



Clobber Primary School and EYC

Standards and Quality Report – Self Evaluation Summary Paper

2020-21



Aspire Respect Achieve Enjoy



Context of the school

Our school and EYC (Early Years Centre) catchment area consists of a mixture of local authority and owner occupied housing. We are a non-denominational and co-educational school with 13 primary classes from P1 to P7 at a roll of 334 in June 2021.

Our school and EYC catchment area consists of a mixture of local authority and owner occupied housing. 17% live in SIMD 1-10, 83% live in SIMD 10-20 and none of our school community live in SIMD 1-2. 8% are entitled to free school meals. 0.5% of our children have English as an additional language and 0.3% are looked after and accommodated.

We are a non-denominational and co-educational school with 13 primary classes from P1 to P7 at a roll of 334 in June 2021. The EYC provides 72am: 72pm places for 3-5 year olds and 10am: 10pm places for 2 year olds. We are an extended day (8.00-6.00pm) and extended year (50 weeks a year) EYC.

Our accommodation was built in 1965 and we celebrated our 50th anniversary in September 2015. Our school is spacious and of a traditional design with a very large assembly hall with stage and separate dining area. The outside grounds are extensive and these have been improved with the addition of an all weather playing surface.

Staffing comprises of a Head Teacher, Depute Head Teacher and Principal Teacher. We have an allocation of 17.14fte teaching staff for this session. The EYC has 1 Teacher post, currently filled by two part time teachers, 2 Senior Early Years Workers and 15 Early Years Workers, led by the Depute Head of Centre.

Support Staff include 2 full time Clerical Assistants, 2 full time Classroom Assistants plus 5 Support for Learning Assistants (3.9FTE) as well as a Janitorial Assistant. A teacher from the Education Support Team is allocated for one day a week. Instrumental tutors teach online once per week and tuition is available for violin, cello and clarinet. In addition to this, a visiting music teacher works with Primary 4 children in developing percussion skills through the Youth Music Initiative. Our highly motivated staff team aim to deliver the highest quality of education for all and ensure that we meet the needs of all our learners. We have very high standards and expectations of all the learners in our school community. Effective working partnership with parents is vital in improving outcomes for learners. We actively encourage parents to take an active role in their child's education by attending parents' evenings, open afternoons, school assemblies, meet the teacher events, curriculum evenings to name but a few and seek their opinions on a regular basis. This session we have had to revise our arrangements for parental engagement to comply with Covid19 guidance; where possible we have engaged with parents online. Parents' views form an integral part of our self evaluation process – they are asked to evaluate the work of the school as well as contributing to our School Improvement Plan.

We have strong links with parents and the local community. We have a very committed and supportive Parent Teacher Association and an active Parent Council. The school fully supports local events and utilises local expertise within the Social Studies topics, special events such as Careers' Day, Celebrating Scotland Week, Financial Education Week and Health Promotion / Eco events are planned



to stimulate children's learning experiences throughout the year. Despite the pandemic, we have maintained relationships with the local community whenever possible.

Other partnerships are fundamental to the work and life of the school, including links with St Luke's Church, Active Schools, local groups such as Clobber Farm, Milngavie in Bloom and businesses such as Tesco and Andiamo. In order to develop our pupils' skills for learning, life and work we regularly draw on the expertise of a wide range of partners within the immediate local community and beyond. For example we are the Primary Confucius Hub in East Dunbartonshire Council, facilitating high quality learning experiences for all as part of the Scottish Government's 1+2 languages policy.

Clobber Primary works with other schools in the Douglas Academy cluster to ensure effective transition for all.

Fund raising for charities takes place regularly and the money is donated locally, nationally and globally. This helps to give children an understanding of global citizenship.

Our Vision and Values

All schools in the Douglas Academy Cluster have a shared vision:

Working Together, Respecting Others, Pursuing Excellence.

Clobber Values: **Aspire, Respect, Achieve and Enjoy**

We value:

- ✓ The rights of all as we strive for equality and fairness through the UN Convention on the Rights of the Child
- ✓ Every person as an individual, promoting equality irrespective of age, race, gender, ability and belief;
- ✓ A supportive and stimulating environment which promotes achievement, effort and success in learning, life and work;
- ✓ Positive attitudes and actions towards the health and wellbeing of all;
- ✓ Positive partnerships between home, pupils, staff and community;
- ✓ The environment, and strive to foster a caring attitude towards our world.

Response to COVID19

Our learners returned to school in August 2020 following lockdown March – June in the previous session. The recovery plan for the school was implemented with an emphasis on literacy, numeracy and health and wellbeing. An evaluation of the recovery plan follows this section of the report.

