



STANDARDS AND QUALITY REPORT

Coulhill Primary School & Nursery

2023-2024



Introduction: Local and National Context

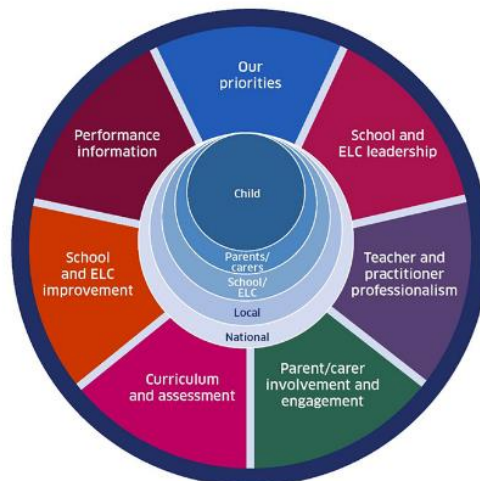
Ro-ràdh: Co-theacsa Ionadail agus Nàiseanta

This Standards and Quality Report is influenced by both Highland and national priorities. These can be summarised as follows:

Highland Priorities



National Improvement Framework Priorities



Entitlement, Excellence & Equity:

We will raise attainment and achievement for all, especially for children and young people from disadvantaged circumstances, including rural deprivation. We will focus relentlessly on improving standards and the quality of learning and teaching, to ensure that entitlement, equity and excellence are delivered across the system.

Empowerment & Leadership:

We will develop leadership skills at all levels of the system, for now and the future, building a culture of empowerment and professional capital.

Relationships:

We will maximise health and wellbeing for all children and young people, to give them the best possible start in life. We will ensure every child and young person feels part of the community they live in.

Opportunity:

We will maximise opportunities for our children and young people, and for the wider Highland community and its visitors, through the provision of high-quality services.

The key priorities outlined in the National Improvement Framework are:

- Placing the **human rights and needs of every child** and young person at the centre of education
- Improvement in children and young people's **health and wellbeing**
- **Closing the attainment gap** between the most and least disadvantaged children and young people
- Improvement in skills and **sustained, positive school-leaver destinations** for all young people
- **Improvement in attainment**, particularly in literacy and numeracy.

Self-evaluation

To support self-evaluation, quality indicators from the national evaluative framework How Good Is Our School?4 are referenced.

Links to these sources (and others referenced) can be found here:

- [National Improvement Framework Improvement Plan](#)
- [HGIOS? 4](#) and [HGIOELC](#)
- [Health and Social Care Standards](#)
- [National Gaelic Language Plan](#)

In this report the following words are used to describe the numbers and proportions used:

All	Almost all	Most	Majority	Less than half	Few
100%	Over 90%	75% - 90%	50% - 74%	15% - 49%	Up to 15%

We are pleased to present our Standards and Quality Report for Session 2023-24. This report forms part of our quality improvement framework and provides important information regarding our school's progress to date and our next steps in school improvement.

Self-Evaluation for Self-Improvement is at the heart of our practice. We continue to develop our practice in making robust use of evidence as a basis for judgements regarding the impact of our work on our learners. All staff understand that self-evaluation is an integral aspect of our approach to continuous improvement through addressing the 3 key questions:

- How well are we doing?
- How do we know?
- What are we going to do now?

Throughout the year we continuously evaluate what we do and how it makes a difference to our learners. We want to know what is working well for our school community and what needs further improvement. We inform decision making and actions through a continuous process of looking inwards, outwards and forwards.

Looking inwards - starts with those working with our children and young people

We focus on the impact on outcomes for learners. Our self-evaluation processes triangulate information, data, people's views and observation of practice to measure impact and inform planning for improvement.

Looking outwards - learning from others

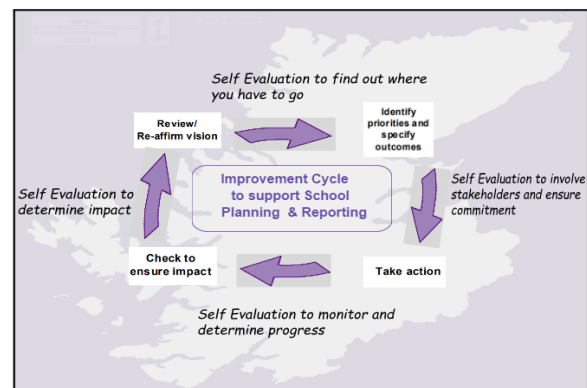
Looking to others for new ideas that challenge our practice and support continuous improvement allows us to learn from what works and what doesn't. This includes practice in other schools, learning communities and learning from educational research.

Looking forwards - creating a vision and planning for implementation

Through leadership at all levels, we anticipate challenges and explore creative solutions. This helps us to create an aspirational vision for our school which shapes our actions and provides a focus for improvement.

Our children and young people are actively consulted and involved in this process. We also give staff, parents/carers, and other partners the opportunity to participate in discussions and activities to shape our improvement journey.

When we develop our improvement plan, we use key questions at scheduled review times throughout the session to know how well we are progressing towards achieving these positive outcomes and changes.



Together we are working hard to ensure the Highlands is the best place for children and young people to grow up safely, learn, develop and achieve.

With positive experiences, our children and young people will always see the Highlands as home.

Le eòlasan deimhinneach, bidh ar cloinn is ar n-sìgridh daonnan a' faicinn na Gàidhealtachd mar dhachaigh.

