



sustainable thriving achieving

East Dunbartonshire Council

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Colquhoun Park Primary School Standards and Quality Report 2024/25



Context of the School

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 7 primary classes plus one Nurture Group. Our staffing complement is equivalent to 11.5 full time equivalent teachers including one Head Teacher, one Depute Head Teacher, one part-time Principal teacher, one part-time acting Principal teacher and 13 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 55 children aged 2 to 5 years. (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. Approximately one fifth of the school (34.2%) are entitled to free school meals. The average attendance this school year is 93%. 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 new vision of Colquhoun Park Primary School, which was reviewed and updated last year, has been embedded this session, placing Children's Rights visibly at the heart.

The infographic features a dark blue grid background with various school-related icons like a pencil, eraser, lightbulb, and tablet. The school's name is prominently displayed in the center. Below it, the 'VISION' section includes a quote and a cartoon raccoon mascot. The 'VALUES' section is divided into four columns, each with an icon and a label: Fairness (three people on a scale), Respect (hands holding a shield), Honesty (a person with a hand on their chest), and Responsibility (a person with a checklist).

COLQUHOUN PARK PRIMARY SCHOOL

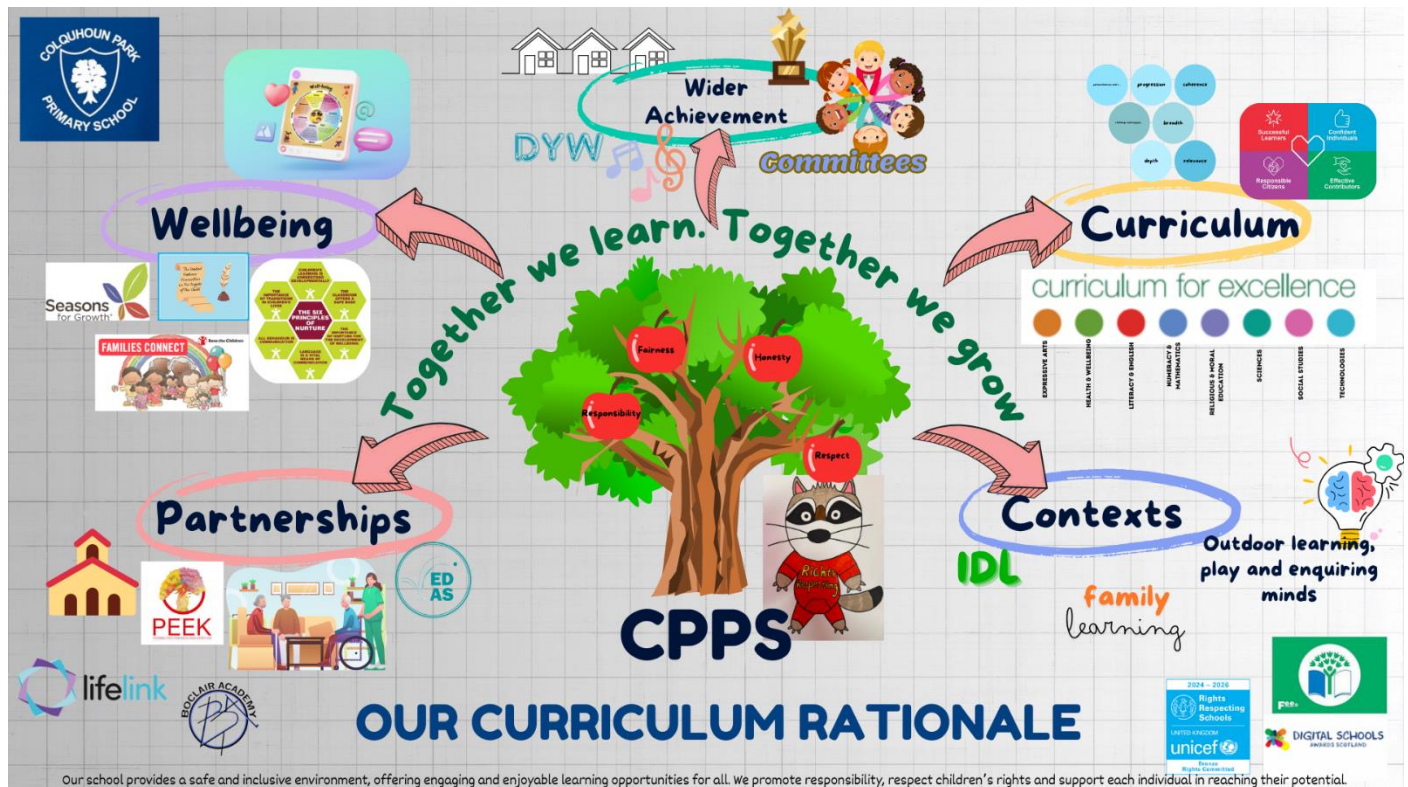
VISION

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.

