



**Education Resources
Curriculum and Quality Improvement Service
School Improvement Plan and Standards and Quality 2025/26
Coulter Primary School**



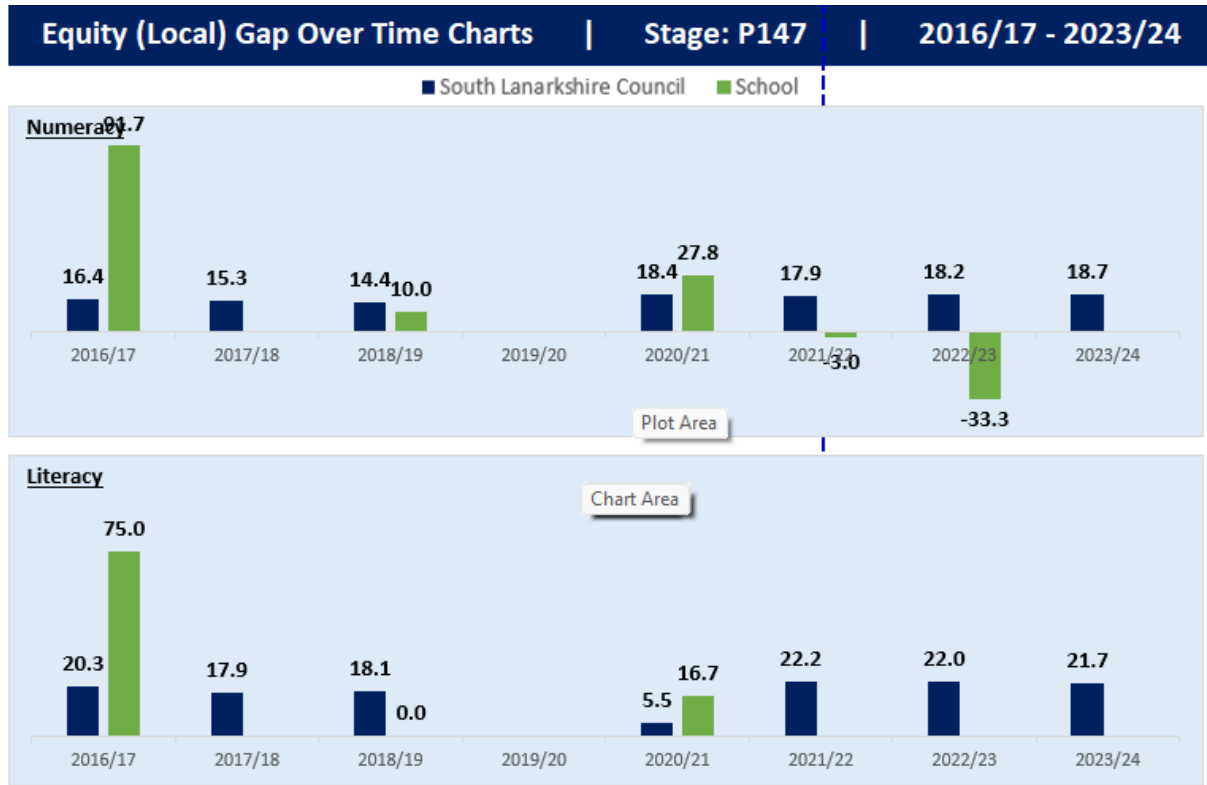
Strategic Improvement Priorities over 3 year cycle

Timescale: 2023-2026

Strategic Priority	Year 1 – 2023/2024	Year 2 – 2024-2025	Year 3 – 2025 - 2026
1.	Continue to work with the school community to develop high quality approaches to outdoor learning – develop a framework	Embed outdoor learning at all levels	Develop curriculum offer with a focus on expressive arts
2.	Continue to develop approaches to improve children's reading across a wider range of genres and authors – reading schools silver	Continue to develop approaches to improve children's reading across a wider range of genres and authors – reading schools gold	Through rigorous self-evaluation identify curricular area to raise attainment
3.	Continue to develop inter-disciplinary learning across all stages	Embed inter-disciplinary learning at all levels	Further develop parental involvement and engagement
4.	Continue to develop curriculum offer with a focus on skills supported by learning community partners	Embed skills-based learning at all levels Continue to introduce a Play Based Learning Pedagogy through outdoor learning	Embed Play Based Learning Pedagogy across 1 st and 2 nd Levels.
5.		Equalities – Focus race & decolonising the curriculum	Equalities – identify area for development

