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Clober Primary School

Standards and Quality Report

2025/26

Context of the School

Our school and EYC catchment area consists of a mixture of local authority and owner occupied housing. 18% live in SIMD 1-4, 45% live in SIMD 9-10. 10% are entitled to free school meals. 4% of our children have English as an additional language.

We are a non-denominational and co-educational school with 13 primary classes from P1 to P7 and a roll of 307 in June 2026. 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. Clober Primary 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 was added for session 2022/23 and remains, used to house the P7 classes.

Staffing comprises of a Head Teacher, Depute Head Teacher and Principal Teacher. We have an allocation of 18.34fte 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, 3 full time Classroom Assistants plus 5 Support for Learning Assistants (3.9FTE) as well as a Janitorial Assistant. A Support for Learning teacher is allocated for one day a week. Instrumental tutors teach 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 and curriculum evenings to name but a few and seek their opinions on a regular basis. 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 and Health Promotion / Eco events are planned to stimulate children's learning experiences throughout the year.

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 Milngavie in Bloom and businesses such as Tesco. 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.

The school and early years centre was inspected in October 2023 and was rated "Good".

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 school values. We revised our values this session and will launch these in August 2026:

Kind Respectful Fair Hard-Working

Our 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

<table>
<tr><td colspan="2">School Priority 1: The Circle Inclusion Framework; Promoting Positive behaviour</td></tr>
<tr><td>NIF Priority:
Placing the human rights and needs of every child and young person at the centre

Closing the attainment gap between the most and least disadvantaged children

Improvement in children and young people’s health and wellbeing

NIF Drivers:

school leadership

teacher professionalism

school improvement</td><td>HGIOS?4 QIs
QI 1.1 Self evaluation for self improvement

QI 2.4 Personalised Support

QI 3.1 Wellbeing, equality & inclusion</td></tr>
<tr><td colspan="2">Progress and Impact:
• Circle framework delivered on inservice day in August. All teaching staff agreed on classroom environment “must haves” to agree standards and ensure consistency in all classes.
• Circle Participation scale completed for individuals in all classes to ensure inclusion and approaches to support pupils’ readiness to learn.
• Circle Champion and DHT attended Circle PLCs throughout the year and shared this with all staff to ensure a continued focus on an inclusive classroom environment.
• Sensory boxes developed by Circle champion and nurture teacher for use in all classes to enable learners to take breaks and regulate when needed.
• Circle Participation Scale used by all teaching staff throughout the session to measure pupil engagement and identify barriers to learning and strategies to address these.
• New support plans based on the Circle Participation Scale were piloted with a few children December 25 onwards to develop a more personalised and targeted.
• Educational Psychologist delivered Developing Nurturing Practices and emotion coaching to all staff in October and January to ensure pupils’ needs are fully understood and supported.
• HWB planners were reviewed and updated to reflect next steps identified in nurture principles training. These were implemented in all classes from January 26.
• A draft version of our vision, values and aims was agreed with staff in October 25 and shared with Parent Council. All children were consulted on this draft through house meetings, resulting in a redrafted version in December 2025 and further period of consultation. Our vision, values and aims were finalised March 26</td></tr>
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ready to launch Aug 26. This work has strengthened our identity as a learning community, and will ensure a shared, easily understood language as we implement these next session.

- Zones of regulation were introduced at assembly in January and packs used in **all** classes to explain the zones and strategies children could use in class, outdoors or at home. The zones are displayed in windows and doors visible in the playground to support happier playtimes.
- Behaviour consultant Brian Donnelly delivered drop in sessions and consultations for **all** staff. He worked with **a few** children who were referred to him, with support for their parents. He also led information sessions for parents: Managing behaviour and the behaviour of others in November and Developing Resilience and building skills for our children in February 26. This developed greater understanding of the behaviours we face and how best to support learners and their families.
- The DHT and Nurture teacher started a series of coffee mornings in term 3 to support parents with issues such as sleep and anxiety. The Educational Psychologist joined one of these sessions. Feedback has been very positive from parents who have attended.
- **All** pupils are part of a school committee to ensure pupil voice and effect school improvements. Committee meetings have been held throughout the session and initial feedback from learners and teachers has been very positive, with changes already being implemented across the school such as reading book boxes at reception and outside, pupil choice of songs at assemblies, and visits to the local care home to entertain the elderly.