A further period of school closure commenced on 6th January 2021. It remained open to provide childcare for Keyworker children and to those children categorised as vulnerable, where appropriate. The Head Teacher was responsible for managing this service, staffed by SLT, support staff and teachers from Clobber Primary who would usually provide RCCT cover. Class teachers provided remote learning on Microsoft Teams, complying with the entitlements in Scottish Government guidance which included daily check ins for learners and quality feedback on tasks completed at home. Eligible families received Scottish Government funded devices to ensure equity for all learners. Those who found remote learning challenging were given paper copies of tasks.



Throughout the period of school closure, the Head Teacher, Depute Head Teacher and Family Learning Assistant contacted families to ensure support was appropriate. Remote learning was evaluated twice with parents and pupils during this time.

The Head Teacher sent regular updates to parents during the period of school closure and engaged with the Parent Council to ensure communication was clear and responsive to the needs of the school community.

P1-3 learners returned to school on 22nd February 2021. Parents were informed of the procedures for return by letter. Keyworker and vulnerable children in P4-7 continued to attend school and remote learning continued for all others. All Classroom Assistants and Support for Learning Assistants returned to school to support P1-3. P4-7 returned to school on 15th March 2021. Throughout Term 2, procedures were reviewed regularly and risk assessments reviewed weekly to ensure staff confidence and pupil safety inline with Scottish Government and East Dunbartonshire guidance. The introduction of lateral flow testing in February was reassuring for staff and parents as learners returned to in school learning provision.

Pupils in P7 engaged in transition events throughout Terms 1, 2 and 3 on Microsoft Teams. The DHT met with secondary staff to ensure those children requiring enhanced transition were offered the opportunity to visit their secondary school in Term 3. All other pupils received a video tour and information by letter.

All new P1 entrants received a video with messages from key staff and a virtual tour of the building. P1 teachers met with our early years children outside during the school day. Children who did not attend our early years centre were offered a short visit to meet their teacher and see their learning space in person at the end of the school day. The Head Teacher held a meeting on Microsoft Teams in June for parents, where a presentation was delivered and a question and answer session concluded the meeting.

Transition booklets were emailed to every child in school at the end of June. These included photographs so that the child could see their new teacher and the physical layout of the school. It also explained the need for separate entry and exit and daily routine changes. This ensured children were all well prepared as they could be given COVID19 restrictions.

There follows a summary of the school's progress in addressing the School Recovery Plan 2020-21.



Health and Wellbeing including Nurture	
<p>NIF Priority: Improvement in children and young people’s health and wellbeing</p> <p>NIF Drivers: School leadership Teacher professionalism Assessment of children’s progress School Improvement Parental involvement</p>	<p>HGIOS4 QIs</p> <ol style="list-style-type: none"> 1.1 Self evaluation for self improvement 1.2 Leadership of learning 1.3 Leadership of change 1.4 Leadership and management of staff 1.5 Management of resources to promote Equity 2.1 Safeguarding and child protection 2.2 Curriculum 2.3 Learning, teaching and assessment 2.4 Personalised support 2.5 Family learning 2.6 Transitions 2.7 Partnership 3.1 Improving wellbeing, equality and inclusion 3.2 Raising attainment and achievement 3.3 Increasing creativity and employability
<p>Progress and impact:</p> <p>Following school closure in Term 3 of 2019-20, our priority in 2020-21 was to ensure the health and wellbeing of all staff and learners. We bought a programme specifically targeted to Covid19 recovery from EmotionWorks and this was implemented in the first ten weeks of Term 1. Staff evaluation reflected that while this programme met the needs of some individuals, it required to be differentiated and much of the content was already included in the existing PATHs materials. Many pupils did not want to reflect on their experience of lockdown and therefore this resource is more suited to targeted intervention.</p> <p>Monitoring and tracking activities continued throughout the session and the progress of each learner discussed. Targeted support was put in place to meet learner’s wellbeing needs. Although the health and wellbeing groups could not run as they had pre-Covid, the PT met with children individually. She provided LIAM (managing anxiety sessions) for targeted children and Health and Wellbeing check ins for those who need it. Team Around the Child Meetings focused on the health and wellbeing of learners during the recovery phase. Lifelink Counselling was offered to our children over 10 years old and was an excellent support to those who engaged with this service.</p> <p>Risk assessments were reviewed every 4 weeks with the health and safety committee in line with EDC guidance. Time was agreed for this in the school collegiate calendar. Union representatives raised any concerns in the interim with the HT as appropriate. This ensured that the risk assessment was understood and followed by all staff. Any concerns were timeously addressed and the risk assessment was consequently updated.</p> <p>Staff wellbeing check ins were offered on a fortnightly basis throughout the session. This enabled staff to meet with the DHT or HT to discuss their own wellbeing, and any support which could be put in place for them. Staff have been very appreciative of this and almost all benefitted from regular check ins.</p> <p>Increased time outdoors was timetabled to comply with Covid19 guidance. An afternoon break was added to the school timetable. The Outdoor Learning Champion attended training in Term 1 and worked with</p>	



