



Education Resources
Curriculum and Quality Improvement Service
School Improvement Plan and Standards and Quality 2023/24
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 Introduce a Play Based Learning Pedagogy at end of Early Level	Play Based Learning Pedagogy developing beyond Early Level

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 17 pupils. Free meal entitlement is 18% and clothing grant is 12.5%. 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 numerous national awards.

within our school has also been highlighted by

- 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'

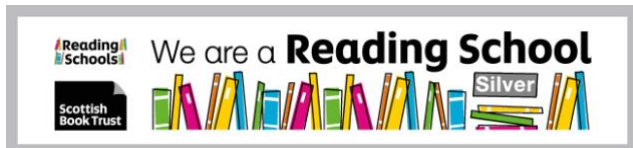
Strategic Priority 1 Improvement Planning and Standards and Quality Reporting for 2023/2024

<u>NIF Priority (select from drop down menus)</u> Improvement in attainment, particularly in literacy and numeracy. <u>NIF Driver</u> Curriculum and assessment Parent/carer involvement and engagement	<u>SLC Priority (select from drop down menus)</u> <u>Raise standards in literacy and numeracy and close the poverty related attainment gap</u>	<u>SLC Stretch Aims</u> ACEL Primary – literacy – P1, P4 & P7 combined Choose an item.	<u>HGIOS?4 QIs (select from drop down menus)</u> 2.2 Curriculum 3.2 Raising attainment and achievement Choose an item.	
Rationale for strategic priority	Outcome	Operational activity	Intended impact (measures)	School Lead
*Continue on our Reading Schools journey. *Continue to provide daily opportunities for reading for enjoyment *Make use of a broader range of texts – fiction and nonfiction for learning and teaching	What do we want to achieve? <i>Set clear outcomes stating when, who, what, and how will change take place.</i> <ul style="list-style-type: none"> Achieve Reading Schools Silver Award by June 24 All children enjoy daily reading A range of texts are used for teaching and learning and for pupil choice 	How will we do it? <i>Explain steps to be taken for this priority.</i> <ul style="list-style-type: none"> Working through action points from Reading Schools audit. Timetable daily reading for enjoyment including staff Create reading spaces for children to enjoy Continue adding to our library and teaching resources Author visit • Ensure staff awareness of popular authors and book titles 	How will we know? <i>Indicate measures to be used to assess impact.</i> <ul style="list-style-type: none"> Silver Award achieved Children talking enthusiastically about their reading materials and places they enjoy reading Evidence of relevant materials being used in teaching and learning Purchase of new texts • Reading Schools Questionnaire – comparison 	All staff Amanda Williams

Progress and Impact

Next Step(s) and rationale to inform SIP for 2024/2025 or establishment maintenance agenda

- Silver Award achieved
- Children talking enthusiastically about their reading materials and places they enjoy reading
- Teachers use a variety of texts to further engage learners
- Pupils have chosen new texts for library including audio books. This has motivated learners to read a variety of texts. Learners talk positively about reading for enjoyment as evidenced by reading schools questionnaires.



- Author visit – Poppy Brown has further promoted local authors(linked to skills for learning, life and work) and Scots language.

Maintenance agenda – Gold reading school accreditation by Oct 24.

Strategic Priority 2 Improvement Planning and Standards and Quality Reporting for 2023/2024

<u>NIF Priority (select from drop down menus)</u> Improvement in children and young people's health and wellbeing <u>NIF Driver</u> School and ELC improvement Performance information	<u>SLC Priority (select from drop down menus)</u> <u>Improve health and wellbeing to enable children and families to flourish</u>	<u>SLC Stretch Aims</u> Choose an item.	<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
*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	<ul style="list-style-type: none"> • Framework created and implemented by June 24 • Outdoor classroom embedded 	<ul style="list-style-type: none"> • Working party established to create framework • All stakeholders involved in the decision making for the framework • Communicate with schools within LC • Staff training • Use SLC tile • Outdoor classroom resources appropriately • Increased engagement / motivation from all children • Generate a skill of the week (assembly) 	<ul style="list-style-type: none"> • Framework is in use by all staff • Liaise with other LC schools • Increased staff confidence in using framework • SLC tile being used effectively • Children can discuss skills with confidence • Pupil talking enthusiastically about outdoor learning as an integral part of their day • Skill of the week is displayed and children and staff demonstrate 	All staff Jenny Duffy