VALUES

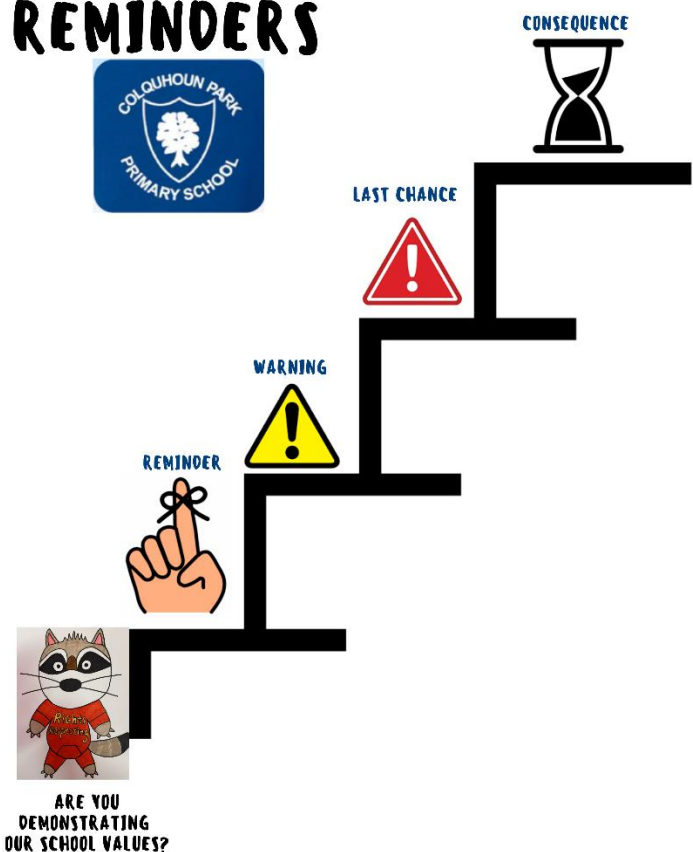
Fairness	Respect	Honesty	Responsibility

Our Curriculum Rationale was also refreshed over the last 2 sessions and is underpinned by our core Vision and Values.



Promoting Children's Rights has also been a focus in our core business over the last 24 months and this session, our newly refreshed Positive Relationships and Behaviour Blueprint was created in consultation with stakeholders and based around our 'Rocky Raccoon' Mascot.

ROCKY'S REMINDERS



Progress in School Improvement Plan (SIP) priorities

School priority 1: To develop effective pedagogy for inclusive practice using the Circle Framework, the Promise and embedding children's rights within our curriculum rationale.	
NIF Priority Placing the human rights and needs of every child and young person at the centre NIF Driver teacher professionalism school improvement	HGIOS?4 QIs QI 2.3 Learning, Teaching & Assessment QI 3.1 Wellbeing, equality & inclusion
Progress and Impact: The introduction of the CIRCLE resource has significantly enhanced most staff's understanding of inclusion and additional support needs, enabling them to better cater to diverse learner requirements. Ongoing CIRCLE Advisor PLC sessions throughout the year provided staff with valuable feedback, further enhancing their skills and knowledge regarding inclusive practices. Staff feedback from the inset introduction has been overwhelmingly positive, showcasing a commitment to professional development and a culture of continuous improvement from almost all staff. Effective professional dialogue with another school fostered collaboration, sharing of best practices, and collective responsibility for improving outcomes for all learners. The school's focus on professional discussions using CIRCLE reflective questions helps foster a culture of improvement and ongoing personal development among staff. Pre and post assessments of almost all staff highlights improvements in understanding behaviours and attitudes towards inclusion and additional support needs, leading to a more supportive school environment. Universal and targeted support planning reflects a thoughtful consideration of learners' needs, with environmental differentiation observed in planning documents. Pupil consultations indicate that almost all pupils within targeted groups of learners exhibit an increased awareness of the strategies and supports available to them, reflecting a positive shift in their engagement with learning. The use of pupil voice tools, such as forums and committee groups, has empowered students to express their opinions and contribute to decision-making processes within the school. Most teachers are utilising the CIRCLE Inclusive Classroom Scale (CICS) to critically evaluate and adapt their classroom environments, effectively fostering inclusivity. This has led to more tailored learning experiences for pupils. The school has implemented consistent approaches to classroom organisation and management; promoting an environment where positive behaviour can flourish. Most staff engage in reflective practices with colleagues, leading to changes in classroom setups that better support personal development and learning. The development of a consistent visual and task board structure across classrooms encourages positive behaviours and assists pupils in understanding expectations. The establishment of "non-negotiables" and the "CIRCLE blueprint" for classroom setup indicates strong teacher leadership and a clear vision, contributing to a cohesive school culture. Across the school, almost all classes consistently utilise Zones of Regulation, Rights Respecting Schools visuals and mascot, calm areas, coherent visuals and health and wellbeing daily check ins to support inclusive practice. Most teaching staff engaged in professional reading and discussion to develop a shared understanding of high quality teaching practice and have identified the need to foster a consistent approach to pedagogy across the school. The implementation of peer visits allowed most teachers to reflect on their practice and learn from one another, contributing to a culture of continuous improvement. Next Steps: All teaching staff will engage with Improving Our Schools programme to develop data informed approaches to applying effective teaching and learning approaches to raise attainment for all learners.	