[illegible]

Performance Data (Literacy and Numeracy Stage147) – Equity (Local) Gap Over Time Charts



Context of 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 10 pupils. Free meal entitlement is 60% and clothing grant is 27%. 100% of our pupils live within SIMD bands 6, 7 & 8. 70% of our pupils have additional support needs.

At present, we share a Head Teacher with Lamington Primary School. We also have 1.4 FTE permanent members of teaching staff and 2 support assistants - Team leader 27.5hrs, School Support Assistant 22.5hrs. We have a part time caretaker/cleaner and full-time cook. A visiting specialist for brass visits 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>



We were delighted to receive the prestigious Digital Wellbeing award.

June 2023 Coulter Primary School was nominated for a national Digital Innovator award.



High-quality learning and teaching in our school has been highlighted by numerous national awards and visits from colleagues from across Scotland to share our outstanding practice.

- Reading Schools Gold accreditation.



- Digital schools



- Education Scotland has also promoted the work of our school nationally with a particular focus on curriculum design.

<https://education.gov.scot/inspection-and-review/promoting-improvement-through-sharing-highly-effective-practice/primary/coulter-ps-curriculum-design/>

HIGHLY EFFECTIVE PRACTICE in curriculum design at Coulter Primary School

This illustrated case study details highly effective practice that has been captured during the inspection of Coulter Primary School in South Lanarkshire Council.

Working with a range of partners, the school ensures that children participate in opportunities and experiences that are not readily accessible in a remote, rural community. The school's broad and varied curriculum has led to enhanced wellbeing outcomes and very good progress in learning for all children.

Responsibility - Courage - Equality - Respect - Honesty



Overcoming barriers to learning

Staff track the progress and attainment of all children, including those with barriers to their learning, very effectively. The headteacher has worked with the wider school community to identify the impact of rural poverty on children's outcomes. The headteacher uses grants and donations to ensure that all children take part in important learning experiences. Partnership work with a neighbouring primary school also ensures that children at Coulter Primary School receive targeted support wherever it is needed, for example improving their writing through literacy interventions.



Cost of the school day

The headteacher is committed to reducing the cost of the school day and this has impacted positively on children and families. School staff take account of the increased cost of travel in a remote rural area in making decisions on spending. All parents contribute to the 'participatory budgeting process'. Through this, they have prioritised that school trips, outings and swimming lessons should be fully funded by the school. This decision has ensured that all children benefit from a wide range of experiences at no additional cost.



Celebrating uniqueness

All staff continually review the curriculum to ensure that children are provided with learning opportunities that recognise and celebrate the uniqueness of the school's context.

Children's views have also directly influenced the features of the school's curriculum, for example greater use of digital technologies. Improved interdisciplinary learning experiences that children lead provide meaningful opportunity for them to learn about their local context and to make connections across curriculum areas.

Outdoor learning is a strong feature of the school's curriculum. All children experience outdoor learning every week. All P5-P7 children achieved certification from the John Muir awards scheme. This focus on learning outdoors has improved children's mental wellbeing and resilience.

Context and community

Staff have a very clear understanding of the social, economic and cultural context of the local community. As a result, all staff have a strong understanding of the range of barriers to learning children may face. They are particularly aware of the unique opportunities and challenges children living in a rural community experience.



Sporting opportunities

The school has very good links with partners in the local community to ensure that children can access a range of lunchtime and after-school sporting activities, for example rugby, dance, table tennis and curling. Teachers also work with the local rugby club to support children to engage in community activities and events. As well as enhancing their wellbeing outcomes, these activities are also helping children to develop their skills in teamwork, negotiation and communication.