Progress and Impact

Next Step(s) and rationale to inform SIP for 2024/2025 or establishment maintenance agenda

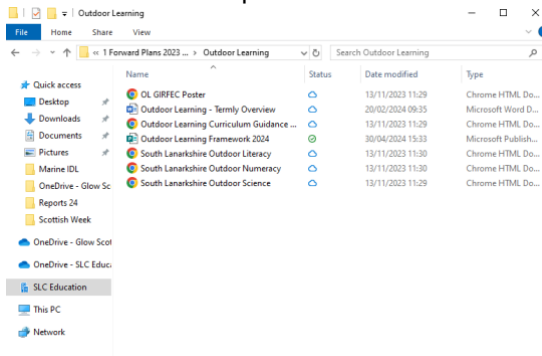


Outdoor Learning Framework created. All staff use the outdoors as a context to provide opportunities for learners to experience high quality teaching and learning. Staff identify and use the key principles of Outdoor learning (learning in the outdoors, learning about the outdoors and playing in the outdoors) to motivate and engage learners. Their knowledge of flora and fauna has expanded, deepening their understanding and appreciation of the natural world.

- attached as appendix



- Learners are achieving School Gardening Awards and we have been awarded in Sept 2023 our 7th Eco Green Flag
- Outdoor learning is clearly identified within teacher forward plans and impact is evaluated. The use of the outdoors is embedded within practice.



Maintenance agenda

Continue to use outdoors as a tool/context to support high quality learning and teaching.

Outdoor Learning skills promoted at assembly and links made across the curriculum.



Coulter PS
6 Mar · 🌳

Following on from the work some of the children completed for Map Your Walk 3 years ago, the company's next step was to come back out and check some of the routes with the children. We went on one of the walks and as we went documented directions and key features. This information will then be used for an app. More information to follow.



Coulter PS
3 Nov 2023 · 🌳

Yesterday we took advantage of the glorious colours of Autumn to learn about the different species of trees in our local community.



Coulter PS
16 Nov 2023 · 🌳

This week our focus for outdoor learning was "play in the outdoors". Ask your boys and girls about the skills they were developing!



2 Oct 2023 · 🌳

P1-4 designed an experiment to find out what plants need in order to grow. We've decided to grow one bulb giving it all the key requirements that we feel make plants grow as well as planting three others to help with the experiment. One will have no water. One will have no sunlight. One will have no air.





Coulter PS
30 Aug 2023 · 🌐

P5-7 are revising their knowledge of Factors and Prime numbers



Coulter PS
16 Nov 2023 · 🌐

Taking your book outdoors was one of the focussed for Book Week Scotland. The children explored the playground to find natural materials that could represent the colours in their books. They then sat and listened carefully to the noises that surrounded us to take part in a Story soundscapes task. Children were able to make links to what they were hearing to story settl... See more



Coulter PS
24 Aug 2023 · 🌐

Patterns in the outdoors!



Coulter PS
9 Nov 2023 · 🌐

This afternoon we took time to learn in the outdoors. Ask your child about the story of The Green Mant!



Coulter PS
6 Sep 2023 · 🌐

What a lovely day to enjoy some reading for enjoyment outdoors 🌞




Strategic Priority 3 Improvement Planning and Standards and Quality Reporting for 2023/2024

<p><u>NIF Priority (select from drop down menus)</u> Closing the attainment gap between the most and least disadvantaged children and young people <u>NIF Driver</u> School and ELC improvement Choose an item.</p>	<p><u>SLC Priority (select from drop down menus)</u> <u>Support children and young people to develop their skills for learning, life and work</u></p>	<p><u>SLC Stretch Aims</u> Choose an item.</p>	<p><u>HGIOS?4 QIs (select from drop down menus)</u> 1.2 Leadership of learning 2.2 Curriculum Choose an item.</p>	
Rationale for strategic priority	Outcome	Operational activity	Intended impact (measures)	School Lead
<p>*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.</p>	<ul style="list-style-type: none"> Children plan 2 short IDL – Oct 23 and March 24 Children will set termly targets for skills for learning, life and work 	<ul style="list-style-type: none"> Work with the children to generate ideas for IDL topics (children vote for favourite) Use ideas trail to generate questions for chosen topic Children plan with staff for the teaching and learning opportunities Staff and children evaluate – use this information to guide next IDL Staff scaffold (where appropriate) target setting 	<ul style="list-style-type: none"> 2 successful IDL topics – floorbook, photographs, videos as evidence (involvement of all learners) Motivated learners Target wall displays termly targets – each term these are filed in children's individual wallets Almost all children can independently create their own targets for learning ,life and work and evaluate these termly 	<p>All staff</p>