Anna Meneely
Head Teacher
Coulhill Primary School & Nursery

School Profile

Pròifil na Sgoile

The following information can be found on [Parentzone Scotland](#). It is important to remember that statistical data alone is not a measure of how well we are doing. All schools are unique. To understand how well we are doing it is important for us to look at a range of different data sources.

Attendance 87%	Average Class Size 21	Meeting PE Target Target Met
--------------------------	---------------------------------	--

Pupil Numbers (inc nursery) 189 (+27 nursery)	Teacher Numbers 9	Pupil Teacher Ratio 21
---	-----------------------------	----------------------------------

N3 61%	N4 39%	P1 18%	P2 12%	P3 12%	P4 12%	P5 15%	P6 15%	P7 16%
------------------	------------------	------------------	------------------	------------------	------------------	------------------	------------------	------------------

SIMD Q1¹ 78.5%	SIMD Q2 18%	SIMD Q3 2.5%	SIMD Q4 0%	SIMD Q5 1%	Unknown 0%
-------------------------------------	-----------------------	------------------------	----------------------	----------------------	----------------------

ASN² 37%	No ASN 63%	FSM³ 34%	No FSM 66%	EAL⁴ 14%	No EAL 86%
-------------------------------	----------------------	-------------------------------	----------------------	-------------------------------	----------------------

2023/24 Proportions of pupils achieving Curriculum for Excellence Levels (P1, P4, P7 combined):

Reading	Writing	Listening and talking	Numeracy
Majority	Less than half	Majority	Majority

We have had no exclusions this year.

Coulhill Primary School is located in an urban/rural setting on the River Averon, near to the Cromarty Firth, serving the local community of Coulpark, Kirkside, Westford, Firhill, Burnside and surrounding areas in the town of Alness.

There are 189 children attending the school and 27 children in nursery, ranging from N3 - P7. All classes are taught in single stage classes, with two Primary 1 and Primary 5. This session, Pupil Equity Fund money was used to provide an additional teacher to split our large Primary 5 class into 2 classes. There is a separate nursery for 3 and 4 year olds.

The headteacher has overall leadership responsibility for Coulhill Primary School. The headteacher is supported by a deputy headteacher, acting headteacher and a principal teacher. The deputy headteacher has leadership responsibility for the nursery.

¹ SIMD – The Scottish Index of Multiple Deprivation (SIMD) is a relative measure of deprivation.

² ASN – Additional Support Needs

³ FSM – Free school meal entitlement

⁴ EAL – English as an additional language

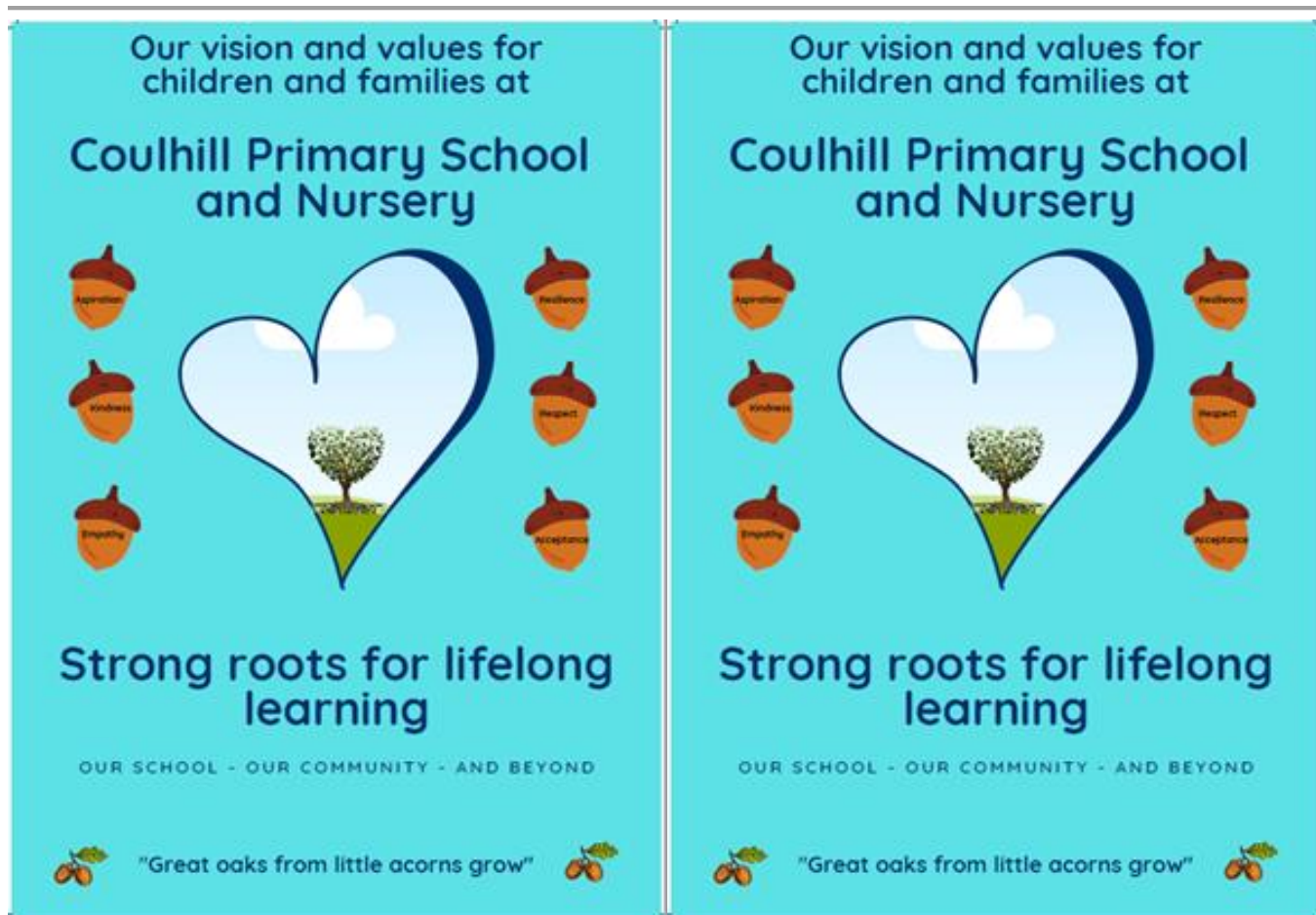
Overall, attainment across the school in literacy and English and numeracy and mathematics is satisfactory. The majority of children achieve appropriate CfE levels in aspects literacy and numeracy and, across the school, a few children are exceeding nationally expected levels. The majority of children who face barriers to learning are making satisfactory progress towards meeting their individual targets. However, we have seen a drop in the numbers of children achieving milestone levels in writing and numeracy at Primary 1 and primary 4 this session.