All children enjoy the swimming lessons they access through their Physical Education (PE) programme. This helps children to develop an understanding of the risks and benefits of the local river and wild swimming.

Parents/carers as partners

Parents/carers are involved extensively in supporting the curriculum, for example by using their skills in floristry, baking, crafts and musical skills, as well as supporting aspects of PE and Religious and Moral Education. These opportunities are linked very closely to the school's progression pathways. This is leading to children developing skills for life, learning and work as well as developing their understanding of their place in the community.



Intergenerational work

An intergenerational project is helping to build social cohesion in the community. Children plan 'afternoon teas' and 'soup days' where they invite older adults to join them for a chat and a meal. These sessions are captured in a series of podcasts where children and older adults share their thoughts about climate change and local issues. As a result, children are developing their knowledge of their local environment and their leadership and digital skills.



Coulter:
A place where
everyone strives
to be the best
they can be.

- Coulter has also received Attachment informed accreditation and Rights Respecting Schools Bronze accreditation.



- Sustainability Awards – 6th Green Flag and RHS School Gardening Awards Level 1 & 2



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'

Contextual Data

		0.5 HT		1 PT		0.4 FTE Teacher		52.5 Hrs Support Staff		1 part-time caretaker/cleaner		1 full-time cook	
School roll		Number of pupils per cohort							FME		SIMD 1/2		
10		5	P1	P2	P3	P4	P5	P6	P7	 60%	 0%		
		5	0	0	1	1	5	2	1				
Attendance 		Exclusion 			Care experienced 			ASN 		EAL 			
20/21 97.0%		20/21 0%			20/21 0%			20/21 69%		20/21 0%			
21/22 92.3%		21/22 0%			21/22 0%			21/22 62%		21/22 0%			
22/23 95.93%		22/23 0%			22/23 0%			22/23 53%		22/23 0%			
23/24 97.8%		23/24 0%			23/24 0%			23/24 54%		23/24 0%			
24/25 96.9%		24/25 0%			24/25 0%			24/25 70%		24/25 0%			

Establishment

Strategic Priority 1 Improvement Planning and Standards and Quality Reporting for 2025/2026

<u>NIF Priority (select from drop down menus)</u> Improvement in children and young people's health and wellbeing <u>NIF Driver</u> Curriculum and assessment Parent/carer involvement and engagement	<u>SLC Priority (select from drop down menus)</u> Improve Health and Wellbeing to enable children and families to flourish Choose an item.	<u>SLC Stretch Aims</u> Choose an item.	<u>HGIOS?4 QIs (select from drop down menus)</u> 2.2 Curriculum 2.4 Personalised support 3.1 Ensuring wellbeing, equality and inclusion	
Rationale for strategic priority	Outcome (Intended impact)	Operational activity	Measures	School Lead
<ul style="list-style-type: none"> GMWP results have identified that all pupils would benefit from further opportunities to support their mental wellbeing. 	By June 2025, all pupils will have improved wellbeing; their barriers to learning will have reduced and they will be sustaining more positive relationships.	<ul style="list-style-type: none"> Boxall Profiles will be used as baseline and again each term to monitor progress. Audit current practice- all stakeholders to be consulted Revised progression pathway for HWB and timetabling for year groups Emotion Works refresh training for all staff Comic conversations/massage refresh for all staff Research different wellbeing methodologies and programmes Implement new approaches Evaluate the success of these Further use of the Outdoors as a context for learning/conflict management Parental workshops/support materials (SAMH) 	<ul style="list-style-type: none"> Boxall Profile Scores September, January and May GMWP will also be used in September and May to monitor progress. Attachment pledges gained All staff complete NHS free Trauma training Emotion coaching language used by all staff Parents have more strategies to support their own wellbeing as well as their child's 	All staff

