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**East Dunbartonshire Council**

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# **Clober Primary School**

## **Standards and Quality Report**

### **2021/22**

## **Context of the School**

Our school and EYC catchment area consists of a mixture of local authority and owner occupied housing. 19% live in SIMD 1-10, 81% live in SIMD 10-20 and none of our school community live in SIMD 1-2. 8% are entitled to free school meals. 4% of our children have English as an additional language and 0.5% 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 359 in June 2022. 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 50<sup>th</sup> 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. Due to our growing roll, additional temporary accommodation will be added for session 2022/23.

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 Clober 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.

Clober 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.**

We understand that our school is at the heart of the community. Our vision for Clober is that it is a vibrant, happy place where children are encouraged and supported to reach their full potential based on our values: Aspire, Respect, Achieve, Enjoy!

Our recently refreshed curriculum rationale reflects our commitment to deliver an engaging, motivating and creative curriculum which prepares our children to become the very best versions of themselves. We aim to:

- Consider the rights of all as we strive for equality and fairness through the United Convention on the Rights of the Child
- Celebrate everyone in the school community as an individual, promoting equity regardless of age, race, gender, ability or belief
- Deliver a supportive and stimulating learning environment which promotes effort, achievement and success in learning, life and work
- Encourage positive attitudes and actions towards health and wellbeing for all
- Foster positive partnerships with our families and the community
- Care for our environment and strive to foster a respectful attitude towards our world

### Progress in School Improvement Plan (SIP) priorities

School priority 1: Curriculum Rationale, Curriculum Design and Education Recovery		
<b>NIF Priority</b> <ul style="list-style-type: none"> <li>• Improvement in attainment, particularly in literacy and numeracy</li> </ul>	<b>HGIOS4 QIs</b>	
<ul style="list-style-type: none"> <li>• Closing the attainment gap</li> </ul>		
<b>NIF Driver</b> <ul style="list-style-type: none"> <li>school improvement</li> <li>teacher professionalism</li> </ul>		
<b>Progress and Impact:</b> <p>Progress in meeting this priority is very good. Literacy attainment is very good at early and second level. Almost all pupils in P1 and P7 achieve expected levels in reading, writing and listening and talking. Numeracy attainment is very good at early level with almost all children achieving this by the end of P1. Most of P4 and P7 attained the expected level in numeracy and mathematics, with attainment at the top end of “most”.</p> <p>This session, we revised the curriculum to ensure that the curriculum rationale is reflected and that the refreshed narrative is central; staff worked in teams at Early, First and Second level and across levels to develop the curriculum in a cohesive manner; making connections between curricular areas and decluttering and adapting the current curriculum framework using the refreshed narrative. They produced curriculum maps for each stage P1-P7 based on interdisciplinary learning and standalone outcomes. Curriculum maps will be used by all staff from August 2022 to ensure coherent, progressive learning across all areas of the curriculum.</p> <p>All classes regularly use the outdoor environment to enhance learning experiences. Our outdoor champion delivered advice to all teaching staff regularly throughout the year and shared resources and sources of good practice. In March, she shared good practice at a staff raising attainment event. She applied for funding and training through Learning from Landscapes and was successful, securing £500 for resources and a training session for teaching staff which will be delivered in August. Outdoor learning resources have been purchased, including a den building kit, as a result of engagement sessions with Operation Play Outdoors which was most enjoyable for the children and enhanced their team building, problem solving and resilience skills. The outdoor champion linked outdoor experiences to the curriculum maps for each stage.</p> <p>The Playzone has been developed for P1 pupils and teaching staff and support staff have worked together to provide motivating play experiences for pupils. P1 teachers have visited other establishments to observe play in action and have gathered a range of planning formats to ensure an effective approach. Next session, the play zone will be developed further in P1 and built upon in P2.</p> <p>The Head Teacher delivered six pedagogy sessions for staff using the research from John Hattie. These sessions were voluntary as part of CLPL and on average were attended by six teachers per session. The group used some strategies advocated and reported back to the group on their success. Powerpoints were produced for each session and these have been shared with all staff on Microsoft Teams.</p>		

Digital literacy focused on the use of SEESAW this session. Our digital leader conducted a digital pedagogy project as part of an EDC working group, supported by Education Scotland, to identify the effectiveness of this communication tool.