Overall children are making the following progress:

Reading	Writing	Listening and talking	Numeracy
Satisfactory progress	Satisfactory progress	Good progress	Satisfactory progress

School vision, values and aims

Lèirsinn, luachan agus amasan na sgoile



Review of progress for session

Ath-sgrùdadh air adhartas airson an t-seisein

These projects are linked to the vision and priorities for Scottish Education based on delivering excellence and equity. Parent/Carer information is available [here](#).

School Priority:

Raising Attainment through Interdisciplinary Learning (IDL)

Purpose:

Inspection findings from March 2019 identify the requirement for a curriculum that raises aspirations and meets the needs of all children. This should include the totality of learning across the four contexts to be explored fully so that children are making connections across learning. This includes the progressive development of skills for learning, life, and work.

Progress:

- ✓ Working group created linked to staff interests and development needs, with teachers from each stage of the curriculum. 6 class teachers (55% - Majority).
- ✓ Professional reading undertaken from most up to date Education Scotland documentation linked to Interdisciplinary Learning and the Refreshed Narrative for Curriculum for Excellence Four Capacities.
- ✓ Audit of current practice within IDL within the Four Contexts of learning and the Four Capacities carried out – gathering staff views.

Impact:

- ✓ Staff awareness was raised of the importance of improving the delivery of quality IDL as a way of improving learner experiences, and ultimately raising attainment and achievement.
- ✓ Leadership and empowerment strengthened at all levels with strong awareness of current strengths and areas for development within the delivery of IDL. Teachers have collaborated to develop a shared vision and implement change.
- ✓ Research into examples of Interdisciplinary learning informed strategic decision making and ensured that relevant approaches for our school and context were identified to support improvement and planning for change ideas.
- ✓ Analysis of the audit provided a clear understanding of areas of the curriculum where staff had reduced confidence to incorporate within an interdisciplinary approach with areas of priority for development identified.
- ✓ Areas of confidence that teachers have in delivering and interdisciplinary approach include literacy, social studies and expressive arts.
- ✓ Areas where development is required include numeracy, sciences, technology, and for some, Health and wellbeing.
- ✓ Strategic priorities identified for change:

- Gain consistency in planning and tracking of curriculum coverage across the school to ensure that this is leading to raised attainment and achievement for learners in literacy and numeracy.
 - ensure that planning for IDL is more learning focused as opposed to a 'to do' list of activities.
 - Ensure assessment opportunities are built in at the planning phase.
 - Create a tracker that included all curriculum areas, excluding Literacy and Numeracy and Health and wellbeing for Early to Second level.
 - Creation IDL planners with pre-populated examples from early to second level have been started.
 - Incorporate skills planning and the Four capacities into IDL planners.

- ✓ Whole staff collegiate sessions to share progress and rationale behind strategic decision making with the wider staff group.

- ✓ Overview document and planners have been created to ensure progressive planning, learning, teaching and assessment approaches that are bespoke to Coulhill to support learner needs and support the raising attainment agenda.

- ✓ Increased utilisation of the opportunities available within the community to enhance learner experiences.

- ✓ All staff have a strengthened understanding of the how and why of developing IDL for Coulhill. Quality professional discussions and reflections contributed to next steps for the working group.

- ✓ Planners are ready to be used to support consistency in understanding and planning for implementation of IDL from August 2024.

- ✓ IDL group have deepened understanding of planning for IDL, incorporating skills and the four capacities. This will support the wider staff moving forward.

- ✓ Some classes are making good use of visitors and community links to enhance learner experiences and bring the curriculum to life. This needs to be consistent across the school and as such is an area for continued development.

- ✓ Overall, good progress has been made in the development of interdisciplinary learning towards raising attainment and achievement and narrowing the attainment gap for the most disadvantaged groups.