Progress and Impact	Next Step(s) and rationale to inform SIP for 2026/2027 or establishment maintenance agenda
<p><i>What difference did we see? What did we achieve? What does your data tell you?</i></p> <p><i>Evidence collected to inform self-evaluation.</i></p> <p><i>Include bullet points throughout the year on progress of the above.</i></p> <p><i>Evaluative statement to be written at end of term as would be in your S&Q.</i></p>	<p><i>Clear next steps to be identified based on evidence, and decision if this continues to be a further strategic priority or moves to maintenance.</i></p>

Learning Community

Strategic Priority 1 Improvement Planning and Standards and Quality Reporting for 2025/2026

<u>NIF Priority (select from drop down menus)</u> Placing the human rights and needs of every child and young person at the centre of education NIF Driver School and ELC leadership School and ELC improvement	<u>SLC Priority (select from drop down menus)</u> <u>Ensure inclusion and equality are at the heart of what we do</u>	<u>SLC Stretch Aims</u> <u>Choose an item.</u>	<u>HGIOS?4 QIs (select from drop down menus)</u> 3.1 Ensuring wellbeing, equality and inclusion Choose an item. Choose an item.	
Rationale for strategic priority	Outcome	Operational activity	Intended impact (measures)	School Lead
Following the introductory session by Jen Hamilton on 'Anti-Racism and Decolonising the Curriculum', staff are motivated to continue with this journey, to learn more and to ensure that children can see themselves reflected in our curriculum and see the views of others through the curriculum. This is a local authority and national priority.	The promotion of respect for all. A curriculum that better reflects the wider world. The curriculum will meaningfully recognise and fairly represent the rich and diverse communities in Scotland and beyond. Pupils will learn that everyone has a right to be safeguarded from racism and discrimination and will be empowered to challenge any infringement of this right.	<ul style="list-style-type: none"> Make use of the shared google classroom and add resources throughout the year. <u>Term 1</u> Collect responses for pupil and parent questionnaires to gauge current levels of understanding and awareness. <u>Term 2</u> Collegiate time used to support an understanding of racial literacy and resources available to support curriculum. Include updates for Parent Council and Parent Forum in HT Reports and Newsletters. A learning community moderation group will work together to moderate lessons being delivered. <u>Term 3</u> Staff will include anti-racist resources in forward plan for this term. A process of decolonising the curriculum will continue by ensuring that the texts read across the school reflect all young people within our learning community and pupils' local context. Other areas of the curriculum will be audited to find scope for broadening perspectives. 	All stakeholders <ul style="list-style-type: none"> Pre and post questionnaires for staff, pupils and parents will demonstrate an increased awareness and understanding of the anti-racist agenda within Scottish Education and their Racial literacy will be improved. Resources used across the curriculum will begin to reflect a greater diversity. Professional Dialogues will be minuted and will 	

		<ul style="list-style-type: none"> • A learning community moderation group will work together to moderate lessons being delivered. • P7s to start transition text (after February break) • A series of assemblies will be delivered covering topics like racism, anti-racism, black historical figures, active anti-racist campaigners, historical events. This will be influenced by where each school is on their anti-racism journey. • Include updates for Parent Council and Parent Forum in HT Reports and Newsletters. • <u>Term 4</u> • Include updates for Parent Council and Parent Forum in HT Reports and Newsletters. • Complete post-input questionnaires for staff, parents and pupils to measure impact. 	reflect the increased diversity.	
Progress and Impact			Next Step(s) and rationale to inform SIP for 2026/2027 or establishment maintenance agenda	
<p><i>What difference did we see? What did we achieve? What does your data tell you?</i></p> <p><i>Evidence collected to inform self-evaluation.</i></p> <p><i>Include bullet points throughout the year on progress of the above.</i></p> <p><i>Evaluative statement to be written at end of term as would be in your S&Q.</i></p>			<p><i>Clear next steps to be identified based on evidence, and decision if this continues to be a further strategic priority or moves to maintenance.</i></p>	

Strategic Priority 2 Improvement Planning and Standards and Quality Reporting for 2025/2026