School priority 2: To raise attainment in Literacy by ensuring effective pedagogy approaches, progressive planning and robust assessment of spelling , punctuation and grammar.

NIF Priority

Closing the attainment gap between the most and least disadvantaged children

NIF Driver

curriculum and assessment
teacher professionalism
Performance information

HG10S?4 QIs

QI 2.3 Learning, Teaching & Assessment

QI 2.2 Curriculum

Q1 3.2 Raising attainment and achievement

Progress and Next Steps:

Significant strides have been made in the School Improvement Plan focused on Spelling, Punctuation, and Grammar (SPaG) at Colquhoun Park Primary School. Almost all staff have engaged in collaborative efforts that reflect a commitment to improving literacy outcomes for all students: SNSA and PIRA assessment information, moderation of writing and gathering of assessment data from Single Word Spelling Test (SWST) has demonstrated a rise in attainment for the majority of pupils.

Collegiate sessions facilitated professional learning among staff, during which literacy planners from other local schools were reviewed. This ensured that discussions centred on best practices suitable for CPPS. An evaluation of the existing Grammar planner led to the decision to adapt it ensure it aligns with the Scottish Curriculum for Excellence (CfE). A few staff took on leadership roles in developing a revised planner, which is now in use across the school by almost all teachers. The DHT liaised with Quality Improvement Officer and Literacy Development Officer, to gain insights on the latest developments in literacy frameworks. Feedback from these discussions has been shared with staff to enrich our literacy approach. Further modifications to the literacy planners, developed by the East Dunbartonshire Literacy Group, were tailored for CPPS based on collective feedback from staff discussions and moderation sessions.

The SWST was implemented school-wide, allowing for the identification of spelling gaps. This assessment has been conducted twice, generating data that highlights students in need of additional support and ensures measurable tracking of progress for Primary 3 to Primary 7 pupils. The school currently employs several resources, including NESSY, Toe by Toe, and the 5 Minute Box, to support literacy instruction. A decision to adopt the Highland Wraparound approach for spelling has been made to align with pedagogical goals.

A comprehensive weekly overview for Writing, Learning and Teaching, Spelling, and Phonics has been developed and launched in the final term, facilitating a cohesive approach across the school. Magnetic letter boards have been purchased for all classes to enhance engagement in spelling and grammar activities. A curated bank of resources and visuals accessible to all staff in Primary 2 to Primary 7 provides consistent support for learners. A collective agreement on the terminology employed in teaching SPaG has been established, fostering familiarity and coherence for all pupils across different classes as they progress through the school.

Next Steps:

- The effectiveness of the new programme will be monitored, with SLT conducting class visits and arranging peer observations to support staff in adopting these new methodologies. Data will continue to be gathered from assessments, samples of pupil work, pupil voice and through teaching and learning discussions with staff to support with this.