Next steps:

This will continue as an improvement priority from August 2024 to share and embed the progress so far with a focus on:

- Share IDL overview and guidance document for agreement and finalisation.
- Ensure IDL is built into the delivery of literacy and numeracy.
- Assessment planned as part of IDL planning.
- Reading built into IDL at all stages as the school works towards a Bronze Reading Schools Accreditation.
- Opportunities for writing across the curriculum linked to term 2 moderation activities.
- Training and understanding around quality assessment task linked to IDL using Highland Assessment and Moderation Toolkit.
- Steps taken towards tracking and monitoring across all curricular areas.
- Quality Assurance processes to support ongoing monitoring of progress.

School Priority:

Raising Attainment in Numeracy

Purpose:

At the inspection re-visit in January 2023, findings supported school self-evaluations that improving children's attainment in literacy and numeracy remains an area of high priority. Through further analysis of attainment data and self-evaluations at school level, and in discussion with the school collaborative lead, it was agreed that the approaches and agreements in place to ensure consistency in teaching and learning of literacy now need to embed, with a shift in similar whole school improvement work to now focus on numeracy.

Progress:

- ✓ Working group created linked to staff interests and development needs with teachers from each stage of the curriculum. 5 class teachers (45% - Less than half).
- ✓ Professional reading undertaken from most up do date Education Scotland documentation linked to Numeracy and the Refreshed Narrative for Curriculum for Excellence Four Capacities.
- ✓ Staff Audit to gather overview of current practice within numeracy:
 - Resources used
 - Assessments – when and how often
 - Basic facts
 - Awareness of gaps across the school

Impact:

- ✓ Leadership and empowerment have improved at all levels with developing awareness among staff of current strengths and areas for development within the delivery of numeracy. Teachers have collaborated to develop a shared vision and implement change.
- ✓ Professional reading prompted discussion and critical reflections around current practice across stages providing shared understanding among staff on areas for further improvement within learning, teaching and assessment for numeracy.
- ✓ Staff are beginning to have more of a shared understanding as to where further consistency is required along with common gaps in learning across the school such as:

Aspiration Resilience Kindness Respect Empathy Acceptance

- Supports required?
 - using and applying skills in real life situations.
 - transferring skills learned to problem solving situations,
 - basic number facts and a lack of consistency which means that gaps widen,
 - identification of practical resources required to support the delivery of quality learning and teaching experiences for learners.

- ✓ Draft rationale/overview document for numeracy created using format of school Literacy Overview, with content informed by Curriculum for Excellence documentation Numeracy benchmarks. Shared with all staff.

- ✓ Starting point created to support consistency in understanding and planning for progressing key aspects of learning, teaching and assessment in numeracy. This needs to be returned to next session for review, agreement, and finalisation with all staff.

- ✓ Audit of pupil views carried out to ascertain quality of learning experiences and perceptions of numeracy education.
 - Analysis of the audit provided an overview of learner views/mindsets towards numeracy and how it is delivered.
 - Most (58%) learners report an enjoyment of numeracy experiences.
 - Most (61%) of learners enjoy opportunities to work in small groups to help enhance their learning.
 - Most (50%) of learners find that numeracy is useful for their future.
 - This supported staff professional judgements that learners have difficulty using and applying skills in real life, transferring a taught skill to a problem solving situation.
 - This is an identified area for improvement to be further considered alongside data analysis activities for all staff next session.

- ✓ Creation of Early, First and Second Level planners to support the development of Financial Education Planners for all stages linked to whole school enterprise project, Springfest. Use of practical approach for early years to support Play Pedagogy.

- ✓ Staff are at the early stages of developing a shared understanding of planning for quality learner experiences around Financial Education.
- ✓ Learners across the school had planned opportunities to experience relevant and contextualised financial education lessons as part of the whole school Spring Fest event in May 2024.

- ✓ Planning in place for Session 2024/25 for further development through whole school collegiate activities, supported by the Numeracy

Support Officer (NSO), to ensure improved consistency for learners at all stages.

- ✓ Overall, satisfactory progress has been made in the development of learning, teaching and assessment for numeracy towards raising attainment and narrowing the attainment gap for the most disadvantaged groups.

Next steps:

- Analyse all 2024 SNSA and SOFA Numeracy Data – identify gaps and use improvement methodology approaches for strategic identification of change ideas.
- Revisit new progression frameworks and agree usage.
- Agree formats and overviews for implementation.
- Agree whole school strategies to deliver – support from Numeracy Support Officer (NSO).
- Upskill teachers in Numeracy teaching through Highland CPD offers of training.
- Re-train in the use of diagnostic assessments and agree usage for appropriate impact.
- Agree use of teaching resources – e.g. Leckie and Leckie
- Agree assessment approaches for numeracy.
- Quality Assurance processes to support ongoing monitoring of progress.

Progress and impact of Pupil Equity Fund

Adhartas agus buaidh Maoin Cothromas Sgoilearan

Provisions by additional 1.0FTE teacher to split Primary 5 year group into two classes supported progress with:

Phonological Awareness:

Target: Targeted children (15/15 – 100%) will increase scores by 1+ when retested.

Outcome:

- ✓ All (100%) of targeted pupils achieved target of increased score of 1+. A few children exceeded target.
- ✓ Most (80%) of targeted pupils have achieved in all areas of Phonological Awareness and are now secure within this.

Schonell Spelling Age Assessments:

Target: Targeted children (15/15 – 100%) will increase spelling age to increase by 3+ months.

Outcome:

- ✓ Majority (73%) of targeted pupils achieved target of increased spelling age by 3+ months.
- ✓ Average increase of 9 months for children achieving target.