staff to share practice. Resources to facilitate outdoor learning were purchased or collated and an outdoor seating circle was created. These sessions benefitted the children with their social skills as well as their learning.

A Support for Learning Assistant was recruited to support learner wellbeing during the recovery phase and to ensure that adequate staffing was in place to deliver the recovery timetable.

Next Steps:

We will continue to develop our outdoor learning provision

An additional SLA will be funded from PEF to ensure the health and wellbeing of learners is supported

Health and wellbeing planners will be revised

Family engagement

NIF Priority:

Improvement in attainment, particularly in literacy and numeracy

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

NIF Drivers:

School leadership

Teacher professionalism

Assessment of children’s progress

School improvement

Performance information

Parental involvement

HGIOS4 QIs

- 1.1 Self evaluation for self improvement
- 1.2 Leadership of learning
- 1.3 Leadership of change
- 1.4 Leadership and management of staff
- 1.5 Management of resources to promote equity
- 2.1 Safeguarding and child protection
- 2.2 Curriculum
- 2.3 Learning, teaching and assessment
- 2.4 Personalised support
- 2.5 Family learning
- 2.6 Transitions
- 2.7 Partnership
- 3.1 Improving wellbeing, equality and inclusion
- 3.2 Raising attainment and achievement
- 3.3 Increasing creativity and employability

Progress and impact:

In Term 1, all staff created a class team on Microsoft Teams. Meet the Teacher information was posted on this and all learners were given laminated log in cards home to enable access. Weekly assemblies were uploaded for classes to view. Staff, Parent Council and PTA meetings were conducted on Teams. The Christmas concert and Christmas service were also uploaded. The focus in Term 1 was to familiarise pupils and families with Teams so that they would be able to access it in the eventuality of blended or remote learning.

Staff engaged in online training sessions provided by EDC to familiarise themselves with Teams and Seesaw. The digital leader delivered some training bespoke to Clober staff based on questions arising.

During school closure in Term 2 almost all learners accessed remote learning on an online platform. Those eligible for Scottish Government devices were contacted in Term 1 and devices were given to them in



December. There were a number of parents who contacted the school regarding issues with their devices; whenever possible, support was given to families to ensure they could engage online. A Family Learning Assistant was recruited and joined our staff on 7th December 2020. The Family Learning Assistant was key to supporting families in Term 2, as was the EDC IT Support team. Following parental consultation, the Digital Leader recorded You Tube videos on how to upload work and how to record on pdfs without the need for a printer. These were supplemented by instructional documents. A few families were unable to engage online and paper copies of tasks were sent home.

Family engagement was very high; following Survey 1 to parents, Feel Good Friday was added to remote learning to offer more flexibility to working parents. Deadlines from assignments were extended in response to the pressure some families felt to continue working and support their child's learning. The Family Learning Assistant uploaded family activities each week and kept in touch with those who needed support. These changes were commented upon positively in Survey 2.

Seesaw licences were purchased by EDC and were made available to us at the end of Term 1. As this was a new platform to staff, parents and pupils the HT made the decision not to implement this during the period of school closure. Upon their return to school in February, P1-3 began to use Seesaw. It was implemented with P4-7 after the Easter break. Initial feedback has been positive and families are engaging well with this tool. Staff attended training sessions for Seesaw in Term 1 and Term 2 and continue to learn about the features of this as they develop its use with learners. The school will seek parent and learner evaluation of Seesaw as part of its reporting strategy in session 2021-22.

Upon the return to school, the Family Learning Assistant has continued to support families and uploads family activities on to Seesaw. An increasing number of families are engaging with these tasks.

