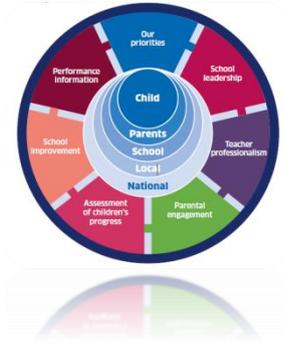


## Standards and Quality Report

**School/ELC Setting: Coulhill Primary School and Nursery**

**Head Teacher: Anna Meneely**

**Date submitted: September 2022**



### Context of the school:

Coulhill Primary School serves a large proportion of the Alness catchment area. The current role is 202 pupils, ranging from nursery to P7. We have an allocation of £94,325 from the Pupil Equity Fund. 79.2% of our families live in SIMD 1 and 2.

Coulhill has a Non-teaching Head Teacher, a Depute Head Teacher with responsibilities for half day school management and one day in ELC. There is one Principal Teacher who is our Digital Leader and also has a remit as strategic lead for Literacy Development. We have 9 classes with 19 children in ELC.

Coulhill is part of the Alness ASG, with planned meetings occurring regularly with other associated schools to ensure consistencies in provision within the area. Evaluative work from this session has identified priority collaborative work around the moderation of writing as well as the identification of monitoring and provision for children with additional support needs.

The school was inspected by HMIE in March 2019 with a follow-up visit in November 2021. As a consequence, a number of recommendations have been made which have formed the core of the SIP for this period. The inspection team indicated that they would be re-visiting the school around about November 2022.

### School Vision, Values and Aims:

The school Vision, Values and Aims (VVA) was finalised and shared with stakeholders in March 2020 (See posters attached). We are in the early stages of VVA to ensure that they continue to be the most relevant priorities for recovery for all of our learners following the pandemic as we continue with the journey to build back better.

Our vision and values for children and families at

## Coulhill Primary School and Nursery



## Strong roots for lifelong learning

OUR SCHOOL - OUR COMMUNITY - AND BEYOND



"Great oaks from little acorns grow"



Our aims for all learners at



## Coulhill Primary School and Nursery



Work with the community and families to create a safe and nurturing environment where children feel ready to learn.



Establish and maintain high, but realistic, standards and expectations for all, fostering a love of learning in both pupils and adults.



Provide the highest quality of learning and teaching across the curriculum, to equip learners with the knowledge, skills and attributes necessary for life and work in an ever-changing society.



Instill the importance of lifelong learning to ensure that everyone can achieve their full potential.



Encourage every child to have the confidence to believe they can achieve their dreams.

## **Summary of Standards and Quality Report/School Improvement Plan engagement process:**

Session 21/22 has been extremely unusual, with periods of class closures and remote learning affecting our provision. This has affected the way we would be normally engage with our school/ELC community about our Standards and Quality Report and School Improvement Plan. As a result, we will be developing our documents with less consultation than is usually the case. We plan to return to fuller consultation in session 22/23.

## **Review of School Improvement Work against the National Improvement Framework Priorities**

### **What we have done to close the attainment gap, to raise attainment, to improve health and wellbeing and to improve employability skills:**

In the past year we have mainly worked on improvement projects designed to help us to sustain learning in the context of the pandemic. Our School Improvement Plan for session 21/22 contains details of what we planned to do. We used various resources such as the Pupil Equity Fund to support attainment, health and wellbeing and to try to ensure the highest quality of learning and teaching, although at times that had to happen remotely. Continued periods of remote learning during session 20/21 in response to Covid-19 mean that these projects are still very much our highest priorities, and our work to evaluate their effectiveness in terms of outcomes for our school community will continue. In session 22/23, our main focus will therefore continue to be on two key areas:

- 1) Health and wellbeing
- 2) Learner Engagement

We may carry forward incomplete aspects of our 2021/22 Improvement Plan into our 2022/23 Improvement Plan if we have capacity to do so and next session we will be able to state more clearly what difference we have made with our projects.