ACEL – Listening and Talking

Target: Targeted children (10/15 – 66.6%) will increase Listening and Talking CfE Sub-level by 1+

Outcome:

- ✓ All (100%) of targeted group achieved the target of increase in CfE sub-level by 1+
- ✓ A few children exceeded the target.
- ✓ Most (75%) of children within targeted group have now achieved First Level and are now working within Second Level for Listening and Talking.

ACEL – Reading

Target: Targeted children (15/15 – 100%) will increase Reading CfE Sub-level by 1+

Outcome:

- ✓ Most (87%) of targeted group achieved the target of increase in CfE sub-level by 1+
- ✓ A few children exceeded the target.
- ✓ Majority (73%) of children within targeted group have now achieved First Level and are now working within Second Level for Reading.

ACEL – Writing

(Progress supported through participation within National Improving Writing Programme)

Target: Targeted children (15/15 – 100%) will increase Writing CfE Sub-level by 1+

Outcome:

- ✓ Majority (73%) of targeted group achieved the target of increase in CfE sub-level by 1+
- ✓ A few children exceeded the target.
- ✓ Less than half (47%) of children within targeted group have now achieved First Level and are now working within Second Level for Writing.
- ✓ Majority (65%) target for current P5 children to achieve Second Level writing by the end of P7. Projected increase of 15% overall.

ACEL – Literacy overall

Target for current P5 children to achieve literacy overall by end of Primary 7: 65%. Increase of 25% from P4 achievement of First Level data.

ACEL – Numeracy

Target: Targeted children (12/15 – 80%) will increase Numeracy CfE Sub-level by 1+

Outcome:

- ✓ Most (83%) of targeted group achieved the target of increase in CfE sub-level by 1+
- ✓ A few children exceeded the target.
- ✓ Most (75%) of children within targeted group have now achieved First Level and are now working within Second Level for Numeracy.

Target for current P5 children to achieve numeracy by end of Primary 7: 80%. Increase of 20% from P4 achievement of First Level data.

Provision of additional 0.5FTE Teacher to support targeted children across classes (P7, P6, P4, P3, P1)

Due to challenges with staff absence and difficulties in securing supply cover at local level, the additional 0.5FTE teacher was primarily used to support consistency for learners across the school at times of absence. Progress made by learners has been through ongoing planning and supports from class teachers.

Provisions by the Family Link Worker (FLW) supported progress with:

Nurture: Learner progress towards nurture targets (individually defined) – 11 children

- ✓ Nurture targets identified through Boxall Profiles and supportive interventions carried out.
- ✓ Less than half of children (36%) achieved all of their nurture targets which secured positive impact on engagement with learning, attainment and achievement.
- ✓ Less than half of children (36%) made some progress towards nurture targets which also had positive impact on engagement and progress towards attainment and achievement.
- ✓ 28% of children did not achieve nurture targets, with ongoing supports/interventions required.

Attendance:

Target: To increase pupils in the red attendance group (79.99% or below) to amber (Between 80 and 89.99%), and to increase amber group to green (90% and above) – 36 children

- ✓ Monthly monitoring and tracking in place.
- ✓ Attendance letters issued in line with revised Attendance Policy – December and March
- ✓ Supportive Phone calls to parents to consider potential supports and recognise improvements where appropriate.
- ✓ Child's Plans in place for a few children
- ✓ Supporting with collection and drop-off of children where extreme circumstances were preventing attendance.
- ✓ Liaising with other professionals such as social work and Practice Lead/CSWs.

Outcome:

- ✓ All 36 children identified were below 80% attendance and in the red group.
- ✓ 33% of the children achieved the target outcome of increasing attendance to over 80%, placing them in the amber group. 2 children achieved raising attendance to over 90%.
- ✓ 64% of 36 children within the target group increased attendance – average attendance increase was 11.6%
- ✓ 87% average attendance for whole school at beginning of June.

Additional supports provided by FLW role:

August - October 2023 (Term 1)

- ✓ School uniform distributed to pupils
- ✓ Attempted Winter jacket swap
- ✓ Made links with "The Field" – child started to attend weekly session (continued in term 2)
- ✓ Made links with Fyrish Gymnastics, 3 children to attend weekly (starting term 2)
- ✓ Organised ASN Swimming Lessons for HC weekly (starting term 2)
- ✓ Organised Reiki sessions for identified children in Term 2
- ✓ Girls football sessions at lunch times
- ✓ In discussions with Eden Court organising outreach sessions for term 3

October – December 2023 (Term 2)

- ✓ Attempted Christmas jumper swap (4 jumpers distributed to children)
- ✓ Co-ordinated MFR Mission Christmas for identified families
- ✓ Organised 3 'Drumfun' sessions to build self esteem for term 3
- ✓ Referred families to local foodbank
- ✓ Reiki workshop for 10 children
- ✓ Shoes provided for several children
- ✓ Clothing provided for children in need
- ✓ Organised p4-7 trip to Christmas panto in Eden Court
- ✓ Organised p2-3 trip to 'the enormous Christmas turnip' in Eden Court.
- ✓ Referrals for families for Christmas food hamper
- ✓ Attendance monitoring phone calls
- ✓ Soft start & finish for same pupil every day
- ✓ Sharing supports on ClassDojo for any family in need of financial support (CAB)
- ✓ Links with Crocus/bereavement officer
- ✓ Dog Therapy sessions applied for, for term3. Links with reading programme in upper area
- ✓ Child referred to Crocus
- ✓ Food vouchers from 'The place' for 7 families