Next Steps:

Digital learning will continue to be an important part of our work next session

Increase awareness of the role of the Family Learning Assistant with parents and staff

The Family Learning Assistant will provide further opportunities to families to engage



Transitions	
<p>NIF Priority: Improvement in children’s health and wellbeing</p> <p>NIF Driver: School leadership Teacher professionalism School improvement Assessment of children’s progress Parental involvement</p>	<p>HGIOS4 QIs:</p> <ul style="list-style-type: none"> 1.2 Leadership of learning 1.3 Leadership of change 1.4 Leadership and management of staff 2.1 Safe guarding and child protection 2.2 Curriculum 2.3 Learning, teaching and assessment 2.4 Personalised support 2.5 Family learning 2.6 Transition 2.7 Partnership 3.1 Improving wellbeing, equality and inclusion 3.2 Raising attainment and achievement
<p>Progress and impact:</p> <p>Throughout this session, decisions and guidance from Scottish Government have happened quickly and with little warning. The impact of this is that management of change has had to be rapid and responsive. Preparation for remote learning in Term 1 ensured that staff, learners and parents were as well prepared as they could be for the ensuing lockdown in January. The Head Teacher informed parents of these changes by email and newsletter.</p> <p>Transition activities for children was clearly communicated and were planned within the Scottish Government guidance. P7 engaged in assemblies run by Douglas Academy and met key staff virtually through Microsoft Teams. Current restrictions have prevented every child visiting Douglas Academy in person; those in need of enhanced transition received one visit, accompanied by our Depute Head Teacher. All others have received a virtual tour and the Head Teacher presented an information evening to parents on 7th June.</p> <p>New entrants to P1 have met their teacher in person. For those attending our Early Years Centre, their teacher conducted an outdoors activity. For those from other early years centres, an after school visit was arranged on an individual appointment basis. The head Teacher held an information session for parents on Microsoft Teams which was well received. There was the opportunity to answer questions at the meeting, and parents were encouraged to contact the school if they had any concerns. The slides for the information evening were published on the school website. A video tour of the school, featuring key staff, was sent to all parents.</p> <p>All children in P2 – P6 received a transition booklet with photographs of their new class and a message from their class teacher. Those requiring enhanced transition met their new teacher in person.</p> <p>Next steps:</p> <p>To continue clear communication with parents regarding school arrangements and events</p>	



Continuing to ensure equity, excellence and educational continuity:

NIF Priority:
Improvement in attainment, particularly in literacy and numeracy

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

NIF Drivers:
School improvement
Teacher professionalism
Performance Information

HGIOS4 QIs:

- 1.1 Self-evaluation for self-improvement
- 1.2 Leadership of learning
- 1.3 Leadership of change
- 1.4 Leadership and management of staff
- 1.5 Management of resources to promote learning
- 2.1 Safe guarding and child protection
- 2.2 Curriculum
- 2.3 Learning, teaching and assessment
- 2.4 Personalised support
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- 2.6 Transition
- 2.7 Partnership
- 3.1 Improving wellbeing, equality and inclusion
- 3.2 Raising attainment and achievement
- 3.3 Increasing creativity and employability

Following school closure in Term 3 of 2019-20, our priority in 2020-21 was to ensure the health and wellbeing of all staff and learners. Following this, staff employed a variety of activities to assess learner progress. Target setting meetings, support for learning and learning and teaching meetings were conducted by SLT in Terms 1 and 3 to discuss individual progress and interventions required. Periodic assessments in numeracy and literacy were established and results of these added to the school’s tracking document. In May, staff updated Seemis Progress and Achievement to reflect progress and record achievement of early, first and second levels.

The Depute Head timetabled support for learning in blocks of time to ensure compliance with Covid guidance. The PT and 0.2fte SLT delivered this. New resources were purchased to facilitate group and individual support in literacy and numeracy. Support for Learning Assistants were allocated to classes to support learning. Due to the restrictions in place and the consequent timetabling of this, SLAs spent increasing amounts of time supervising pupils at breaks and lunch times which had an impact on their ability to support learning in class.

Staff attended training on Microsoft Teams and set up class Teams to prepare for remote learning. Time was given on the October Inservice Day to plan for blended/remote learning.

The HT met with the Parent Council to agree the reporting strategy for 2020/21. In accordance with EDC guidance, parents received two written reports, in December and June, to reflect pupil progress in literacy, numeracy and health and wellbeing. This was supplemented by the existing snapshot jotters which exemplified pupil work. Seesaw, an online reporting tool, was implemented in February for P1-3 and April for P4-6. Learners, families and staff are using this tool effectively to reflect pupil progress and achievement.

Next steps:

Evaluate arrangements for reporting with parents and learners

Agree reporting strategy for 2021/22, in accordance with Scottish Government and EDC guidance



Continue to develop the use of Seesaw to increase family engagement regarding progress and achievement