## Q1 1.3

# Leadership of change

### Themes (HGIOS?4)

- Developing a shared vision, values and aims relevant to the school and its community
- Strategic planning for continuous improvement
- Implementing improvement and change

### Themes (HGIOELC?)

- Developing a shared vision, values and aims relevant to the ELC setting and its community
- Strategic planning for continuous improvement
- Implementing improvement and change

### Question 1

**How are we doing? What's working well for our learners? What are the features of effective practice in our school and ELC setting?**

- Strategies that we employ to translate our vision, values and aims (VVA) into daily practice within our school include: VVA posters being displayed in all classrooms and around the school; assemblies linked to values where possible with follow up class activities; Values are increasingly integrated within learning and teaching and strongly linked to children's rights. Children's rights are increasingly becoming the language of the school in supporting children achieve their full potential as learners and in their relationships, with all classes establishing Class Charters to guide and support classroom and school expectations.
- All staff within Coulhill Primary School and Nursery have a clear understanding of our collective strengths and areas for development with conclusions being drawn from a wide range of data and evidence with the inspection action plan regularly revisited and updated. Teachers have also been involved in moderating the variety of data generated e.g. PEF, SAC and Achievement of a Level (ACEL) data etc. These activities have guided moderation planning in numeracy and writing to deepen understanding of progression and achievement of a level at all stages. Next steps are identified and reviewed to ensure all work results in positive outcomes for learners.
- SIP is bespoke to Coulhill based on robust evidence and local knowledge in line with inspection recommendations. 2021/22 plans were based on recovery needs following the two periods of lockdown, with a strong focus in relationships, trauma sensitive approaches and embedding the literacy approaches adopted to ensure consistency across the school.
- To ensure further consistency in the delivery of high-quality teaching in numeracy across the school, teachers carried out peer observations as part of quality assurance activities.
- Early years practitioners all continue to undertake leadership roles to develop areas of the nursery which has led to further development of experiences within the curriculum. This was recognised in the latest Care Inspectorate Report
- More opportunities for children to be involved in leading change and learning in the school as the session progressed. The Pupil Council have had increased opportunities to represent their classes and return to regular face-to-face meetings. The House System with House Captains and Vice Captains also continued to develop – remits expanded. Further leadership roles re-established include P7 leaders/buddies, Bus stop buddies, Reading buddies
- At the end of the session all classes reflected on the Four Capacities and where they have had opportunities to develop these throughout the year. Personal achievements within the four capacities were celebrated with an end of year prizegiving for the whole school, where families were invited to share in these celebrations.

## Question 2

### How do we know? What evidence do we have of positive impact on our learners?

- Teachers and classes referring to VVA in discussion with pupils, which are displayed in all classrooms and nursery, is making the school values more visible within the attitudes and behaviours of most children at Coulhill
- House points have been a motivating factor in pupils' engagement with learning and living our school values.
- Pupil Council helping pupils to get their points of view heard – empowering pupils and pupil voice on driving priorities that they have identified eg the buddy bench.
- All staff are engaging with whole-school evaluation and improvement priorities across ELC and school.
- Realising the Ambition CPD in ELC is evident in the nursery environments and spaces developed.
- Regular attainment meetings with teachers to give staff confidence in monitoring and tracking attainment as well as identifying support required is leading to improvements – moderation of core areas to develop consistency in teacher judgement.
- Practitioners are beginning to think/ change approaches as a result of training e.g ACEs and Trauma, Positive Relationships etc. Staff are supporting one another as we move to becoming a more trauma sensitive school with a focus.
- Shared approaches developing the teaching of writing, numeracy and wrap around spelling. Children will benefit from teaching and learning activities in core areas from upskilled teachers.