Progress in National Improvement Framework (NIF) priorities

Progress and achievements in the following national priorities:

- Improvement in attainment, particularly in literacy and numeracy;
 - The introduction of standardised assessments (carried out in October and then in May) have shown improvements in attainment across reading and in numeracy and mathematics for almost all pupils across the sampled classes (P2,3,5 &6).
 - The Class Average scores in Reading across the sampled classes are all above the standardisation average.
 - The Class Average scores in Numeracy and Mathematics are higher than the standardisation average at First Level.
 - Scottish National Standardised Assessments has also shown attainment is significantly above average in Primary 1 and Primary 4 for Literacy and Numeracy and Mathematics. At Primary 7, the majority of pupils are attaining beyond the national average in Literacy.
- Closing the attainment gap between the most and least disadvantaged children and young people;
 - Achievement of CfE levels in literacy combined has shown a reduction in the attainment gap by 12.7% which is a significant improvement and is 1% from our set stretch aim.
 - Achievement of CfE levels in Numeracy Combined has shown a reduction in the attainment gap by 4.4% and is 7.9% away from our set stretch aim. (*1 child = 5%)
- Improvement in children and young people's health and wellbeing;
 - SHINE Health and Wellbeing results show an overall improvement in the reported Health and Wellbeing of P6 and P7 pupils compared with P6 and P7 pupils who were surveyed 2 years ago.
 - Pre and Post Assessments carried out with pupils engaging with a range of wellbeing supports including our Nurture Group, Lego therapy, Let's Introduce Anxiety Management in Schools, Kitbags and Seasons for Growth Groups demonstrated the clear impact of these interventions in significant improving pupil health and wellbeing across targeted groups.

Attainment and Achievement Data

Curriculum for Excellence Levels at the end of June 2025				
	Reading	Writing	Talking & Listening	Numeracy & Mathematics
Early level by end of P1	most	most	majority	most
First level by end of P4	most	majority	most	most
Second level by end of P7	most	majority	most	most

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

Literacy has been given priority for the deployment of Pupil Equity Funding (PEF) this academic year as part of the School Improvement Priority to raise attainment in Literacy and reduce the Poverty Related Attainment Gap (PRAG). Significant progress has been made, with classes now using a consistent approach to the teaching of phonics and spelling. All classes are using magnetic letter boards and using agreed terminology, with the Wraparound approach being used in P2-7.

Employment of 0.4 FTE Class Teacher and 0.6 PEF PT has allowed for Literacy and Numeracy interventions to target those most at risk of PRAG. This has included Clicker Support Groups where children have been able to increase their confidence and skills with using the program. This intervention has increased the independence and confidence of writing for all participating children. Specific targeted Literacy interventions such as Code Cracker have been implemented, as well as the use of York Assessment of Reading for Comprehension (YARC) Early Reading Assessment to understand the gaps in learning for targeted learners. This will continue into next session and be a useful measure of impact for targeted children.

Small group phonics and writing support has been beneficial for Q1 children targeted in P1 and success has been demonstrated with tracking results, as all targeted individuals are now on track for Literacy.

Employment of 0.7 FTE Support for Learning Assistant (SLA) has allowed for delivery of dedicated interventions to identify and address specific learning gaps. It has also provided support and enabled extracurricular activities e.g. upper school football sessions; providing equity in terms of experience and opportunities for some of our most deprived learners through a universal offer.

The purchase of standardised assessments have allowed for Class Teachers to plan with a baseline of learning in mind and identify gaps in learning. 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. Staff have spent time analysing results and used this information to feed into end of year tracking.

Collaboration with PEEK (Possibilities for Each and Every Child) involved play sessions to support pupil wellbeing and engagement including universal supports at break and lunch and targeted wellbeing groups sessions. Children engaged with play, expressive arts and leisure as part of exploring the rights they have. Many of the children were able to access experiences that may have been limited out with school environment e.g. fire pit cooking. Risk Matrix and Wider Achievement trackers were used to target individuals. This was a universal approach however those identified most at risk of PRAG (Q1 and 2), and those who do not have access to same play opportunities, have been be tracked in terms of progress and wellbeing. HAID (How am I Doing?) and Rosenberg Self Esteem Scales were used to gather pre and post data to measure impact. PEEK also provided impact reports at the end of each block. These sessions effectively reduced conflicts among the children and fostered improved social interactions, leading to enhanced emotional and social wellbeing within the school community.

