.

What is our capacity for continuous improvement?

At Colquhoun Park Primary School, we take great pride in our capacity for continuous improvement. The majority of our staff members have wholeheartedly embraced changes aimed at enhancing outcomes for our learners. Their commitment to professional development is evident, with almost all staff actively seeking opportunities to grow and improve their practice.

Our staff members understand the value of collaborative working, demonstrating a strong dedication to working together towards our shared goal of continual improvement. They consistently strive to provide a nurturing, challenging, and supportive environment for our children, recognising the importance of creating a space where every child can thrive.

Regular meetings with the Senior Leadership Team (SLT) serve as a platform for staff to engage in discussions about progress and share insights on how best to enhance attainment for all pupils. Through these professional dialogues, staff members are gradually gaining confidence in analysing data to inform their planning and decision-making processes, ultimately leading to improved outcomes for our learners.

A notable aspect of our staff's approach is their willingness to embrace change and adapt their teaching practices to better meet the needs of all children. This reflective stance is underpinned by a strong desire to enhance attainment levels across the board, demonstrating a proactive commitment to refining teaching and learning strategies.

Furthermore, there exists a collective vision among our staff to ensure that children's rights are embedded in every facet of our practice. This shared ethos emphasises the importance of providing the highest quality teaching and learning experiences to foster an inclusive and engaging educational environment for all children. Central to this vision is the promotion of positive behaviour through respectful relationships, fostering a collaborative partnership between the school and families.

Beyond the core curriculum subjects, our staff members are deeply invested in enriching the lives of our pupils through a diverse range of extracurricular activities. This commitment to holistic development is exemplified by the expanding array of committees and lunchtime clubs that provide children with opportunities for growth and exploration throughout the school year.

In conclusion, the culture of continuous improvement at Colquhoun Park Primary School is sustained by the collective efforts of our dedicated staff members who are driven by a shared commitment to excellence in education. Through their dedication to enhancing learning outcomes, fostering positive relationships, and embracing change, our staff embody the ethos of continual growth and development that defines our school community.