Next Steps:

- Launch the school vision, values and aims to reflect inclusive practice and positive approaches (agreed 25/26)
- Continue committees for every child to ensure positive impact on school improvement and increase pupil voice and leadership skills
- Develop child friendly versions of key policies such as anti-bullying and promoting positive behaviour and relationships, in consultation with all children
- Practical toolkit of resources and strategies staff can draw on to meet learner needs will be developed and agreed
- Implement new support plan format agreed session 25/26
- Development of parental engagement to understand young people's needs and behaviours

School priority 2: Learning and Teaching Approaches

NIF Priority:	**HGIOS?4 QIs**
Placing the human rights and needs of every child and young person at the centre Closing the attainment gap between the most and least disadvantaged children Improvement in children and young people's health and wellbeing **NIF Driver:** school leadership teacher professionalism school improvement	QI 1.1 Self evaluation for self improvement QI 2.4 Personalised Support QI 3.1 Wellbeing, equality & inclusion

Progress and Impact:

- **All** teaching staff are aware of the standard for career long professional leaning and related this to their PRDs in Term 1.
- **All** staff are aware of the EDC Literacy Equity Framework and attended CLPL with Douglas Academy cluster schools in September. This has enabled teachers to access specific resources matched to pupil need.
- DHT visited Lennoxtown June 2025 to review support planning, moderating and developing a new format for our school community.
- **All** teaching staff are aware of the Curriculum Entitlements and EDC Learning and Teaching Policy and discussed this at the inservice day in February, sharing their pedagogy.
- **All** teaching staff are aware of the curriculum improvement cycle and the approach of EDC in developing this with staff teams.
- **All** staff visited classes in Lennoxtown or Oxgang in Term 2 to share good practice and learn from each other to improve pedagogy.
- **All** staff engaged in pedagogy sessions regarding learning intentions and success criteria in November. A member of staff shared her good practice. This was followed by a focus on learning intentions and success criteria in class followed by a moderation session in February. Class observations reflected that learning intentions and success criteria were evident and well explained in **most** lessons.
- **All** staff engaged in pedagogy sessions regarding differentiation in March. This was followed by a moderation session in May. Class observations reflected that differentiation was evident in the **majority** of lessons. This will continue to be a focus next session.
- **All** staff engaged in effective question session presented by Dan Ortiz, EDC Education Development Officer, in May. This was followed by a peer planning session for effective questioning and a moderation session in June. This will continue to a focus next session.
- PIRA/PUMA assessments were introduced Oct 25 and repeated May 26. This has supported teacher judgement and has measured individual progress over time, year on year.
- A new class observation format agreed with teaching staff in October. This was used during class visits in October/November and March. Feedback from class observation using evaluative language shared with staff has identified our strengths and development needs throughout the session.

Next steps:

- Use evaluative toolkits produced by EDC Education Development Officers to ensure best practice and identify next steps in learning and teaching pedagogy
- Develop staff understanding of Metacognition
- Use of Higher Order Thinking Skills to develop effective questioning
- Further develop approaches to differentiation and adaptive Teaching
- Develop approaches to personalisation and choice across the curiculum
- Involve children in identifying learning targets and share these with parents on Seesaw
- New support plans to be implemented for all children 2026/27

Progress in National Improvement Framework (NIF) priorities

- **Placing the human needs and rights of every child and young person at the centre of education**
  The ethos and work of the school promotes excellence and equity for all learners. We are committed to ensuring the rights of the child are explicit in our daily work and we have submitted evidence for out Silver Rights Respecting Schools Award. Our promoting positive behaviour blueprint and class charters embed children's rights. The assembly programme ensures that our themes connect to children's rights and are relevant, current and inclusive. UNCRC articles are linked within curriculum maps at all stages. Learners are consulted frequently regarding school improvements and every child is a member of a committee, focused on improving the school for all learners and reflecting pupil voice. We have introduced a house system this session and pupils have

been fully involved in its introduction and leadership, choosing house names, logos and mascots. The pupil-elected house and vice captains have led house meetings throughout the session. Staff have benefitted from training on nurturing principles and emotion coaching and we have introduced zones of regulation this session to support conversations and strategies to support all learners. Our continuing work on "The Circle" ensures we focus on getting the learning environment right for all.

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

  In our inspection in October 2023, the removal of barriers to learning was highlighted as a strength. We are committed to ensuring that all children succeed, regardless of their socio-economic background. We are conscious of the cost of the school day, and have a number of initiatives in place to support this including the uniform pop up shop. We always support pupils to attend school and residential trips, using Pupil Equity Funding (PEF) to pay for anyone who requires this. We are conscious not to charge for many school events.

