

Summarised inspection findings

Colgrain Primary School

Argyll and Bute Council

19 November 2024

Key contextual information

Colgrain Primary School is a non-denominational establishment situated in Helensburgh, in Argyll and Bute. The current senior leadership team consists of the substantive headteacher, a substantive deputy headteacher and an acting deputy headteacher. There are two principal teachers. The school also has Colgrain Pre-five Unit which is situated within the main building. The current acting deputy headteacher is the named manager of the pre-five unit.

The school roll is 232 children arranged across ten classes. There are 13 full-time equivalent teachers, including a support for learning teacher. There are ten additional support need assistants and one pupil support assistant (ASN assistants), of which four work part-time.

Most children live in Scottish Index of Multiple Deprivation deciles 5 to 9. Thirty-six percent of children come from Armed Forces families. The school roll can fluctuate during the academic session. There have been no exclusions in the last five years. Approximately 25% of children require additional support with their learning. The school is the local authority Ukrainian Hub accommodating children from Ukraine who live in the area.

1.3 Leadership of change

very good

This indicator focuses on collaborative leadership at all levels to develop a shared vision for change and improvement which is meaningful and relevant to the context of the school within its community. Planning for continuous improvement should be evidence-based and linked to effective self-evaluation. Senior leaders should ensure the need for change is well understood and that the pace of change is appropriate to ensure the desired positive impact for learners. The themes are:

- developing a shared vision, values and aims relevant to the school and its community
- strategic planning for continuous improvement
- implementing improvement and change

- All staff and children know and reflect the school values of trust and respect very well. Senior leaders review the school vision, values and aims with all stakeholders regularly to ensure they are relevant and current. Children and staff demonstrate the school values of 'THRIVE' very well in their daily interactions. Staff know children and their families very well. They use children's rights as a central driver for their work. Children have a strong understanding of their rights and those of others. Senior leaders are pro-active in seeking out a wide range of partners. They have developed highly effective partnerships which improve children's attainment and wellbeing.
- Senior leaders provide highly effective and supportive leadership to the staff team. They engage all staff well to promote successfully the school vision of 'Inspiring all to Flourish'. All staff have high expectations for themselves and children. They focus strongly on improving children's outcomes.
- All staff engage highly in useful professional learning to develop their skills and knowledge. They access the school's comprehensive professional learning website frequently to review professional development material and educational research. Senior leaders have developed a well-planned calendar of activities. They facilitate and deliver relevant professional learning for staff across the year. For example, last session staff received useful training on developing approaches to providing children with verbal feedback about their learning. Children are more confident discussing their learning and identifying their next steps as a result. ASN assistants are skilled and knowledgeable about the interventions they deliver in

partnership with teachers. Children who require additional support with their learning or wellbeing, receive prompt and highly effective support. This is helping them to overcome barriers to learning.

- All staff hold shared educational values. They collaborate very effectively through collegiate sessions and engage in meaningful discussions about the current 'big ideas' in education. Teachers implement worthwhile collaborative enquiry projects based on educational research. A strong example of this is when staff developed the curriculum and teaching approaches to improve children's thinking skills. This is supporting children well to have greater ownership of their learning. Staff are well-placed to further implement these creative approaches. Staff work effectively with colleagues in cluster schools. For example, they worked with colleagues to develop high quality assessments of children's learning. This culture of professional collaboration is a major strength of the school and ensures there is a strong capacity for change and improvement.
- All staff undertake leadership roles willingly. Senior leaders empower teachers and ASN assistants to lead successfully on aspects of the school improvement plan (SIP). All children have regular opportunities to influence the life and work of the school during their 'clan' meetings. For example, all children recently influenced the design of their classroom environments. This is helping children to learn in calm and purposeful spaces and know that their views are acted upon. Children in P4 to P7 have regular opportunities to develop their leadership skills in a range of pupil groups. As a next step, school staff should provide children at the younger stages with further opportunities to engage in leadership roles.
- Senior leaders develop relevant school improvement priorities based on regular self-evaluation with children, staff and parents. Parents attend focus group meetings to learn about school improvement priorities and share their views. Senior leaders should now consider how they can involve parents in the decision-making process about the use of Pupil Equity Funding (PEF). A focus group of children have shared their views effectively using the self-evaluation framework How Good is OUR school? Staff share their views using How Good is Our School? (4th Edition) and a range of surveys. These worthwhile self-evaluation processes support senior leaders and staff very effectively to identify clearly what is working well and areas for improvement.
- Senior leaders ensure that strategic planning focuses on raising attainment for all. All staff have a clear understanding of the socio-economic and cultural context of the school. This session, priorities focus on improving approaches to the teaching of numeracy, developing approaches to project-based learning and developing inclusive learning environments. The SIP includes measurable outcomes for children ensuring that planned changes impact positively on children's attainment and progress. Senior leaders involve all staff in monitoring the effectiveness and progress of school improvement activities. As a result, all staff have a clear understanding of the rationale and need for change.
- Senior leaders and staff gather a wide range of robust data about children's progress and attainment. They know children's progress clearly and identify children's next steps in learning promptly. They consider and plan carefully to meet the needs of children who may be affected by factors relating to poverty very effectively. Senior leaders identify that it would be beneficial to streamline processes for gathering and analysing data to make approaches more manageable.
- Senior leaders have a comprehensive quality assurance calendar of activities to review the the school's work. They undertake regularly quality assurance activities such as learner conversations and observing children's learning. This supports them to identify key areas of