January – April 2024 (Term 3)

- ✓ Ongoing gymnastics sessions for 4 children
- ✓ Reiki sessions for 10 children
- ✓ Ongoing ASN swimming lesson for 2 children.
- ✓ Christmas pantomime organised for next session.
- ✓ Therapy dog sessions for 14 children
- ✓ 3 x Drumfun sessions for all classes

Wider achievements

Coileanaidhean nas fharsainghe

- ✓ Reading School Champions (P1-7)
- ✓ Community Champions (P7)
- ✓ Pupil Council
- ✓ House Captains and Vice captains
- ✓ Mikeysline Youth Champions
- ✓ P5 Happiness Heros (My Happy Mind Leaders)
- ✓ Drumfun sessions – whole school
- ✓ Weekly lunch time singing club for P4-7 (Terms 1-4)
- ✓ Singing club performed at School Spring Fair, Christmas concert and at various assemblies throughout the year
- ✓ Whole school carol singing in the community
- ✓ YMI – Brass, Violin, Chanter
- ✓ Whole school performance in Christmas Concert
- ✓ Cala outdoor Play sessions for Nursery to P5 (Terms 1 – 4)
- ✓ World book day celebrations (whole school)
- ✓ Young Writers Award (P5)
- ✓ Weekly Art Club (P6)
- ✓ RNLI Art competition (P6)

Aspiration Resilience Kindness Respect Empathy Acceptance

- ✓ Whole school sponsored walk
- ✓ Whole school Spring Fair – enterprise project: setting up and running a business
- ✓ Profile sharing – sharing progress with learning and targets with families
- ✓ P7 Residential – developing positive relationships and skills within the CfE four capacities
- ✓ P5 Evanton Woods trip – survival skills and outdoor learning
- ✓ P5 Swimming 1 x per week (August – June)
- ✓ P3 Kodaly music input
- ✓ Tennis After School Club (8 pupils) P4-7
- ✓ P2-3 Boccia input in partnership with Active Schools
- ✓ P2-3 Dodgeball lunch time activities in partnership with Active Schools
- ✓ Dodgeball lunch time activities in partnership with Active Schools (P5-7)
- ✓ Football lunch time club with attendance between 30-40 pupils at each session (2 x per week: August – October/April – June)
- ✓ 5 ASG football competitions: August – October (2 teams entered in each event, 18 pupils in total)
- ✓ 4 ASG indoor futsal tournaments: February – March (entered 2 teams, 18 pupils in total)
- ✓ Ross-Shire Schools Football Tournament (entered 2 teams, 20 pupils in total)
- ✓ Girls' Ross-Shire Schools Football Tournament (10 pupils)
- ✓ Girls' ASG Football tournament (September & June)
- ✓ Variety of friendlies for both our mixed football team and girls' team.
- ✓ Cross Country lunch time club with attendance between 25-30 pupils at each session (2 x per week: October – March)
- ✓ 6 ASG cross country running events (8 girls, 8 boys)
- ✓ 4 x Ross County football training (all girls, P4-7)
- ✓ Ross-Shire Schools cross country competition (8 boys, 8 girls)
- ✓ Whole school cross country championship – competing in stages: P1&2; P3&4; P5-7
- ✓ Participation in Ross-shire County Sports
- ✓ Sports Day
- ✓ Ross & Sutherland rugby PE lessons (P7)
- ✓ Ross & Sutherland lunch time club for P6 & P7 (Terms 2 & 3)
- ✓ Badminton tasters P5-7
- ✓ P6 Big Hitters Badminton Festival
- ✓ P5 Feis Rois music input: term 1 & 2
- ✓ P6 Junior Sports Leader training
- ✓ Rockstar Games input P6 & 7
- ✓ P7 transition and enhanced transition
- ✓ Pupil of the Week certificates awarded at Whole school assemblies – linked to CfE Four Capacities
- ✓ End of year prize giving

Comments from learners, families, stakeholders and staff

Beachdan bho luchd-ionnsachaidh, teaghlachan, luchd-ùidhe is luchd-obrach

Learner Views – Gathered from How Good is OUR School online survey focused on the Theme our Learning and Teaching for P4-7 pupils (79 Responses).

- ✓ Most (86%) pupils say that our school praises good effort and celebrates success most or all of the time.

Aspiration Resilience Kindness Respect Empathy Acceptance

- ✓ Most (77%) pupils say that their teacher and other children motivate them to learn most or all of the time.
- ✓ Majority (67%) of pupils say that they find their learning interesting and motivating most or all of the time.
- ✓ Most (89%) pupils say that their teacher supports them so that they can be independent in their learning.
- ✓ Majority (57%) of pupils say that they get lots of opportunities to choose how and what they learn in class.
- ✓ Most (89%) pupils say that there are resources in school that allow them to learn creatively, experiment and try new things.
- ✓ Majority (72%) of pupils say that they enjoy having opportunities to work with others as part of a group and feel that this helps their learning.
- ✓ Most (90%) pupils say that their teacher explains things well to help them understand their learning.
- ✓ Majority (73%) of pupils say that their teacher asks good questions that make them think hard about what they are learning.
- ✓ Majority (66%) of pupils say that they can describe the skills that they are developing through their learning and how they might use these out of school.
- ✓ Most (87%) pupils say that their teacher gives success criteria for their lessons and that they understand how these are used.
- ✓ Majority (65%) of pupils say that they have opportunities to help create the success criteria with their teacher.
- ✓ Majority (72%) of pupils say that they know the progress that they are making in school and can share this with their family.
- ✓ Most (89%) pupils say that in their class, everyone is able to learn in ways that help them.
- ✓ Most (85%) pupils say that their teacher gives helpful feedback to tell them how they are doing.