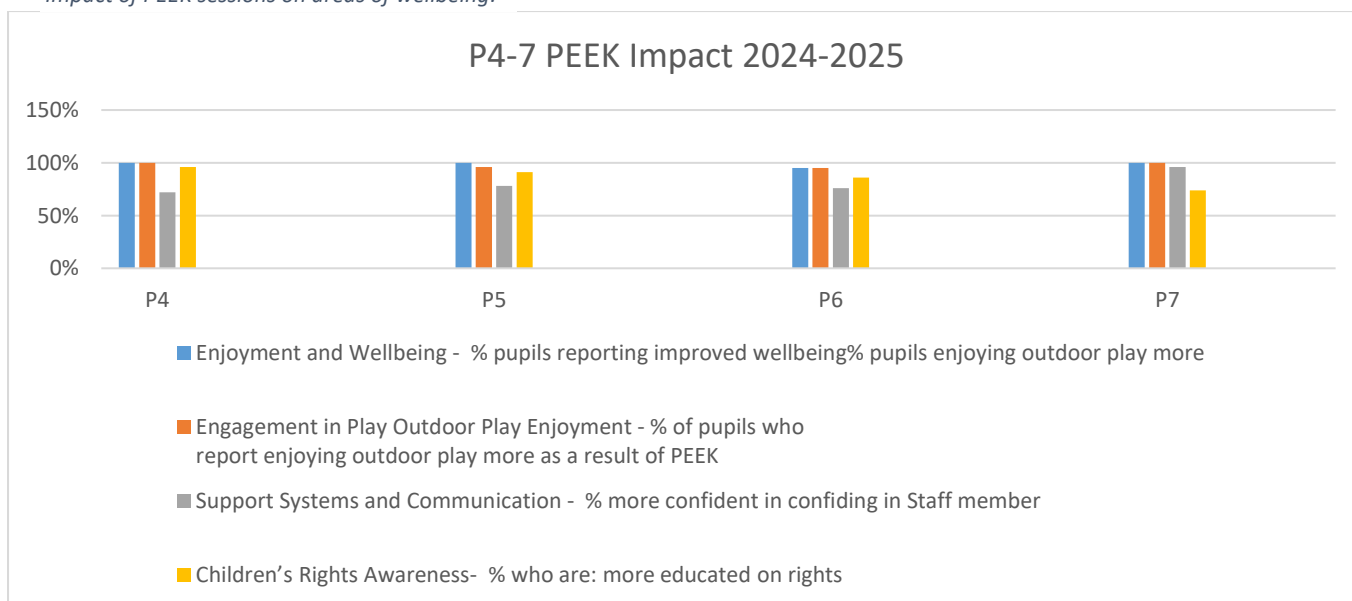
Sample of pupil voice:

56% of targeted children scored higher on their post assessment after PEEK's intervention. Data analysis showed that upper school girls scored lower on post assessment – further interventions were planned for this particular cohort around HWB. This also mirrored reported findings from the SHINE Health and Wellbeing Surveys carried out with the same cohort. One class in particular all scored higher on post assessment and as a year group, playground issues have been frequent and the amount of incidents have reduced this year.

"When PEEK come to the school, everyone is just happier, look how big my smile is, I don't think children have the time to smile this much, but look at me!!!" – Child.

"Fridays are my favourite day because we have PEEK" – Child.

Impact of PEEK sessions on areas of wellbeing:



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

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

Summary of School Improvement priorities for Session 2025/26

- 1. Inclusive Practice: The Circle (Year 2)
- 2. Learning, Teaching & Assessment: Improving Our School (Year 1)
- 3. Curriculum: Spelling, Punctuation & Grammar (Year 2- embed and monitor)

What is our capacity for continuous improvement?

We are focused on developing a clear, shared vision among all staff to ensure a comprehensive understanding of the rationale behind change. Recently introduced planning formats aim to furnish a coherent progression pathway across Curriculum for Excellence (CfE) levels. Senior leaders will continue to collaborate with staff to refine planning approaches, notably in formative assessment, thereby supporting optimal progress for all learners. Moreover, we are dedicated to further developing the features of highly effective practice, which will subsequently enrich our teaching methodologies. This will be achieved through our engagement with Improving Our Schools Programme next session. Elevating pupil voice remains a priority, as we provide opportunities for students to take leadership roles in their learning through responsive planning and peer assessment. Furthermore, we strive to enhance the quality of feedback provided to pupils, ensuring it includes clearly identified targets or next steps. Collectively, these initiatives will contribute to fostering an environment of continuous learning and improvement within our educational setting.

We are committed to maximising our capacity for continuous improvement, particularly in fostering inclusive and nurturing environments that support the diverse needs of our learners. Staff have made commendable progress in implementing strategies that promote inclusivity, ensuring that all students, regardless of their backgrounds, feel valued and empowered. With a strong commitment to enhancing this further, we are poised to engage with The Circle Participation Scale, a valuable tool designed to deepen our practices and enrich learner engagement. This commitment is rooted in our school's Vision, which emphasises the importance of supporting each pupil to achieve their full potential. A key strength of our school lies in our relentless pursuit of equity and excellence, as we strive to create pathways for every student to succeed.