strength and areas for improvement in learning and teaching. Senior leaders recognise that a next step is to use this information more systematically to further support ongoing developments about high-quality learning and teaching.

2.3 Learning, teaching and assessment

very good

This indicator focuses on ensuring high-quality learning experiences for all children and young people. It highlights the importance of highly-skilled staff who work with children, young people and others to ensure learning is motivating and meaningful. Effective use of assessment by staff and learners ensures children and young people maximise their successes and achievements. The themes are:

- learning and engagement
- quality of teaching
- effective use of assessment
- planning, tracking and monitoring

- Children know and demonstrate the refreshed and relevant values very well which they represent in attractive tree displays. Children describe clearly how these displays represent their growth as they move from nursery through the school. Children are respectful and supportive of each other within nurturing and inclusive learning environments. Staff encourage children proactively to participate in the wider life of the school and community. Children willingly take responsibility and contribute well to the life of the school. They are very proud of their school.
- Staff think carefully and creatively about how to use spaces across the school to support individuals and small groups. Children collaborated effectively with teachers to create well-planned learning environments. This supports children well to explore and be creative. Children benefit from inviting spaces such as outdoor areas including the mud kitchen, bays and 'Maker Spaces'. Older children engage fully and thoroughly enjoy imaginative play in the mud kitchen.
- All staff promote positive relationships following the school's policy. Almost all children are polite and respectful. All children can access quiet classroom spaces if they need to. This helps them to feel calm and ready to learn. A few children lose focus during direct teaching which at times, impacts on the pace of learning. Teachers and ASN assistants encourage children sensitively and respectfully to re-focus on their learning. When children require more intensive support to regulate their behaviour, staff provide useful bespoke interventions.
- Teachers involve children well in planning interdisciplinary learning. This motivates children successfully in their learning. Children co-design their learning through the creation of 'I wonder' questions and 'Big Ideas'. Teachers deliver discrete teaching of thinking skills. For example, children in the 'Maker Space' classroom problem-solve and work collaboratively to create three-dimensional scale models based on characters from their reading books. Children use their thinking skills successfully to make choices in their learning and deepen their understanding.
- Staff in the early stages have made a positive start to developing the learning environment to deliver play. This is beginning to provide children with opportunities for creativity, discovery and curiosity. As planned, senior leaders should develop this practice further reflecting local and national guidance, giving careful consideration to the balance of child-led and adult-led experiences.
- Most children engage very well with their learning. They enjoy and are well motivated by opportunities to work as part of a group or in pairs. Children particularly engage in many opportunities for active learning experiences where they take responsibility for leading their own learning. Children share and explain clearly what they know and how they have approached a task. All children use digital technology regularly to record and share their

work at home. Families value this helpful, regular feedback about how their child is learning and developing. Teachers use digital technology well to extend and enhance children's learning experiences.

