



Coulter Primary School

Standards and Quality Report 22/23

Context of the school:

Our School

<http://www.coulter-pri.s-lanark.sch.uk/>

Coulter Primary is a small rural school situated in the village of Coulter. The catchment area includes the village of Coulter and surrounding farms. The school forms part of the Biggar Learning Community. The Learning Community has developed very positive working relationships. These relationships make sure all pupils within the Biggar Learning Community are well supported both within individual schools and at points of transition. The small schools within the community are also involved in an annual transition event/residential experience for P7 pupils to ensure that learners have the best possible supports before transition to High School. Almost all pupils on leaving Coulter Primary transfer to Biggar High School.

In September 2012 we moved into a new, purpose-built school building. The building has 2 classrooms, a gym/dining hall and an open area. The school is fully compliant with legislation relating to accessibility. The outdoor play area includes a vegetable garden, willow dome, trim trail and a designated area for ball games. School lunches are cooked on the premises daily.

Currently the school role is 17 pupils. Free meal entitlement is 18% and clothing grant is 18%. 88% of our pupils live within SIMD bands 7 & 8. 53% of our pupils have additional support needs.

At present, we share a Head Teacher with Lamington Primary School. We also have 2FTE permanent members of teaching staff and 4 support assistants - Team leader 27.5hrs, School Support Assistants 22.5hrs (3 people covering these hrs). We have a part time caretaker/cleaner and full-time cook. Visiting specialists for brass and music visit on a weekly basis. A specialist support teacher also visits when required. Our school chaplain is Mike Fucella.

We aspire to become a school that delivers high quality teaching and learning underpinned by continuous self-evaluation. Working in partnership with all, we aim to provide learning experiences that will engage and inspire all our learners enabling them to achieve success. Our curriculum is designed to ensure all children are supported in their learning through our nurturing and attachment informed practice. This highly effective practice was highlighted by our recent inspection report.

In November 2022, a team of inspectors from Education Scotland visited Coulter Primary School. During their visit, they talked to parents/carers and children and worked closely with the headteacher and staff. The inspection team found the following strengths in the school's work.

- **The very effective leadership of the headteacher in leading a team of staff which has a strong focus on improving outcomes for all learners.**
- **The highly effective staff team who demonstrate the school's values through their care, support and nurturing approach. As a result, they provide high quality learning and teaching experiences.**
- **Children who are confident, caring and empathetic. They treat others with respect and dignity.**
- **The staff's approach to tracking and monitoring wellbeing and progress which is leading to children making very good progress in their learning.**

Our school received evaluations of **VERY GOOD** for all quality indicators assessed. The report endorsed our school self-evaluation, and the next steps are evident in our School Improvement Plan.

Here are Education Scotland's evaluations for Coulter Primary School

Quality indicators	Evaluation
Leadership of change	very good
Learning, teaching and assessment	very good
Ensuring wellbeing, equality and inclusion	very good
Raising attainment and achievement	very good

<https://education.gov.scot/education-scotland/inspection-reports/reports-page/?id=2156>

This session, the high-quality learning and teaching within our school has also been highlighted by numerous national awards.

- We were delighted to receive the prestigious Digital Wellbeing award in February 2023.
- Reading Schools accreditation was awarded in June 2023.



- June 2023 also saw Coulter Primary School being nominated for a national Digital Innovator award.



Our Vision: To work in partnership with parents and their children to prepare them for life within and beyond school and provide a happy, fully inclusive and supportive environment where all are successful and achieve their full potential.

Our Aim: We aim for everyone in our learning community to become successful learners, confident individuals, responsible citizens and effective contributors to society.

Our Values:

1. Responsibility
2. Courage
3. Equality
4. Respect
5. Honesty



Coulter Primary a place where everyone strives to 'Be the best they can be'

**School priority 1:
Continuity of Learning**

NIF Priority (select from drop down menus)
Improvements in attainment, particularly in literacy and numeracy
NIF Driver
Assessment of children's progress

HGIOS?4 QIs (select from drop down menus)
3.2 Raising attainment and achievement
Choose an item.
Choose an item.

Strategy

What did we set out to do?

Number Talks – Have outcomes below been achieved?