Progress and Impact

Next Step(s) and rationale to inform SIP for 2024/2025 or establishment maintenance agenda

- *Marine IDL Jan 23*
- <https://sway.cloud.microsoft/0jcKI4OaUXPaEubv?ref=Link>

	
<p>Tuesday 29th of November 6th December 13th December Eli will run origami lunch time club</p>	
<p>AOCB</p> <p>Miss Williams discussed what IDL is and asked for our ideas</p> <p>SPACE</p> <p>PARK</p> <p>MUREEN ANIMALS</p> <p>THE ROYLES HISTORY</p> <p>DESSERT</p>	
<p>Date of next meeting:</p>	<p>18.11.22</p>

- *Scotland IDL Jan 24*
- https://jamboard.google.com/d/1kzL-wBzRTmoYs2DNav49L13ExshuA6VDpi1U49bDhpc/edit?usp=drive_link

Coulter PS
26 Jan • 11

Wow! What a week our boys and girls have had celebrating Scots Language and our Scottish culture. P1-7 have done some writing in Scots, researched famous Scots, produced some wonderful weaving, played rugby, cooked Stovies, listened to stories read in Scots and learned lots about our famous Bard Robert Burns. Here are a few pictures for you to enjoy!



- *P1-7 class IDL may be easier to manage next session*

Evaluation

Motivated learners who can talk about their learning in terms of strengths and areas for development.

Emphasis on pupil voice within lesson planning, led to greater agency and ownership. This, in turn led to increased engagement and motivation evidenced through observations of and discussions with pupils.

Clearly displayed learning intentions and inclusion of CfE Es/Os saw children able to talk about their learning in terms of strengths and areas for development. Focussing on learners' interests and allowing choice within lessons, saw better acquisition of new knowledge and skills in ways which best suited individual learning styles.

The make up of classes doesn't lend it self well to IDL so class teachers agreed that cross curricular topics were more beneficial

Learning Community

Strategic Priority 1 **Improvement Planning** and **Standards and Quality Reporting** for 2023/2024

<u>NIF Priority (select from drop down menus)</u> Improvement in skills and sustained, positive school-leaver destinations for all young people <u>NIF Driver</u> Curriculum and assessment School and ELC improvement	<u>SLC Priority (select from drop down menus)</u> Support children and young people to develop their skills for learning, life and work Improve Health and Wellbeing to enable children and families to flourish	<u>SLC Stretch Aims</u> Choose an item. Choose an item.	<u>HGIOS?4 QIs (select from drop down menus)</u> 2.2 Curriculum 2.3 Learning, teaching and assessment <u>3.3 Increasing creativity and employability</u> <u>HGIOELC QIs (select from drop down menus)</u> 2.2 Curriculum 2.3 Learning teaching and assessment 3.3 Developing creativity and skills for life and learning	
Rationale for strategic priority	Outcome (Intended impact)	Operational activity	Measures	School Lead
<ul style="list-style-type: none"> The need for a consistent and progressive approach to skills development throughout the LC has been identified and the new SLC Framework can be used for this. It has been acknowledged that children should develop agency to recognise their 	<ul style="list-style-type: none"> Develop a shared understanding and language around the development of skills by using the SLC Framework as a scaffold. All stakeholders will gain a better understanding of skills development: Staff to develop their understanding of the framework refer to this during all lessons. Children will use the language in the framework to discuss themselves and set personal targets. Parents will have an increased awareness of the framework and how it is being used in school. 	<ul style="list-style-type: none"> August In-service: all school staff meet for an introduction to the framework followed by a workshop to discuss how this could be implemented in their context (e.g. skill of the month, one capacity per term, learning wall, characters developed for each skill) Schools to complete their action plan and work on this from August to February February In-service – schools to reconvene and present information on their action plan and the impact it has had within their establishment. PT group Young Leaders of Learning	<ul style="list-style-type: none"> Staff: jamboard to allow sharing of current practice (school specific) Staff: LC google form to gather info on understanding of skills development and levels of confidence with this. Both to be completed in August and then repeated in February so impact can be measured. Pupils: GMWP from children (current results from term 4 2023 will be compared with results from February 2024) Pupils: Conversations with learners in August and again in February Parents: Consultation in February to gauge awareness/understanding. 	