## Question 3

### What could we do now? What actions would move us forward?

- Create a learning culture within our school. Ensuring more effective approaches to Professional Development and collegiate learning by linking professional review and development processes to school improvement priorities. Protecting collegiate time for staff to form supportive networks and working groups whereby they learn with and from each other.
- Teachers making use of up-to-date research/data from Scotland and beyond to inform their learning and developments.
- Staff at all levels involved in leading change across the school – empowerment at all levels.
- Supporting children to take responsibility for involvement in planning of learning experiences across the curriculum.
- Increasing opportunities for children to develop meta-cognition through profiling, target setting and a variety of pupil-led groups, developing resilience and confidence in our learners to lead their own and others' learning.
- Develop opportunities for parents and carers to be more involved in the life and work of the school and actively participating in school improvement.

Our current evaluation of this QI using the *How good is our school?* (4th edition) six-point scale – based on an incomplete analysis of our progress (because of the periods of remote learning). **SCHOOL**

satisfactory

Our current evaluation of this QI using the *How good is our early learning and childcare?* six-point scale – based on an incomplete analysis of our progress (because of the periods of remote learning). **ELC setting**

satisfactory

## Q1 2.3 Learning, teaching and assessment

### Themes (HGIOS?4)

- Learning and engagement
- Quality of teaching
- Effective use of assessment
- Planning, tracking and monitoring

### Themes (HGIOELC?)

- Learning and engagement
- Quality of interactions
- Effective use of assessment
- Planning, tracking and monitoring

### Question 1

**How are we doing? What's working well for our learners? What are the features of effective practice in our school and ELC setting?**

- Staff agreement developed as illustration of Quality Teaching and Quality Learner Experiences at Coulhill.
- Children's rights are becoming embedded across the school and are being used to support and nurture positive relationships, learning and the general ethos of the school.
- Our school values alongside consistency in teaching approaches promotes positive attitudes, engagement with learning, high expectations, confidence, resilience and independence to ensure children are becoming more clear on their strengths and next steps in learning.
- Growth Mindset, Compassionate Connected Classrooms and resilient Kids are an expectation within the planning of the Health and Wellbeing Curriculum.
- There are increased opportunities across for children to lead learning or take responsibility for their learning through increased pupil participation and pupil voice i.e. by selecting areas of interest to inform IDL planning, leading celebration days/ special events etc.
- Early Years Practitioners are responsive to the children's interests and adapt learning to suit.
- In nursery learning is child led, with high quality interactions between children and staff.
- The Nursery and Primary 1 classroom environments caters for a variety of play experiences
- Raising Awareness of the CfE Refreshed Narrative through activities with all learners - celebrating achievements through Pupil of the week and Prize Giving is encouraging our learners to develop understanding of achievement within the four capacities.
- To ensure consistency and coherence for learners we have agreed and implemented a range of teaching approaches across literacy and numeracy. Our Literacy overview continues to evolve to illustrate how Literacy is taught at Coulhill. Agreements formed of essential key principles to adopt from talk for Writing Approach.
- In nursery children are regularly setting and celebrating achievement of targets, which are shared with families.
- Care Inspectorate Report identified strengths in responsive planning within ELC
- In almost all classes children are using peer and self-assessment regularly in their learning.
- Almost all learners and staff have increased knowledge of digital technologies and potential to enhance learning as a result of remote learning. Google classroom is still being used regularly as a tool to support and deliver learning and teaching in some classes.
- To ensure that all learners experience activities which are varied, differentiated, active and provide effective support and challenge; achievement of a level (ACEL) judgements are carried out termly to track where all children are within their learning pathway. Identification of interventions and monitoring impact to provide appropriate support and challenge for all learners.
- Being a data rich school we have spent time on training and moderating data. Teachers work hard to make use of the wide range of assessment tools and evidence to inform planning and support the improvement of children's learning and progress.