**PEF target:**

PEF funding enabled the employment of a 0.8fte teacher to work with targeted groups of children whose progress was below expectation in literacy and numeracy. Identified through rigorous tracking and monitoring of achievement of a level and using PM Benchmarking, Bug Club and numeracy phased assessments and samples of writing, children's progress was tracked every term. Gaps in reading, writing and numeracy skills were identified and targets were set for each child to ensure progress. This intervention succeeded in supporting pupils from P1-P7 who had not reached the expected CFE level. By June 2022, most children within this group in P4 made appropriate progress in literacy were on track with their learning in literacy and numeracy. The SfL teacher worked with class teachers to deliver targeted intervention and produced reading comprehension materials tailored to inferential questions and finding information. In numeracy, the four operations, telling the time and problem solving in context were identified as areas to work on. She worked with literacy and numeracy champions to identify good practice and share expertise. As a result the planning of literacy and numeracy has been adapted. She shared approaches will all staff at a raising attainment event in March. Resources have been uploaded for all staff to use via Microsoft teams.

**Next Steps:**

The areas of outdoor learning, play pedagogy and digital learning will continue on next year's improvement plan, ensuring that good practice is shared and approaches embedded in the revised curricular framework. The areas of expressive arts and relationships and sexual health will be updated.

**School priority 2: Literacy: Writing and Assessment**

NIF Priority • Improvement in attainment, particularly in literacy and numeracy  
 • Closing the attainment gap  
 NIF Driver teacher professionalism  
 assessment of children's progress

HGIOS4 QIs  
 QI 2.3 Learning, Teaching & Assessment  
 QI 3.2 Raising attainment and achievement

**Progress and Impact:**

Progress in meeting this priority is good. An overview of the Talk for Writing programme was delivered by the Head Teacher on the inservice day. Staff planned the approach with their stage partner and all stages focused on the same genre to ensure maximum opportunity to collaborate, share ideas and approaches and to ensure effective moderation of the results. Our NQTs co-ordinated an interactive display in the Can Do corridor of the talk for writing approach and all classes contributed to this. It was a real talking point for the children who passed by; they were interested to see what other classes were doing and enjoyed listening to the talking button stories.

A class teacher with an interest in writing worked on a whole school approach P1-P7. She collaborated with other EDC primary schools to devise a plan for year one. The focus was on fictional writing and there were three planning blocks, followed by two moderation sessions. All staff and learners benefitted from this unified approach, sharing understanding and expectation across all three CFE levels.

The writing assessment format was also revised to reflect the CFE benchmarks. All teaching staff assessed writing and then moderated this to ensure consistent and robust judgements. Samples of writing that met the criteria were collated and shared at a staff raising attainment event in March. These will be uploaded to Teams for staff to refer to in subsequent years.

The literacy champion attended a conference in May presented by Pie Corbett, the creator of Talk for Writing. She found this very useful and went with questions from staff. The answers to these and ideas learned from the event was shared at a recent staff meeting. Further staff CLPL sessions have been arranged for August and September, delivered by a Talk for Writing representative.

Early level writing attainment has risen by 6%, first level by 6% and second level by 10%.

**PEF target:**

PEF funding enabled the employment of a 0.8fte teacher to work with targeted groups whose progress was below expectation in spelling, grammar and writing. The teacher worked alongside class teacher to ensure continuity and positive impact of targeted interventions in class. The Talk for Writing approach has enabled pupils to internalise model texts and use this to develop their own writing.

**Next Steps:**

Progress in meeting this priority is good. Time to plan, assess and moderate together will be ring-fenced next session. The whole school programme of study will include fiction and non-fiction texts.

**School priority 3: Health and Wellbeing**

NIF Priority •Improvement in children and young people's health and wellbeing  
Choose an item.  
NIF Driver school improvement  
assessment of children's progress

HGIOS4 QIs

QI 2.4 Personalised Support

QI 3.1 Wellbeing, equality & inclusion

**Progress and Impact:**

Progress in meeting this priority is good. In August, the positive behaviour policy was reviewed with teaching and support staff and again in May. The principles of the policy follow the pivotal behaviour strategies by Paul Dix and align with the school values of aspire, respect, achieve and enjoy. The PT and DHT have provided wellbeing support for identified learners in small groups or individually throughout the year. LIAM, Seasons for Growth and Lifelinks Counselling have also been delivered to individual children. PEF funding was used to employ a SLA to complement staffing to ensure wellbeing needs of all are met and provide a positive role model for boys. He has also run the football club after school. The wellbeing tracker evidences making a positive impact on attitude and behaviour among our boys. Where possible, the school has offered opportunities for families to engage in learning and wellbeing activities. The wellbeing of staff has been supported through regular check ins and the PT has established a range of activities for the team which have focused on physical, mental and emotional health.