- All learners will improve their number confidence by 30% based upon baseline assessment in August 22.
- All learners will be able to identify the strategies which work best for them and explain why.
- Regular collegiate meetings will focus on the pedagogy of Number Talks and the delivery of engaging sessions which aim to build confidence in numerical operations
- Teacher facilitates sharing of student solutions and method and assists in making their thinking visible.
- Pupil engagement and motivation levels will improve as a result of a more interactive learning approach which will focus on process and understanding problems using different chosen strategies
- Observations will show pupil confidence is improving by when mistakes are made as this will provide further opportunities around critical thinking and understanding for individual learners.
- Pupil blethers will provide evidence of pupils' thoughts around the delivery of Number Talks and how they approach problems in a more flexible and visible way and how this has developed over time during the session.
- Evidence collected in a variety of ways – jotter and whiteboard work, photographs and video recordings from iPads will support improved professional judgements across the school.

Progress and Impact

What difference did we see? What did we achieve?

- Number confidence has increased for all learners based upon baseline assessment in August 22 and June 23.
- All learners can identify the strategies which work best for them and explain why.
- Engaging sessions have built confidence in numerical operations. Teacher facilitated sharing of student solutions and method making their thinking visible.
- Pupil focus on process and understanding problems using different chosen strategies has improved
- Pupil blethers demonstrate pupil confidence around critical thinking and understanding and how they approach problem solving.

Talk for Writing – Have outcomes below been achieved?

- June 23 ACEL data will show at least 1 more pupil in P4 and or P7 achieving national standards in writing.
- The quality of learners' writing will improve through the consistent implementation of Talk for writing pedagogy across the school.
- All teaching staff will be supported by lead teacher (Anita Baskerville – Lamington PS) to have a collective understanding of pedagogy and accompanying resources to support learning, teaching and assessment of writing.

- Staff will develop confidence in matching professional judgements to text evidence, ensuring a greater focus on improved attainment using the benchmarks.
- Regular, planned professional learning conversations and class observations will provide robust qualitative and quantitative data.
- Teachers will become more confident and consistent when making Professional Judgements.
- There will be evidence of achievement of a level banked pieces of text across the learning community.

Progress and Impact

What difference did we see? What did we achieve?

- June 23 ACEL data shows at least 1 more pupil in P4 and or P7 achieving national standards in writing.
- The quality of learners' writing has improved through implementing a version of the Talk for writing pedagogy suited to our school and learners.
- Benchmarks continue to be used when making professional judgements regarding attainment.
- HMIE commented on the high quality writing lessons they observed in November 22.

Next Step(s) to inform SIP for 2023/2024:

- Continue on our Reading Schools journey – silver then gold
- Continue to provide daily opportunities for reading for enjoyment
- Make use of a broader range of texts – fiction and non-fiction for learning and teaching

School priority 2: Promote the positive health and wellbeing of children & young people, parents/carers and staff	
<u>NIF Priority (select from drop down menus)</u> Improvement in children and young people's health and wellbeing <u>NIF Driver</u> School Improvement Performance information	<u>HGIOS?4 QIs (select from drop down menus)</u> 3.1 Ensuring wellbeing, equality and inclusion Choose an item. Choose an item.
Strategy What did we set out to do? Outdoor Education – Have outcomes below been achieved? <ul style="list-style-type: none"> All learners will experience learning outdoors at least once per week linked to STEM. Attendance – Have outcomes below been achieved? <ul style="list-style-type: none"> All pupils attendance rate will be above 95% Progress and Impact What difference did we see? What did we achieve? <ul style="list-style-type: none"> Increased pupil engagement and motivation in particular with STEM School has suitable outdoor wear for all children resulting in participation for all in every lesson. Purchased outdoor resources for free play has enhanced children's experiences All pupils attendance has improved on 21/22 data and almost all pupils have attendance of 95% or above for session 22/23. 	
Next Step(s) to inform SIP for 2023/2024: <ul style="list-style-type: none"> Continue to use the outdoors as an extension to our classroom Create an outdoor learning framework incorporating the three principles – learning in the outdoors, learning about the outdoors and playing in the outdoors 	

School priority 3:

Promote the positive health and wellbeing of children & young people, parents/carers and staff

NIF Priority (select from drop down menus)

Closing the attainment gap between the most and least disadvantaged children

NIF Driver

School Improvement

Choose an item.

HGIOS?4 QIs (select from drop down menus)

3.1 Ensuring wellbeing, equality and inclusion

Choose an item.

Choose an item.