## Question 2

### How do we know? What evidence do we have of positive impact on our learners?

- Most children are engaged in lessons – classroom observations show pupils are able to talk about their learning, differentiation is evident in pupils work
- Google classroom is being used effectively in P5-7 classes to support and enhance learning
- Children use Chromebooks to aid learning and develop digital skills
- Almost all children are settled across the school - able to articulate emotions and opinions and developing in resilience
- Most children can talk about their learning - strengths and next steps. This is evident while talking to children during classroom observations - Children are beginning to recognise progress and where they are in their learning
- All children have understanding of, and opportunities to discuss the wellbeing indicators - Evident in classroom and nursery routines, termly revision of wellbeing wheels etc.
- Children's rights are becoming the language of the school to ensure all children feel happy, safe and able to achieve at school
- Revised calendars of assessment and tracking for literacy and numeracy in place - Tracking shows incremental improvements towards closing the poverty related attainment gap. Greater focus on maximizing teaching and learning time with more use of formative diagnostic assessment
- Staff have increased confidence to talk about data; how it informs their planning and identify evidence to show impact – supports and challenge required discussed at termly progress/attainment meetings
- In some areas of the school and nursery, planning responsive to children's ideas and interest has ensured that children are more engaged with learning

## Question 3

### What could we do now? What actions would move us forward?

- Engagement with education Scotland's Young Leaders of Learning Programme to ensure authentic opportunities for learners to play an active role in the school and wider community and regularly take on leadership roles, including leading learning.
- Revision of planning formats to ensure they are proportionate and manageable while clearly identifying the skills to be developed and assessed.
- Improve use of digital technologies to enhance learning.
- Further moderation with support of Attainment Advisor to agree range of evidence required to support achievement of a level judgements and improve shared understanding.
- Development of assessment policy to reflect recommendations of the EEF publication, Moving Forwards, making a difference: A planning guide for schools 2022-23

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satisfactory

Our current evaluation of this QI using the *How good is our early learning and childcare?* six-point scale – based on an incomplete analysis of our progress (because of the periods of remote learning). **ELC setting**

satisfactory

## Q1 3.1

# Ensuring wellbeing, equality and inclusion

### Themes (HGIOS?4)

- Wellbeing
- Fulfilment of statutory duties
- Inclusion and equality

### Themes (HGIOELC)

- Wellbeing
- Fulfilment of statutory duties
- Inclusion and equality

### Question 1

**How are we doing? What's working well for our learners? What are the features of effective practice in our school and ELC setting?**

- All staff across school and nursery have a good understanding of families and their needs and respond sensitively. HT delivers Child protection Training annually to all staff.
- Partner agencies identified to support children and families as required, such as Care and protection, Community Support workers, School Nursing Team, Health Visitor etc.
- Child's plans are updated regularly and staff work well with outside agencies.
- Children are involved in child's plans process as far as possible and views sought.
- Children feel confident to share personal and sensitive aspects of their lives.
- Teaching staff know and understand GIRFEC, the wellbeing indicators, and the United Nations Convention on the Rights of the Child and their importance in supporting our children at Coulhill Primary and Nursery.
- All classes have devised class charters which focus on children's rights – working towards a Bronze award as a Rights Respecting School.
- We have an inclusive ethos and learning environment.
- All staff are aware of local and national documents and guidance, such as Promoting Positive Relationships, UNCRC legislation in Scotland, Realising the Ambition, Being Me etc.
- To ensure an ethos and culture of inclusion, participation and positive relationships across the whole school community, additional training has continued to be a priority in supporting all staff in understanding and effectively implementing trauma sensitive approaches to meet the changing social and emotional needs identified post-lockdown e.g. De-escalation and Zone of Regulation.
- Almost all staff have deepened their understanding of ACES, Trauma and Attachment training which has further supported staff to have a better understanding of the reasons behind behaviours and support them to co-regulate accordingly.
- All staff and children confidently discuss and use the wellbeing indicators to support the overall wellbeing and progress in a responsive way to the changing needs of all of our children and families.
- Pupil Equity Fund evaluations of interventions show incremental improvements in identified targets in order to improve attainment for learners facing barriers to learning.
- Professional dialogue during attainment meetings now has a focus on evidence to show the impact of interventions in place for individuals and groups.
- Nursery and Some classes developing systems to regularly communicate progress in learning and achievements with families
- Partnership with Scottish Counselling Service to support upper primary children where appropriate.
- Children in the upper classes are knowledgeable about equalities and inclusion and feel able to challenge discriminations and intolerance.
- Mikey's Line Youth Ambassadors appointed within P7 class. Introductory workshops with Mikey's line delivered from P1-7. Planned sessions for families.
- Very good progress made in the development of the outdoor space and environment in nursery, offering free flow between indoor and outdoor play experiences.
- Staff working at all stages gaining confidence to deliver outdoor learning to enhance learning experiences for children which benefit their wellbeing. PRD delivered for teaching staff – to be developed further.
- Regular House Competitions to promote wellbeing and sense of community.
- P2/3 class led whole school assembly on for World Cultural Diversity Day – Families were invited to attend.
- Incidents of bullying recorded and monitored.