<p>strengths and areas for development in relation to skills by referring to the Framework. This will allow them to discuss themselves as learners, set relevant targets, consider how to transfer skills into new learning experiences and prepare them for the world of work.</p> <ul style="list-style-type: none"> • PT group – Young leaders of learning 				
Progress and Impact				Next Step(s) and rationale to inform SIP for 2024/2025 or establishment maintenance agenda
<ul style="list-style-type: none"> • Staff completed jamboard to allow sharing of current practice • Staff completed LC google form to gather info on understanding of skills development and levels of confidence with this. • Pupils GMWP surveys from children (May 2024) compared with results from February 2024 • Young Leaders of learning attended Tinto Primary training day (September 2023) • YLOL created videos of school, google meet, reciprocal visits (March/April 2024) • Participation in Skills Pilot (April 2024) • Feb inset – Skills update with learning community. Results shared as best practice by Education Scotland • Pupils using weekly A3 sheet to log and talk about skills. 				

- Pupils using language of skills through use of target setting display (showcasing our skills always growing our skills)
- Skills referred to on FaceBook posts to make language of skills available to parents.
- Home/school policies updated to incorporate language of skills
- All learners and staff have developed a shared understanding and language around the development of skills by using the SLC Framework as a scaffold.
- All stakeholders have a better understanding of skills development:
- Staff refer to the language within framework during all lessons.
- Pupils use the language in the framework to discuss themselves and set personal targets.
- Pupils demonstrated their understanding of their skills learning through Enterprise learning. (Olly the Octopus)






PEF Improvement Planning and Standards and Quality Reporting for 2023/24

SLC Stretch Aims ACEL Primary – literacy – P1, P4 & P7 combined						
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 assessment data (Literacy, numeracy, HWB and ASN staged interventions) identified pupils require 1:1 / small group teaching	<ul style="list-style-type: none"> 0.1FTE Class Teacher £4248 £632.85 literacy resources 	By June 2024, all learners on staged interventions will make progress on previous levels of attainment.	PEF funded class teacher will work with these pupils 4 mornings per week.	Data will show progress made on previous levels of attainment		
Follow up from Nov 22 inspection identified that all pupils should Experience a broader range of texts – fiction and non-fiction for learning and teaching	<ul style="list-style-type: none"> 0.1FTE Class Teacher £4248 £632.85 literacy resources 	By June 2024, all pupils will have experienced a broader range of texts – fiction and non-fiction for learning and teachers will use a broader range of texts for teaching.	Reading Schools silver award will act as stimulus to engage pupils to read a variety of genres. PEF funded CT will support PT/CT to deliver silver outcomes	Reading schools silver award achieved		
	TOTAL SPEND £4880.85					
Progress and Impact			Next Step(s) and rationale to inform PEF spend session 2024/2025.			

<p>All learners on staged interventions will make progress on previous levels of attainment.</p> <p>All pupils have experienced a broader range of texts – fiction and non-fiction for learning and teachers will use a broader range of texts for teaching. Audio library also provided fiction and non-fiction texts. A culture of reading is embedded within our school. This has been accredited by a Silver Reading School Award and we should achieve Gold by September 24.</p>	<p>53% of learners have an ASN requirement so PEF 0.1 teacher from Apr-Aug 24</p>

Maintenance Agenda

Key actions	Relevant stakeholder involvement	Timeline for completion
Further develop Moderation with partner schools using West Partnership moderation toolkit	Teachers	June 24
<div>  </div> Continue focus on Pedagogy palette and digital technologies	Teachers	June 24
Continue to monitor attendance each term to keep levels 95% or above	HT	June 24
PTs from all BLC will lead Young Leaders of Learning project linked to LC skills priority	PTs	June 24