Sample of pupil comments on the sorts of learning and teaching that they find enjoyable and challenging in their class:

- ✓ Really good and it's really fun.
- ✓ Art, maths, free write, enterprise project.
- ✓ I love PE and I like time and money in maths.
- ✓ I like and enjoy art and science
- ✓ I like art because you can express yourself, I also like writing stories and PE.
- ✓ Maths, art, Chromebook writing and when we make a learning game.
- ✓ I like to write because it's fun even though I'm still practising.
- ✓ I enjoy working in groups doing practical work like science activities or crafting activities.
- ✓ I enjoy whole class lessons where we all work on the same thing but then split off into groups to complete the task.
- ✓ I enjoy independent work with the success criteria on the board.
- ✓ I enjoy working with technology.

Sample of pupil comments on the sorts of changes they would like to see to make the learning and teaching in our school even better:

- ✓ I like the learning and teaching.
- ✓ After every lesson it would be good for a 5 min cool off.
- ✓ Extra seats in class if you need some space and new bean bags.
- ✓ More work because I like working but I like it in this school.

- ✓ Nothing. It is already perfect.
- ✓ I think it would be good if we could do more learning games and educational work like geography, photography and maybe designing.
- ✓ More art ... it boosts creative mindset.
- ✓ I would like to have more resources to help me learn.
- ✓ Better use of outdoor spaces for outdoor learning, perhaps a rain shelter so we can still work outside even in the rain.
- ✓ More life skills work like mortgages, renting, bills and stuff, I find that really interesting.

Parent/carer views – Gathered from online parent survey (June 2024) and Profile Sharing feedback forms (term 4):

Parent/Carer Survey (School - 22 responses):

- ✓ Most parents/carers (86%) report that their child likes being at school.
- ✓ Most parents/carers (86%) report that staff treat their child fairly and with respect.
- ✓ Almost all parents/carers (91%) report that their child is safe at school.
- ✓ Most parents/carers (86%) report that the school helps their child to feel confident.
- ✓ Most parents/carers (86%) report that staff really know their child as an individual.
- ✓ Most parents/carers (68%) report that their child finds their learning activities hard enough.
- ✓ Most parents/carers (86%) report that their child receives the help they need to do well.
- ✓ Almost all (91%) parents/carers report that their child is encouraged to be healthy and take regular exercise.
- ✓ Most parents/carers (77%) report that the school supports their child's emotional wellbeing.
- ✓ Most parents/carers (86%) report that their child is making good progress at the school.
- ✓ Most parents/carers (82%) report that they receive helpful, regular feedback about how their child is learning and developing e.g. Dojo, informal feedback, parent contact meetings, report and learning profiles.
- ✓ Most parents/carers (82%) report that the information they receive about their child reaches them at the right time.
- ✓ Most parents/carers (64%) report that the school gives them advice on how to support their child's learning at home.
- ✓ Most parents/carers (55%) report that school organises where they and their child can learn together.
- ✓ Most parents/carers (64%) report that the school takes their views into account when making changes.
- ✓ Most parents/carers (77%) report that they feel comfortable approaching the school with questions, suggestions and/or a problem.
- ✓ Most parents/carers (82%) report that they are satisfied with the quality of teaching in the school.
- ✓ Most parents/carers (77%) report that the school is well led and managed.
- ✓ Most parents/carers (82%) report that the school encourages children to treat others with respect.
- ✓ Most parents/carers (86%) report that they would recommend the school to other parents/carers.
- ✓ Most parents/carers (72%) reported that overall, they are satisfied with the school.

Sample of parent/carer comments from school survey:

- ✓ Our child has been attending Coulhill for 3 years now and we couldn't be happier with the level of education and support he gets. The school is incredibly well run, his teachers have all been excellent, there is a really positive atmosphere, and most importantly, he is very happy to be there.

- ✓ I count my blessings every day that my child attends Coulhill. He has thrived with the school's support.
- ✓ All my children, p2 p4 p5, thoroughly enjoy school are happy and thriving in all aspects of their learning. The level of communication between myself and their teachers or any staff is amazing. The school is very welcoming whether its a virtual message on dojo or a phone call. The portfolio days I think are lovely and insightful to see what my child's learning and doing, seeing their environment creates conversations for us at home and I've been flabbergasted by my eldest maths work. So many events throughout the year creates a really family friendly community I definitely picked the best school for my children. Their enjoyment in school and their enjoyment in learning continues to flourish I feel because they are supported by an excellent school with caring staff.

Profile Sharing Feedback:

- ✓ Almost all parents/carers (100%) report that their child could share their profile with them.
- ✓ All parents/carers (100%) report that they enjoyed talking with their child about their learning journey.
- ✓ Almost all parents/carers (100%) report that they understood their child's targets.
- ✓ Almost all parents/carers (98%) report that their child was able to share their aspirations with them.