## Question 2

### How do we know? What evidence do we have of positive impact on our learners?

- All staff up to date with Child Protection Training and implement this skillfully to support learners wishing to disclose sensitive information
- Staff more aware of nurture targets being the priority for certain children - resulting more positive relationships
- Promoting Positive Relationships policy has been created and shared with whole school community – created in partnership with pupils and staff
- Rights charters in every classroom – created and agreed by pupils
- Children know and are able to articulate where they are within the well-being indicators, supported by opportunities for daily emotional check-ins and wellbeing wheels.
- Whole school awareness of Mental Health as equal priority to physical health of all and techniques/approaches to support this
- Pupil voice represented across the school through election of Pupil Council and House/Vice captains

## Question 3

### What could we do now? What actions would move us forward?

- Begin accreditation process with Rights Respecting Schools Award
- Working with Mikey's Line to promote and support Mental Health and wellbeing – children, families and staff.
- Introduction of Well-being Resource, My Happy Mind, from P1-7
- Whole school focus on Equalities and Diversity including policy development and Pupils working group.
- Increased opportunities for pupil voice using HGIO OURS, establishing pupil leadership groups in line with improvement priorities identified
- Further develop outdoor areas and learning opportunities for P1-7
- Develop whole school guidance/policy on communication with parents/families to gain consistent approach

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satisfactory

Our current evaluation of this QI using the *How good is our early learning and childcare?* six-point scale – based on an incomplete analysis of our progress (because of the periods of remote learning). **ELC setting**

satisfactory

**Add more rows if you have more than one school (e.g. 3-18 settings).**

## Q1 3.2

# Raising attainment and achievement/ Ensuring children's progress

### Themes (HGIOS?4)

- Attainment in literacy and numeracy
- Attainment over time
- Overall quality of learners' achievement
- Equity for all learners

### Themes (HGIOELC?)

- Progress in communication, early language, mathematics, health and wellbeing
- Children's progress over time
- Overall quality of children's achievement
- Ensuring equity for all children

### Question 1

#### How are we doing? What's working well for our learners? What are the features of effective practice in our school and ELC setting?