  Teachers meet termly with the senior leadership team to discuss class data and to ensure that interventions are in place for those whose learning is not on track, or is exceeding expectation, for whatever reason. The gap between the most and least disadvantaged is discussed, interventions are put in place (academic or social) and these are tracked to evidence impact.

  Universal and targeted support plans are shared with learners and parents and Team Around the Child meetings (TACs) are held to discuss progress. We have introduced new support plans and will continue to improve this area of our work next session with improved, personalised target setting.

  Wider participation and attendance at events and clubs is tracked by the class teacher, with targeted interventions put in place for those requiring it to ensure all learners are included.

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

  Attainment across early level is excellent; all of our children achieved Early level by the end of P1. Attainment at P1 is above the national average and the EDC average.

  Attainment across first level is good; most P4 pupils achieved first level reading and listening and talking and most achieved writing and numeracy and maths. Attainment at P4 is above the national average and EDC average in all areas.

  Attainment across second level is good; most achieved reading, writing and listening and talking and the majority achieved numeracy and maths by the end of P7. Attainment at P7 is above the national average.

  Attainment figures are compared with EDC and national figures year upon year. Where dips in attainment exist, interventions are put in place to address these.

  This year we introduced PIRA (Progress in Reading) and PUMA (Progress in Maths) assessments to enhance teacher judgement and identify gaps in learning.

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

  Our school values Aspire, Respect, Achieve, Enjoy, underpin all we do. However, we have reviewed our values with the whole school community and are changing these next session to

  Kind Respectful Fair Hard-Working

  This was devised in consultation with staff, learners and parents. Our staff are trained in de-escalation and behaviour management strategies to ensure all learners are included. Several training opportunities have been provided to staff to develop their skills and promote readiness to learn.

  Learners' wider achievements are tracked by class teachers. The EDC health and wellbeing tracker is completed in October and May, along with the SHINE survey for pupils in P6 and P7. This ensures that children whose health and wellbeing is a concern are identified and interventions are put in place to support them.

PEF is used to fund the development of the Rainbow Room, a nurture base to support the wellbeing of our learners who prefer a quieter environment or who need support to manage the school day. The Rainbow Room is sited in a classroom and is staffed every day by an experienced teacher who has been trained in a variety of nurturing approaches. Health and wellbeing groups are delivered in the Rainbow Room, along with 1:1 support and delivery of Seasons for Growth groups. There are individual interventions available such as LIAM and Lifelinks Counselling. These interventions ensure we support our learners to reach their full potential. This session we have developed coffee mornings for parents and next session we will fund a Family Learning Assistant through PEF to further develop our approach to family learning and support.

Attainment and Achievement Data

Curriculum for Excellence Levels at the end of June 2026				
	Reading	Writing	Talking & Listening	Numeracy & Mathematics
Early level by end of P1	all	all	all	all
First level by end of P4	most	most	most	most
Second level by end of P7	most	most	most	majority

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

Individual pupils are well supported to manage their behaviours throughout the school day. The Rainbow Room, our nurture base, is staffed by an experienced member of teaching staff and an SLA, funded through PEF. Children are able to access the nurture base when needed. Children's anxieties have reduced as they receive pastoral support as and when required. Children will have strategies they can use to help deal with their emotions when overwhelmed, anxious or angry. The results of pre and post questionnaires show that learners benefit from this intervention and are beginning to use strategies in class to support their wellbeing and readiness to learn.

Play pedagogy has been developed in P1-3 and enquiry based learning is beginning to be implemented in P4-7. This has benefited all learners in an engaging, active and child led curriculum which consolidates and extends their understanding.

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

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

Summary of School Improvement priorities for Session 2026/27

1. Wellbeing & Inclusion

2. Pedagogy & Meta-Skills

What is our capacity for continuous improvement?

Our progress is good. We continue to embed our approaches to inclusive practice and ensuring all learners experience success. Senior leaders seek the views of the Parent Council regularly when planning for improvement to ensure the parent body is represented. Children are consulted about changes they would like to see in school and this has been developed further this session to ensure that every child is a

member of a school committee, focused on school improvement. We are confident that the school's self-evaluation processes are leading to improvements. The next steps, identified through our self-evaluation, will be part of Clober's School Improvement Plan 2026-27 or will be addressed through the ongoing life and work of the school.