- Teachers have worked well together to create the 'High Quality Lesson Rubric'. They demonstrate this agreed model effectively within most lessons to ensure children experience high quality learning and teaching across the curriculum. In almost all lessons, teachers build well on what children already know and provide helpful and clear explanations. Almost all teachers share the purpose of learning and how children can be successful. Almost all teachers respond appropriately to children's needs during learning. They use verbal feedback very effectively in lessons to guide and develop children's thinking. Building on this, teachers' further development of written feedback will strengthen children's understanding of their next steps. In most lessons, teachers use questioning effectively to clarify children's learning and understanding. Where teachers use questioning very effectively, they support children's development of higher order thinking skills well.
- Teachers are developing well their understanding of project-based learning and creative teaching approaches. As planned, senior leaders and staff should now take forward their plans to develop further innovative and creative approaches to learning and teaching. This will support them to enhance approaches to differentiation and questioning to further deepen children's thinking skills. Staff's further engagement in peer observations will support this work well.
- Senior leaders and teachers plan carefully for children who require additional support with their learning. Teachers include all children fully in class learning experiences and work collaboratively with highly skilled ASN assistants. They provide well-timed and bespoke interventions for children who require support with their learning. ASN assistants and teachers track children's progress closely within these interventions working in strong partnership with senior leaders. This is a key strength of the school.
- Staff use reliable assessment approaches very well to gather robust information on children's progress. They use a planned timetable for assessment periods throughout the session. Teachers use summative and standardised assessments well to support their planning for children's next steps in learning. All teachers track children's progress effectively in literacy, numeracy and health and wellbeing. They continue to develop their approaches for tracking the progress and achievements of children across all curricular areas.
- All teachers participate successfully in moderation activities with colleagues across the cluster and local authority. They plan high-quality assessment tasks and share and discuss evidence gathered. Teachers have developed well their understanding of national standards for children's writing. This is helping them to make accurate professional judgements about children's attainment.
- All teachers plan children's learning effectively over different timescales using the experiences and outcomes of Curriculum for Excellence (CfE). They plan learning that links different areas of the curriculum over a three-year period which ensures children experience a progressive breadth of learning. Senior leaders and teachers have tracking meetings three times a year to discuss their planned learning and children's progress, identifying gaps in children's learning clearly. They plan comprehensive universal and targeted supports for individuals, small groups and children who may be impacted by factors relating to poverty. Teachers plan experiences that centre around relevant texts and novel studies, which is closing gaps in children's vocabulary. Children extend and apply their vocabulary very well across the curriculum.

2.2 Curriculum: Learning pathways

- Teachers use learning pathways in literacy, numeracy and health and wellbeing using the experiences and outcomes of CfE. They follow electronic progression pathways for all other curricular areas which helps to ensure progression in children's learning. Teachers plan an effective range of experiences supporting children effectively to apply their literacy and numeracy skills across the curriculum.
- Staff work very well with partners focusing strongly on providing children with opportunities to apply their learning in different contexts. For example, P7 children worked with Glasgow Caledonian University, The Royal Navy and local businesses, to build and race their own electric car in a 'Goblin Car Project'. Children used inquiry project-based learning approaches and design protocols applying their maths and science skills successfully. This is helping children to develop well their skills for life, learning and work.
- All children learn French. Teachers use a progression pathway to develop children's knowledge and skills in French effectively. Senior leaders should ensure that all children from P5 to P7 learn a second modern language consistently.
- All children receive their full entitlement of two hours high-quality physical education (PE) each week. Teachers make very effective use of indoor and outdoor spaces to deliver this. They use the school grounds regularly to take learning outdoors. Senior leaders and staff use 'Food for Thought' funding to enhance the school grounds and the development of 'Plant to Plate' projects. For example, children grow herbs in the school grounds. This helps children to understand where their food comes from.
- Children have worthwhile opportunities to contribute to the wider community through a range of charity events. This includes work with the Helensburgh and Lomond food bank and uniform bank. Children welcome residents from local care homes to the school to enjoy refreshments and performances. This is developing well children's understanding of different generations.
- Staff plan transitions for children entering into P1 or moving onto secondary school very well. They provide enhanced transition experiences for children requiring additional support with their learning or wellbeing. Senior leaders and partners work together very effectively for children who move school as a result of Armed Forces parental deployment. This supports children's continuity of learning effectively.