- Teachers all use a range of assessment evidence, data and observations to inform Achievement of a level (ACEL) judgements e.g. ACEL, SNSA, Summative/formative assessment etc. – supported by moderation activities.
- Termly planning and attainment meetings have ensured that progress towards achievement of a level is being tracked. Data overviews provided to all teachers which inform future planning and points of transition.
- Use of benchmarks to assess end of level.
- Moderation activities built into collegiate calendar.
- More focused identification of children not on target to achieve a level to be supported through PEF interventions.
- Progress in Developmental overviews of nursery children is tracked and monitored.
- All staff work well with partner agencies and the wider community as required to support children and families and improve outcomes.
- Attainment meetings have introduced a focus to monitor children requiring challenge or capable of being stretched in their learning - identifying interventions to ensure they achieve their full potential.
- Teachers are making predictions as to when children can be expected to achieve milestone levels and identifying supports/challenges in place for children to predicted to achieve milestones earlier/later than expected.
- Consistent approaches to the teaching of literacy have been introduced across the school, i.e. wrap around spelling, talk for writing, comprehension strategies etc.
- New resource bought in to support with consistency and delivery of breadth of experiences across numeracy and mathematics from P1-7.
- Early years practitioners apply strategies approaches to support children to build vocabulary that helps them best explain their thinking and understanding. These include Words up, rhyme of the week, story time etc.
- Early Years Practitioners refer to Highland early level literacy and numeracy progressions to inform written observations and track children's achievements.
- EAL literacy development being regularly supported for nursery children through Teddy Talk programme with PSA
- The four capacities were revised with all learners in term four to evaluate where they have had opportunities to develop these capacities and opportunities that they would like in the future.
- Prizegiving to celebrate learners' achievements within the four capacities.
- Nursery children's progress is consistently evidenced in profiles, which include wellbeing achievements.
- Re-launch of pupil-profiling with introduction of 'Super 6 skills' to support learners' to identify progress and set target in learning.
- End of session hand over meetings to ensure progression across classes/stages

### Question 2

#### How do we know? What evidence do we have of positive impact on our learners?

- Increased opportunities for wider achievements through regular planned House Competitions and partnerships with Active Schools.
- Improved identification of children and planning of targeted interventions for children requiring support and challenge.

- Baseline assessments in place for literacy and numeracy to allow staff to track children’s progress over time and identify target groups that require support
- New Coulhill progression frameworks introduced – broken down by sub-level e.g. F\*, F\*\* etc.
- Pupil of the week and weekly certificate winners are celebrated at assembly and invited for regular Hot Chocolate Friday events with HT – build confidence and celebrate success
- EYPs complete and regularly update N4 and N5 developmental overviews

**2021-22 improvements in Achievement of a level data:**

- **Listening and Talking:** 22% increase in P1 children achieving Early Level this session, 18% Increase in P4 children now on track and achieved first level, 69.1% increase in P7 children now on track and achieved second level.
- **Reading:** 38% increase in P1 children achieving Early Level this session, 12% increase in P4 children now on track and achieved first level, 79% of P7 children now on track and achieved second level.
- **Writing:** 21% increase in P1 children achieving Early Level, 8% increase in P4 children now on track and achieved first level, 60.6% increase in P7 children now on track and achieved second level.
- **Literacy Overall:** 34% increase in P1 children achieving Early Level, 29.8% increase in P7 children now on track and achieved second level.
- **Numeracy:** 8% increase in P1 children achieving Early Level, 24% increase in P4 children now on track and achieved first level, 13.4% increase in P7 children now on track and achieved second level.

**Question 3**

**What could we do now? What actions would move us forward?**

- Pupil engagement with HGIOS
- Continued identification of moderation needs for literacy and numeracy from analysis of ACEL and SNSA data – school and ASG level. Using newly shared skills progressions alongside benchmarks to support.
- Tracking system to illustrate attainment over time for children with identified needs and those living in poverty
- Incorporation of career-education standards, Developing the Young Workforce, and Children’s Rights across the curriculum where possible.
- Regular planned outdoor learning opportunities to ensure sustainability of teacher PRD and PEF investment from last session
- Re-introduction of profile sharing and open events for families.
- Increase range of opportunities and experiences through planning for House competitions to cater to wider interests and strengths of pupils
- Identify manageable tracking and monitoring procedures for wider achievements of children
- 

**Our current evaluation of this QI using the *How good is our school?* (4th edition) six-point scale – based on an incomplete analysis of our progress (because of the periods of remote learning). **SCHOOL****

**satisfactory**

**Our current evaluation of this QI using the *How good is our early learning and childcare?* six-point scale – based on an incomplete analysis of our progress (because of the periods of remote learning). **ELC setting****