**Next Steps:**

Staff have identified the need to reinforce the five pillars of positive behaviour (Paul Dix). The school will work towards Rights Respecting Schools status. A nurture base will be set up next session and a teacher will be based here to support social skills and inclusion. The SLA funded by PEF will work in the nurture room.

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

- **Improvement in attainment, particularly in literacy and numeracy:**

Our attainment has risen across all levels this session except early level listening and talking. There have been particular increases in writing and reading.

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

We identified 18% of our learners who were performing below expectation; this gap has narrowed to 9%.

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

We have put a number of interventions in place to support our learners; an increase in anxiety has been particularly prevalent. We plan to build upon our health and wellbeing groups, LIAM, Seasons for Growth and Lifelinks Counselling by providing a nurture base next session for children who prefer a quieter environment or who need support to manage the school day.

## Attainment and Achievement Data

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

Almost all: 91-99%

Most: 75 – 90%

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

PEF funding enabled the employment of a 0.8fte teacher to work with targeted groups in literacy and numeracy. This intervention succeeded in supporting 18% of pupils from P1-P7 who had not reached the expected CFE level. Targets were set for each child to ensure progress. This intervention succeeded in supporting pupils from P1-P7 who had not reached the expected CFE level. By June 2022, most children in this group were on track with their learning in literacy and numeracy.

PEF funding was used to employ a full time SLA to complement staffing to ensure wellbeing needs of all are met and provide a positive role model for boys. He has also run the football club after school and is making a positive impact on attitude and behaviour.

### 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	Good	Very good
2.3 Learning, teaching and assessment	Good	Good
3.1 Ensuring wellbeing, equity and inclusion	Very good	Very good
3.2 Raising attainment and achievement	Good	Good

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

1. Literacy: writing including non-fiction and assessment; devise whole school programme for fiction and non-fiction texts
2. Curriculum: Implement new curricular maps; working parties to focus on music, play and digital learning
3. Health and Wellbeing: Promoting positive behaviour – UNCRC – RRSA ; Nurturing approaches/ACES/The Promise  
Increasing family engagement

### What is our capacity for continuous improvement?

Leadership of change is good. We recognise that the restrictions in place due to the pandemic have impacted on the way we work and the pace of change has been slower than anticipated due to increased staff absence. However, what we have implemented has been thorough, well considered and with positive impact on learners at the heart of our decision making. Our rigorous tracking and monitoring and robust quality assurance and self-evaluation practices have ensured that we know what is working, how well, and what needs to happen next.

Learning, teaching and assessment is good. We recognise that there are some gaps in children's learning and PEF money has been spent to ensure that gaps are bridged, in some cases closed. We have revised our curriculum, made connections and considered progression pathways to ensure learning is coherent,

relevant and progressive. Learning, teaching and assessment is evolving and we seek to adopt approaches which are effective, based in research and make evident impact.

Ensuring wellbeing, equity and inclusion is very good. We pride ourselves on our inclusive, friendly and respectful ethos which has the school values at its core. Individual pupils are well supported and we have a number of effective, timely interventions delivered by highly trained staff. We know that improvements can be made to ensure the higher levels of anxiety we recognise in our learners is supported and will address this over the next three years in our improvement planning. Family engagement will be a key focus moving forward to ensure we improve the relationships we have with our parents to deliver the best possible outcomes for our children.

Raising attainment and achievement is good; we have addressed the attainment gap (some but not all poverty related) and have reduced this with focused small group and individual learning this session. We will continue to identify excellent pedagogy and share this with the teaching team. In decluttering and redesigning the curriculum we have ensured that we focus on relevant experiences for our learners; we will continue to collaborate, share and promote impactful practice with the teaching community. The school roll has increased and next session Clober will receive additional accommodation which will enable the establishment of a nurture/support for learning base. School staff will also increase with the addition of a temporary DHT and a 1fte classroom assistant. Targeted intervention in nurture and support for learning will be delivered by the leadership team and a class teacher, released from class commitment. We will continue to ensure our quality assurance, tracking and monitoring and data driven dialogue measures the impact of interventions and identifies exemplary practice which is shared with the Clober team.