2.7 Partnerships: Impact on learners – parental engagement

- Parents value the regular updates about school activities and their children's learning progress which they receive on the school's online platform and through regular newsletters. They use these updates about their children's learning to engage in discussions with their children about their learning at home. A minority of parents would like further opportunities to learn alongside their child. Senior leaders have started to revive the pre COVID-19 family learning initiatives to involve parents further in their child's learning.
- Parents value greatly the proactive efforts of staff, particularly when it comes to providing additional support for children who require it. Most parents feel assured that they can approach staff with any concerns and that issues will be addressed promptly. Parents regard the school values highly. For example, they highlight that a relaxation of the uniform policy on PE days reflects the school values well and respects children's dignity.
- Parents participate enthusiastically in social events, fundraising and supporting the development of the playground. Parents support children well in their learning through shared experiences such as the 'Goblin Car' project where they successfully enhanced children's learning.
- Staff invite parents to attend regular events such as meet the teacher and focus groups to discuss aspects of school life. A focus group of parents participated in conversations about curriculum changes. The Parent Council has recently re-structured in order to provide parents with more opportunities to lead consultations that contribute to the school's decision-making processes.

2.1 Safeguarding

- The school submitted self-evaluation information related to child protection and safeguarding. Inspectors discussed this information with relevant staff and, where appropriate, children. In addition, inspectors examined a sample of safeguarding documentation. At the time of the inspection, there were no identified areas for development.

3.1 Ensuring wellbeing, equality and inclusion

very good

This indicator focuses on the impact of the school's approach to wellbeing which underpins children and young people's ability to achieve success. It highlights the need for policies and practices to be well grounded in current legislation and a shared understanding of the value of every individual. A clear focus on ensuring wellbeing entitlements and protected characteristics supports all learners to maximise their successes and achievements. The themes are:

- wellbeing
- fulfilment of statutory duties
- inclusion and equality

- All staff support children's wellbeing successfully to improve outcomes for all children and their families. Children thrive and flourish within a nurturing and caring climate for learning. Children are highly valued and well-respected as individuals by adults in the school community.
- Children have a very secure understanding of their rights and those of others. Children create class charters illustrating how they will uphold their rights. Staff develop children's understanding of their rights in a progressive age-appropriate way. Children select and celebrate a member of staff each week to be a 'duty bearer' who will ensure their rights are upheld. Older children share their knowledge with families effectively by creating newsletters. Children are developing a secure understanding of global goals and learning for sustainability. Each clan links their work successfully to specific global goals.
- Staff make very effective use of high-quality professional learning to support children's wellbeing. For example, staff are trained and accredited in restorative practice, trauma-based practice and nurturing approaches. Staff provide children with specific nurturing approaches which supports children well to overcome barriers to learning and meet their emotional and social needs successfully.
- Almost all children are well-behaved, polite and respectful towards others. Children support each other well during active learning experiences. Children assume increasing responsibility for self-regulation and know what helps them to feel calm. For example, children use fidget toys or access quiet spaces when they need to.
- Children have a firm understanding of the factors relating to positive wellbeing. They complete wellbeing surveys three times a year to reflect well upon and understand their own wellbeing. Senior leaders gather detailed information about each child's progress in wellbeing. They identify and address individual children's needs if they require specific help with aspects of wellbeing.
- Senior leaders and staff work collaboratively with partners to address children's wellbeing needs very effectively. For example, work with community partners is supporting children who are young carers to develop confidence and independence. Children who have families in the Armed Forces receive a range of valuable supports from partner agencies. This helps children to cope with change when parents are deployed away from home.
- Partners provide valuable experiences which develop very well children's understanding of electrical, fire, internet, water and road safety. Most children feel safe at school and know they have a trusted adult to speak to if they are upset or worried about something. Children demonstrate their knowledge of assessing risk well when using tools creating models in the science and technology-based Maker Space classroom.