**satisfactory**

# KEY THEME

## from QI 2.2

### Curriculum

#### Theme 3 (HGIOS?4)

- Learning pathways

#### Theme 3 (HGIOELC?)

- Learning and development pathways

#### Question 1

**How are we doing? What's working well for our learners? What are the features of effective practice in our school and ELC setting?**

- All staff and partners have ambitious yet realistic expectations around levels of attainment and achievement for all learners.
- All staff have engaged in activities to identify the unique features of the school community that can enhance the delivery of the curriculum and learning experiences for all learners.
- Children's rights and wellbeing are becoming the language of relationships and learning across the school.
- Staff are aware of learner entitlements and development of the four capacities and our development needs within this.
- All staff take responsibility for developing core areas literacy, numeracy and health and wellbeing.
- EYPs take responsibility for developing core areas within different play areas of the nursery.
- Highland Progressions are referred to alongside school planning with a focus on skills development being considered alongside this. Teachers plan coherent learning experiences in numeracy and maths from the Highland Numeracy Progression document, which incorporates skills progression and benchmarks.
- Literacy and Numeracy curriculum strengthened through development of literacy overview of approaches to be delivered at Coulhill as well as introduction of new numeracy and maths resource for use alongside Highland Numeracy Progression.
- Ensuring balance of literacy and numeracy experiences on offer daily.
- Consistency in planning and delivery of Health and wellbeing curriculum enhanced through implementation of consistent use of whole school resources such as new Highland Council PSE Curriculum Overview, RSHP, Compassionate Connected Classrooms, Resilient Kids, etc.
- Planning ensures flexible learning pathways for all children to support and challenge learners expected to achieve milestone leavers earlier/later than expected.
- Planning includes yearly overview of coverage – teachers encouraged to complete termly evaluations of progress of planned learning
- Staff have continued to develop a shared understanding of what progression looks like within levels.
- Children in all classes and nursery are involved in planning and are experiencing opportunities for personalisation and choice.
- All staff have had opportunities to develop skills in delivering outdoor learning opportunities to support learner engagement.
- Profiling is in place for all children to track strengths and next steps as they progress through the curriculum.
- Opportunities for parents to engage in learning through communication platform, Clad Dojo – to be moved to seeSaw

#### Question 2

**How do we know? What evidence do we have of positive impact on our learners?**

- All staff and partners understand the context of the school well (SIMD, social challenges etc.)
- Staff have very good knowledge of families and the community.
- Nurturing/trauma sensitive approaches strengthening across the school supports with learner engagement
- Strong focus on wellbeing across the school and nursery has led to most children feeling more settled and heard.
- Whole school planning formats in use and tracking of progress within the curriculum. Information shared with new teachers to support transitions ensures continued pace of learning and progression.

- Improved consistency in teaching approaches across the school ensure continuity and consistency for children across stages.
- Pupils contribute to planning of IDL through whole school format – pupil voice and leading learning
- Learning in nursery is very much child led by the children's interests, the use of floor books ensures that their voice is involved in the planning
- Developmental overviews are being used to track progress
- Nursery staff regularly evaluate and review children's profiles
- There are many opportunities for children to engage in literacy and numeracy activities across the setting
- Children across the school can discuss aspirations
- Aspirations are encouraged when careers are related to learning activities
- DYW work started in some classes

### **Question 3**

#### **What could we do now? What actions would move us forward?**

- All stakeholder contributing to ensure everyone understands what we are trying to achieve for learners through the Coulhill Curriculum.
- All stakeholders recognising how the unique features of the school community inform the curriculum design and utilising these to ensure engaging and meaningful learning opportunities for learners.
- Collegiate time protected for professional learning and collegiate work to develop the curriculum and consider impact for learners.
- Begin to formalise improvements in curriculum design as a Rationale, developing remaining curricular
- SLT providing clear strategic direction through manageable and ambitious long-term plan.
- Agree/finalise progressive skills pathways across all areas of the curriculum - technologies
- Strong focus on Careers Education to develop childrens' awareness of a wide range of careers and the skills required for them; challenging gender stereotypes.
- Devise clear staff vision and rationale for curriculum at Coulhill.