<p><u>NIF Priority (select from drop down menus)</u> Placing the human rights and needs of every child and young person at the centre of education</p> <p><u>NIF Outcome</u> Young people's HWB; enhance impact of GIRFEC and partnership working Improving relationships, behaviour and attendance</p>	<p><u>SLC Priority (select from drop down menus)</u> Improve Health and Wellbeing to enable children and families to flourish</p> <p>Support children and young people to develop their skills for learning, life and work</p>	<p><u>SLC Stretch Aims</u> Choose an item. Choose an item.</p>	<p><u>HGIOS?4 QIs (select from drop down menus)</u> 2.7 Partnerships 2.6 Transitions Choose an item.</p> <p><u>HGIOELC QIs (select from drop down menus)</u> Choose an item. Choose an item. Choose an item.</p>	
Rationale for strategic priority	Outcome (Intended impact)	Operational activity	Measures	School Lead
<p>Due to school demographics and changing school rolls, there is a need to revise the current transition programme.</p> <p>Most P7 staff have indicated current transition activities no longer reflect the unique contexts of our schools, and the needs of our young people.</p>	<p><u>Learning Community Transition</u> Develop a smooth transition programme with shared understanding and expectations between primary and secondary, reflecting the local context of all schools where arrangements are discussed and agreed collegiately.</p> <p>By October 2025 there will be a shared/agreed transition calendar outlining key dates and sharing of relevant information to aid transition.</p> <ul style="list-style-type: none"> • Events • Paperwork • Assessment • Sharing data • Google Classroom • Visits 	<p><u>August-October 2025:</u></p> <ul style="list-style-type: none"> • Prior to 02/09/25 all relevant staff associated with transition within BLC are consulted about their views and suggestions gathered on targeted areas of transition. • 2nd September 2025 HT's meeting with DHT BHS to discuss and begin to agree a transition program for 2025/26 	<p>SWOT related to learning community current position on transition</p> <p>Staff planning materials and professional dialogue related transition programme and content.</p>	

<p><u>Small School transition</u></p> <p>Due to the small and exceptionally small school rolls and rurality there is an increasing need to promote engagement across the schools ensuring peer and collegiate socialisation/wellbeing. (staff and pupils)</p>	<p>By December 2025 there will an agreed draft transition programme with a possible focus on diversity/science.</p> <p>By April 2026 there will an agreed transition programme in place for session 2026/2027 with possible opportunities for collaboration across all feeder school (Possible focus on diversity/science – Trout at Transition).</p> <p>Pilot P7 pupils from feeder schools within Biggar Learning Community will explore racial discrimination through a novel study.</p> <p><u>Small School Transition</u></p> <p>Building on current transitions within small school contexts there will be discussion and planning of joint activities ensuring greater socialisation between pupils and staff.</p>	<p><u>October to December 2025:</u></p> <ul style="list-style-type: none"> HT working party will create a 3-year rolling programme will be created to support the needs of all schools. Further consultation of views from P7/S1 pupils, staff with responsibility for transition – office/HT's/CT's in primaries and Biggar High School. <p><u>January- April 2026:</u></p> <ul style="list-style-type: none"> Pilot P7 pupils and staff within Biggar Learning community feeder schools will have completed an agreed novel unit study with a diverse theme. For example: Planet Omar <p>Create a small school's joint transition/activity programme liaising with active schools where appropriate</p> <p><u>August- October 2025</u></p> <ul style="list-style-type: none"> Consultation with Active Schools Coordinator and HTs of small schools to explore a program of joint activities where pupils can come together and experience various sports. Expand Trunki's On Tour to include other schools within Lanark/Biggar Learning Community to support improved reading culture and collaboration. Discuss YLoL participation within BLC and associated schools. Agree dates for collaboration and visits and focus. 	<p>Staff planning materials and professional dialogue related transition programme and content.</p> <p>SWOT analysis of staff and pupils' views to evaluate transition activities for 2025/26 and inform practice for 2026/27.</p> <p>Staff planning materials and professional dialogue related transition programme and content.</p> <p>Results of Leuven scale of engagement of pupils.</p> <p>Pupil and staff surveys re: engagement/participation in joint activities.</p>	
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		<p><u>October 2025 – March 2026</u></p> <ul style="list-style-type: none"> • Collaboration/joint activities undertaken with participating schools • Joint SAMH workshop undertaken with associated schools • Trunki's on Tour established and exchanged reading material commenced. Online Book review undertaken. <p><u>April-June 2026</u></p> <ul style="list-style-type: none"> • P7 Residential Broomlee, West Linton May 2026 • Evaluation of joint activities and plan agreed for following session. • Trunki's on Tour established and exchanged reading material commenced. Online Book review undertaken. 	Evaluation of activities – staff/pupil surveys	
Progress and Impact			Next Step(s) and rationale to inform SIP for 2026/2027 or establishment maintenance agenda	