Sample of parent/carer comments from profile sharing events:

- ✓ I love coming and catching up with how my child is getting on and improving.
- ✓ Very happy with the progress our child has made at Coulhill. The change we have seen in him is amazing. Thank you. Thank you. Thank you.
- ✓ Both myself and my child enjoyed the experience of sharing their learning journey. I think overall this is a positive and useful event for schools to participate in. Thank you for the opportunity to do so.
- ✓ I am impressed with my child's confidence in his learning and being able to explain his targets and achievements.
- ✓ It was good to see my child's work and how well he is progressing.
- ✓ Very proud of how far my child has come. Keep up the good work!
- ✓ Excellent work all round.
- ✓ Lovely to see how well my child is getting on. Impressive maths work! Thank you.
- ✓ We are proud of our child and her work. She's doing brilliant. We will help at home with all three of her targets.
- ✓ Was great to see my child's progress and that he's meeting his targets. One emotional mum.
- ✓ I very much enjoyed looking at my child's work and how much he has improved through the year.

Parent/Carer Survey (ELC – 7 Responses):

- ✓ Most parents/carers (86%) report that their child likes being at this setting.
- ✓ All parents/carers (100%) report that staff treat their child fairly and with respect.
- ✓ Most parents/carers (86%) report that their child is safe at the setting.
- ✓ All parents/carers (100%) report that their child's behaviour is managed effectively.
- ✓ Most parents/carers (86%) report that the setting helps their child to feel confident.
- ✓ Most parents/carers (86%) report that they feel staff really know their child as an individual.
- ✓ All parents/carers (100%) report that the learning experiences their child has at the setting are at the right level for them.
- ✓ All parents/carers (100%) report their child's learning and development is well supported by staff in the setting.
- ✓ All parents/carers (100%) report their child is encouraged to be healthy and to be physical active.
- ✓ Most parents/carers (72%) report the setting supports their child's emotional wellbeing.

Aspiration Resilience Kindness Respect Empathy Acceptance

- ✓ All parents/carers (100%) report their child is making good progress at the setting.
- ✓ All parents/carers (100%) report they receive helpful, regular feedback about how their child is learning and developing e.g. informal feedback, reports and learning profiles.
- ✓ All parents/carers (100%) report the information they receive about how their child is learning and developing is shared with them when they request it.
- ✓ Most parents/carers (72%) report that the setting gives them ideas on how to support my child's learning at home.
- ✓ All parents/carers (100%) report that the setting organises activities where they and their child can learn together.
- ✓ Most parents/carers (57%) report that the setting takes their views into account when making changes.
- ✓ Most parents/carers (86%) report that they feel comfortable approaching the setting with questions, suggestion and/or a problem.
- ✓ Most parents/carers (72%) report that the setting is well led and managed.
- ✓ Most parents/carers (72%) report that the setting encourages children to treat others kindly and with respect.
- ✓ Most parents/carers (86%) report that they would recommend the setting to other parents.
- ✓ Most parents/carers (86%) report that overall, they are satisfied with the setting.

Sample of parent/carer comments from ELC Parent Survey:

- ✓ This nursery has been great for my child's development. She really enjoys her time at this setting and has learned a lot of valuable things that will aid her in her transition into school. The staff at this setting have been instrumental in aiding my child's learning and development. They have ensured she has felt safe and comfortable in their environment. I feel this setting has been a wonderful introduction for my child into education and will ensure that she will continue to develop in confidence. I would recommend this nursery to other parents looking for an excellent pre-school setting for their children.

Staff Views linked to ELC Improvement Priorities 2023/24 (Increasing Parental Engagement):

- ✓ Wednesday walks are good. Parents coming and enjoying coming out in the community with us.
- ✓ Teas and coffees after sports – very well attended. Lovely atmosphere.
- ✓ Children are generally settling quicker in the morning and parents seem positive about what is happening in Nursery. It was lovely to have the parents back in Nursery after sports day.
- ✓ Springfest crafts and event was well attended.
- ✓ Wednesday wanders provide more opportunities for parents to come into Nursery.
- ✓ Parent contact – all key group came in.

Capacity for continuous improvement

Comas airson leasachadh leantainneach

Using indicators from 'How Good is our School 4' together with learner, parent, carer, partner and community feedback we believe we have made the following progress this session:

	ELC	PRIMARY
QI 1.3 Leadership of change	Good	Good
QI 2.3 Learning, teaching and assessment	Satisfactory	Satisfactory
QI 3.1 Wellbeing, equality and inclusion	Satisfactory	Satisfactory
QI 3.2 Raising attainment and achievement/Securing children's progress	Satisfactory	Satisfactory

Our overall evaluation of our capacity for continuous improvement is:
We are confident in our capacity for continuous improvement.

Although attainment for children achieving milestones in literacy and numeracy have dropped this session, staff have a strong awareness of the rising learner needs and complexity of challenges and barriers to learning that children are facing. Staff have a robust understanding of class and whole school data which will continue to be used strategically to adapt our curriculum and learning, teaching and assessment approaches. This will further reduce inequities and overcome barriers to learning to increase attainment for all learners.

Key priorities for improvement planning

Prìomhachasan airson planadh airson leasachadh

- *Raising Attainment in Literacy (Response to CfE attainment data submitted in June 2024)*
- *Raising Attainment in Numeracy (Continuation from 2023/24 School Improvement Plan)*

Interdisciplinary Learning will be kept as an area of maintenance to support learning, teaching and assessment that is leading to progress, attainment and achievement for children from Nursery to Primary 7 next session.

Planning ahead

A' planadh air adhart

Full details of the school's 2024/25 improvement priorities and actions are detailed on the school improvement plan, which can be accessed on our website <https://coulhill.wordpress.com/> or by contacting the school office.