# KEY THEME

## from Q1 2.7

### Partnerships

#### Theme 3 (HG10S?4)

- Impact on learners (focus on parental engagement)

#### Theme 3 (HG10ELC?)

- Impact on children and families (focus on parental engagement)

#### Question 1

**How are we doing? What's working well for our learners? What are the features of effective practice in our school and ELC setting?**

- Our partnerships are firmly based on our shared vision, values and aims for learners at Coulhill.
- Engagement with parents has continued via digital/virtual communication and surveys.
- Response rates to evaluation questionnaires etc. increased with use of Google Forms in some areas, providing parents with opportunities to express their views.
- The new Promoting Positive relationships Policy was shared with parents, with a Google Form issued to encourage feedback.
- All parents and carers are fairly represented by the Parent Council and any views or complaints are recorded, monitored and acted upon in an effective and timely manner, with support from our Education Officer as appropriate.
- Parent Council chair provided positive feedback regarding engagement and school improvement, particularly during lockdown.
- Strong partnerships with other agencies and wider school community ensures a joint and holistic approach to supporting families e.g. Health Visiting Team, SALT, OT, School Nursing Team, Social Work, Children's Support workers, Citizens Advice, etc. All of which share high levels of commitment to ensure improved outcomes for learners.
- Strong links with Alness Academy staff to support transitions and facilities on offer through the new Flexible Learning Academy for children experiencing significant challenges and barriers to accessing the curriculum
- Very strong partnerships with Active Schools to provide opportunities for wider achievement both in and out of school.
- Partnerships were developed this session with Community Champions to develop a program of learning linked to DYW for Primary 7 pupils.
- Staff and professional partners share skills, knowledge and experience. This session all staff were encouraged to engage with ACES and trauma, Promoting Positive Relationships, De-escalation and equalities and Diversity training delivered by partner agencies.
- During periods of remote learning, teachers provided live daily check-ins and teaching to help families support children with home learning and wellbeing.
- The parent council is very active and supportive, despite interruptions to it's composition this session - they provided various activities and treats throughout the session to enrich children's experiences whilst COVID measures remained in place.
- Pupil Council wrote letters to local businesses to support with children's improvement priorities
- Parents invited to share learning through pupil led assemblies, with informal teas/coffees provided

#### Question 2

**How do we know? What evidence do we have of positive impact on our learners?**

- Where concerns arise around children and families, supports/provisions are identified and sought timeously – strong partnerships and working relationships with other agencies
- SFM, Child's Plan meetings, core groups etc. held regularly and provide opportunities for discussion
- Strengthened relationships with parents and open-door policy enables more families to feel able to approach school where they are facing challenges or have concerns.
- Attainment of children requiring support is closely monitored with interventions identified appropriately e.g. nurture, curriculum supports etc.

- Individualised learning pathways, and in some cases elaborated curriculums, for children requiring flexible pathways and alternative opportunities to develop skills for learning, life and work to begin their journey towards securing sustainable positive destinations.
- Very supportive ASG, working closely together to share and discuss ideas

### **Question 3**

#### **What could we do now? What actions would move us forward?**

- Provide families with “You said, we did” format to evidence that their views are listened to and taken on board.
- Involvement of all partners in developing our curriculum rationale and learning pathways that take into account key features of the local community.
- Develop communication with parents/carers policy/guidance to ensure consistency and focus on promoting positive relationships
- Find ways to engage parents in meaningful ways in areas of school improvement and the general life of the school.
- Consider ways to rebuild and strengthen partnership working as schools resume to further normality following COVID
- Provide workshops/family learning events and information meetings for parents to help them become more involved/engaged with children’s learning