PEF Improvement Planning and Standards and Quality Reporting for 2024/25

<p style="text-align: center;">SLC Stretch Aims ACEL Primary – literacy – P1, P4 & P7 combined</p>						
Rationale for PEF Spend	Allocation of PEF spend	Outcome	Operational activity	Intended impact (measures)	Mid year review RAG	End of year review RAG
<i>Reference to what gap you are working to close. Who/what are you targeting and why? Who has been consulted?</i>	<i>Identify the people, resources required to address this gap. This should be linked to Profile of Spend i.e. 1.0fte teacher, 0.5fte support assistant, £4,250 literacy resources</i>	<i>What do we want to achieve? Set clear outcomes stating who or what will change, by when and by how much. Long term outcomes should always relate to learners.</i>	<i>How will you convert your spend into action? What will you do? Steps to be taken.</i>	<i>How will we know change has taken place based on your outcome? How will you measure the difference you have made and when?</i>		
Robust analysis of HWB assessment data identified pupils need further strategies to support their mental health and wellbeing. 1:1 counselling needs to be delivered by CTs/HT	<ul style="list-style-type: none"> Supply cover to support 1:1 counselling by CTs £1342.27 Wellbeing training Nurture Wellbeing resources/training £1600 	By June 2026, all learners will experience improved wellbeing. Learners will be able to better identify strategies to support mental wellbeing. Staff will have upskilled to support wellbeing needs of pupils through 1:1 counselling	PEF funded supply teacher will cover classes to allow CTs/HT to deliver small group/ 1:1 (term 3&4) Whole school nurture training 10 th November in-service	Data will show progress made on previous wellbeing scores using Boxall & GMWP Learners will be better able to talk about their feelings. Positive relationships across the school Learners will be able to use more strategies to support emotional regulation All staff trained in Nurture		
PB funding for swimming and transport	<ul style="list-style-type: none"> £2000 	By June 2024, all pupils will be more confident within water and have achieved a further swimming award	Aug 25-September 25 6 swimming sessions at Coalburn Lifestyles	Progress report from swimming coach		
	TOTAL SPEND £4942.27					

<i>Progress and Impact</i>	Next Step(s) and rationale to inform PEF spend session 2024/2025.

Maintenance Agenda

Key actions	Relevant stakeholder involvement	Timeline for completion
Further develop Moderation with partner schools using West Partnership moderation toolkit	Teachers/HT	June 26
Continue to focus on Pedagogy (circle framework) and digital technologies (Digital Schools award, AI)	Teachers/HT	June 26
Continue to monitor attendance each term to keep levels 95% or above	HT	June 26
PTs from all BLC will lead Young Leaders of Learning project (TBC?)	PTs	June 26
Continue to embed sustainability and UNCRC	Teachers/HT	June 26
Spelling	Teachers/HT	June 26

Standards and Quality Reporting 2025- Evaluation of Quality Indicators

School: Coulter

Month: August

Year 2025

Quality Indicator	School Self-Evaluation	Nursery Self-Evaluation
1.3 Leadership of change	Excellent	Choose an item.
2.3 Learning, teaching and assessment	Very Good	Choose an item.
3.1 Ensuring wellbeing, equality and inclusion	Very Good	Choose an item.
3.2 Raising attainment and achievement <i>Securing children's progress</i>	Very Good	Choose an item.