- Children develop a deep understanding of health and wellbeing through experiencing a progressive well-planned curriculum. As a result, they have a strong understanding of social, emotional and physical health. Children have valuable opportunities to participate in physical exercise. Older children participate in outdoor learning awards where they problem solve in teams and develop their life skills well. All children have regular opportunities to participate in a range of worthwhile sporting and afterschool clubs. Senior leaders target specific children for these clubs who would otherwise not access these sports.
- All staff comply with their statutory duties relating to child protection and safeguarding. They are fully aware of their responsibilities to improving outcomes for all children. Most children believe that the school deals well with bullying issues or have never experienced forms of bullying. Senior leaders and staff have recently updated the school's anti-bullying policy and as planned, should now share this widely with children and their families.
- Senior leaders and staff meet the needs of children requiring additional support with their learning or wellbeing very well. They focus carefully on the progress and attainment of children who are impacted by factors related to poverty. They understand fully the picture behind each child. School staff use a wide range of data effectively to identify and plan for children who require support with their learning. They recognise it would be helpful to streamline approaches to analysing data to evaluate which interventions are the most impactful.
- Senior leaders work with staff to create additional support plans with specific and measurable targets. Staff work effectively with outside agencies, such as health partners, to create individual child's plans if required. Senior leaders take effective account of the views of children and their parents when creating these plans. This enables children and their parents to share their views on decisions that impact on them. Most children who require additional support with their learning, make good progress towards their planned targets.
- The school submitted information relating to compliance with the revised Nutritional Regulations 2020 and key duties as required by The Schools (Health Promotion and Nutrition) (Scotland) Act 2007. The Health and Nutrition Inspector (HNI) discussed this information with relevant staff and children. In addition, the HNI examined documentation relating to the effectiveness of whole-school approaches to improving the health and wellbeing of children through food in school. At the time of the inspection, there were minor areas for improvement identified for education and the catering service. Aspects of good practice were identified in relation to food and health promotion in the school.
- The school has recently become a hub for Ukrainian children and has also welcomed families who are new to Scotland. Senior leaders and staff have refreshed and updated their 'English as an Additional language' policy which supports children very effectively with their English language acquisition. Staff provide children and their families with helpful practical resources such as translated newsletters and visual supports. This supports all children and their families to feel included and welcomed in the school community.
- Children are developing well their understanding of different cultures and beliefs. Children in the clans recently gathered information about the different languages and cultures within the school. They are looking forward to sharing their display of this work with other children in the school. Staff should further develop children's understanding of different cultures and beliefs, including an understanding of people with protected characteristics.

3.2 Raising attainment and achievement

very good

This indicator focuses on the school's success in achieving the best possible outcomes for all learners. Success is measured in attainment across all areas of the curriculum and through the school's ability to demonstrate learners' achievements in relation to skills and attributes. Continuous improvement or sustained high standards over time is a key feature of this indicator. The themes are:

- attainment in literacy and numeracy
- attainment over time
- overall quality of learners' achievement
- equity for all learners

Attainment in literacy and numeracy

- Children's attainment in literacy and numeracy is very good. Almost all children across P1, P4 and P7 attain expected or above, national levels of attainment for numeracy and mathematics. Overall, most children attain expected levels or above, for literacy and English.
- Most children who require additional support for their learning in literacy and numeracy make good progress towards their individual targets. Children who have English as an additional language, make very good progress towards their individual targets.
- All children apply their literacy and numeracy skills successfully in different contexts in a range of worthwhile learning experiences.

Attainment in literacy and English

- Overall, almost all children make very good progress in literacy and English.

Listening and talking

- Across the school, almost all children speak articulately and politely to each other. Almost all children at early level contribute enthusiastically to class discussions. Most children listen and follow instructions well. A few children require support to take turns when sharing their ideas. Almost all children at first level, and most children at second level, share and justify their thoughts and opinions on a range of subjects confidently. They respond well to different types of questions about texts. Children are ready to further enhance their presentation skills through more participation in activities such as debates.

Reading

- All children benefit from welcoming classroom libraries where they access a diverse range of current fiction and non-fiction texts. This is developing children's enjoyment of reading successfully. Children are keen to access the recently re-established whole school library to further support their learning across the curriculum.
- Children who have achieved early level, use their knowledge of sounds, letters and patterns well to decode unknown words and read aloud familiar texts confidently. They would benefit from more opportunities to recount stories to develop their understanding of sequencing. At first level, most children identify their preferred styles of texts and authors. They read familiar texts fluently using punctuation accurately. At second level, most children show a firm understanding of different genres. They recognise when they are being influenced by the writer, providing suitable explanations to explain their reasoning. Children would benefit from more opportunities to assess how reliable different sources of information are.