Strategy**What did we set out to do?****Pedagogy palette – Have outcomes below been achieved?**

- Revisiting high quality learning and teaching pedagogy will motivate all learners. Increased engagement will lead to improved progression and attainment for all learners.
- The creative use of inter disciplinary learning pedagogy will allow all learners to identify and apply skills for learning, life and work to real life scenarios.

Progress and Impact**What difference did we see? What did we achieve?**

- HMIE comments – ‘Children are motivated and ready to learn’. ‘Children value the opportunity to use their skills beyond the classroom’. ‘Children enjoy choosing contexts for their interdisciplinary learning projects’.
- All children were involved in the planning and evaluating IDL
- National awards for Digital Wellbeing, Digital innovation and reading schools also evidence the impact of high quality learning and teaching within Coulter PS.

Next Step(s) to inform SIP for 2023/2024:

- Continue to plan meaningful opportunities for children to influence the curriculum.
- Children will continue to set targets related to skills for life, learning and work.

School priority 4:

Promote the positive health and wellbeing of children & young people, parents/carers and staff

NIF Priority (select from drop down menus)

Improvement in children and young people's health and wellbeing

NIF Driver

Assessment of children's progress

School Improvement

HGIOS?4 QIs (select from drop down menus)

3.1 Ensuring wellbeing, equality and inclusion

Choose an item.

Choose an item.

Strategy**What did we set out to do?****Skills – Have outcomes below been achieved?**

- Pupils will identify and discuss skills in relation to their learning and make connections with skills required for the world of work.

UNCRC – Have outcomes below been achieved?

- Children will learn about rights
- Children will benefit from culture of respect across the school
- RRSA Bronze accreditation

Progress and Impact**What difference did we see? What did we achieve?**

- Pupil identify and discuss skills in relation to their learning and make connections with skills required for the world of work.
- Children participated in a successful World of Work Week
- New SLC skills framework received January 23 and being implemented
- Pupils model respect
- UNCRC - all learners are aware that children's rights are now part of Scot's law.

Next Step(s) to inform SIP for 2023/2024:

- Continue to implement SLC Skills Framework – Learning Community priority 23/24
- Continue to promote the UNCRC amongst learners and embed into the life of the school. Register for RRSA bronze award

National priority: How we are ensuring Excellence and Equity?

Strategy

Currently the school role is 17 pupils. Free meal entitlement is 18% and clothing grant 18%. 88% of our pupils live within SIMD bands 7 & 8. 53% of our pupils have additional support needs. Literacy difficulties are the main barriers to learning which affect progress and attainment. Targeted support using the Literacy pathway is the key intervention used to reduce the gap for our learners. IDL and Read Write App have been successful tools to support our learners.

Participatory Budgeting

All stakeholders were consulted, and all were in agreement that the greatest impact on learners would be to support with travel costs, as we are in a rural area with limited transport links.

10% of PEF £432, was used to support transport costs for swimming buses as access to swimming was identified as an issue for our learners due to transport and distance to pools within our area. Water safety is a priority in our local community as the river Clyde is a popular swimming location for many of our pupils.

The impact of Cost of the School Day underpins all that is taken forward in Coulter. Information to support families during Covid and the now 'cost of living crisis' is signposted weekly on the school App. This information references financial supports available and also supports that the school can provide.

Changes have also been made to the school calendar in light of changes to family income. Grant funding is actively sought to keep costs to £0 or as close to £0 as possible.

Progress and Impact

What difference did we see? What did we achieve?

Inspectors highlighted our equity work as practice worth sharing more widely. Inspectors commented that funding is used well **to ensure no child misses out on important learning experiences.**

<file:///C:/Users/gw15kennedyjill/Downloads/coulter-ps-sif-201222.pdf>

All staff are aware of the factors causing child poverty within our community - FME, rural deprivation (fuel, housing costs, quality of rentals available, rural connectivity costs) and feel confident to offer advice to families.

All families feel supported to access supports/agencies that support them to minimise the effect of poverty on their children. Duneaton grants funded Halloween and Christmas party/panto visit for all pupils. School photographs were also taken by staff instead of a professional photographer to ensure costs remain £0. Loaningdale funding supported P7 residential experience at £0 cost to families.

By June 2023, all pupils had further increased water confidence from Feb 22 initial baseline.

Next Step(s) to inform SIP for 2022/2023:

Maintenance agenda - Continue to develop and embed CoSD within our school community.