Writing

- Across the school all children write for a variety of purposes appropriate to their age and stage. Most children present their written work well with clear and legible handwriting.
- Children who have achieved early level, write familiar words accurately, using their knowledge of sounds and letters. They are becoming increasingly confident when writing independently and would benefit from further opportunities to structure sentences. At first level, most children organise their writing in a logical order using relevant or interesting vocabulary. At second level, most children demonstrate a secure understanding of the structure and style of different genres. They would benefit from further opportunities to take notes and use these to create new texts.

Numeracy and mathematics

- Overall, almost all children make very good progress from prior levels of attainment in numeracy and mathematics.

Number, money and measure

- Almost all children use mathematical language accurately to explain number processes in an age-appropriate way. Children who have achieved early level, count forwards and backwards to 20 and beyond. They complete addition and subtraction calculations within 10 confidently. At first level, almost all children add and subtract numbers accurately. Further revision of multiplication and division calculations will increase children's confidence. At second level, almost all children use and explain a range of strategies to complete number calculations accurately. Through their enterprise work, children are learning successfully how to apply the principles of profit and loss in a real-life context.

Shape, position and movement

- Children who have achieved early level, describe the properties of a range of two-dimensional (2D) shapes. At first level, most children understand the properties of a right angle and identify these in their environment. At first and second level, almost all children can name the properties of 2D shapes and three-dimensional objects. At second level, almost all children use the correct mathematical language to describe and classify a range of angles.

Information handling

- All children at early level gather and display information successfully to show different eye colours within the class. At first and second levels, almost all children gather, display and extract key information and answer questions correctly from a range of graphs, charts, and tables. Children at all stages would benefit from further opportunities to handle information using digital technology.

Attainment over time

- The school's data reflects consistently high CfE levels of attainment for literacy and numeracy over several years. Staff monitor and track children's progress closely in wellbeing, literacy and numeracy across the school. Almost all children make very good progress over time in literacy and numeracy from their prior levels of attainment.
- Senior leaders and teachers gather a wide range of robust assessment data. This has supported teacher's confidence well in making accurate professional judgements about children's progress through CfE levels. Staff continue to develop approaches to evaluate interventions that make the biggest difference to children.

Overall quality of learners' achievements

- Children's achievements are recognised, shared and celebrated successfully. Children talk confidently about and recognise the skills they are developing through their achievement. Children enjoy receiving recognition for their achievements both in and out of school in the 'Four Capacities Awards'. Staff track the achievements of specific cohorts and groups. They encourage children to join clubs to ensure that no child is at risk of missing out. Senior leaders identify that a next step is to develop a more effective tracking system for wider achievements.
- All children have opportunities to develop further their skills through a variety of extra-curricular lunchtime and after school clubs such as art and construction clubs. Children develop their sporting skills well in football and netball through clubs supported by Hermitage Academy Sports Leaders. Children in P6 and P7 are developing well their leadership skills as trained sports leaders. These opportunities develop well children's teamwork, leadership, and communication skills.
- All children contribute to the wider community through charity events and partnerships. This supports children to have a sense of belonging and respect for their local community. Children contribute successfully to the life and work of the school in their clans or in P4 to P7 leadership groups. These opportunities develop children's skills for learning, life and work very well.
- Colgrain Primary has achieved a number of national accreditations such as sports, outdoor education and from Eco Schools Scotland. Participation in these awards enables children to develop, apply and enhance a range of skills such as problem solving, social and communication skills. Children and parents are positive about the additional school activities which are available.

Equity for all learners

- All teaching staff have a clear understanding of the levels of attainment of individual children who require additional support. Last session PEF was used to provide additional staffing to provide nurture support for children. There is evidence that these interventions are improving children's emotional regulation and closing attainment gaps for most children.
- School attendance is above national and local authority levels but has not fully recovered to pre-pandemic levels. Most children's attendance is more than 90% and there are no specific cohorts or groups with patterns of absence. Senior leaders use the local authority's attendance policy well to ensure more robust approaches to supporting absence. Senior leaders adopt a problem-solving approach working well in partnership with parents to mitigate barriers to high attendance.

Explanation of terms of quantity

The following standard Education Scotland terms of quantity are used in this report:

All	100%
Almost all	91%-99%
Most	75%-90%
Majority	50%-74%
Minority/less than half	15%-49%
A few	less than 15%

Other quantitative terms used in this report are to be understood as in common English usage.