

STANDARDS AND QUALITY REPORT

2022/23



COULHILL PRIMARY SCHOOL AND NURSERY
HIGHLAND COUNCIL | COULPARK, ALNESS, IV17 0RD

Introduction: Local and National Context

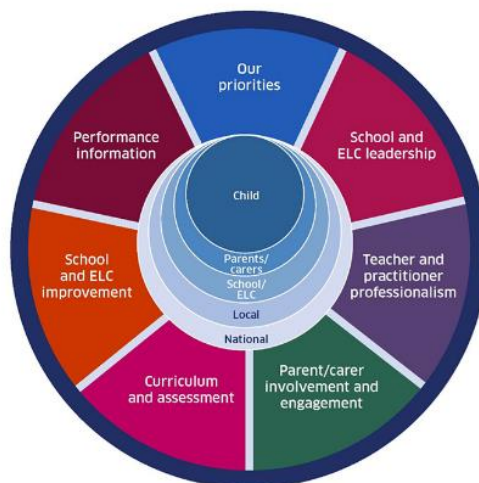
Ro-ràdh: Co-theacsa Ionadail agus Nàiseanta

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%	91% - 99%	76% - 90%	51% - 75%	16% - 50%	Up to 15%

We are pleased to present our Standards and Quality Report for Session 2022-23. 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

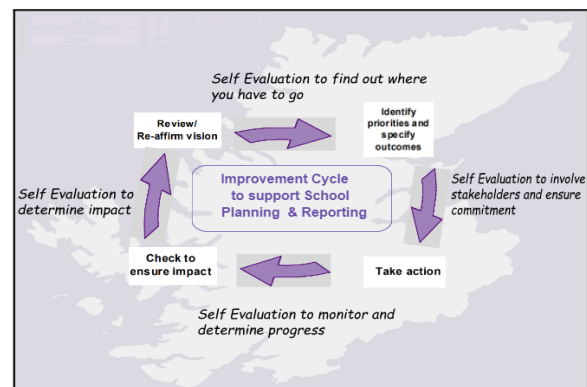
Looking to others for new ideas that challenge our practice and support continuous improvement allows us to learn from what works and what doesn't. This includes practice in other schools, learning communities and learning from educational research.

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-òigridh daonnan a' faicinn na Gàidhealtachd mar dhachaigh.

Anna Meneely
Head Teacher
Coulhill Primary School and 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 86.83%		Average Class Size 20.8		Meeting PE Target Target Met				
Pupil Numbers 187 (+ 28 Nursery)		Teacher Numbers 11.9		Pupil Teacher Ratio 15.7				
N4 1.86%	N5 10.23%	P1 11.63%	P2 12.56%	P3 11.16%	P4 13.95%	P5 12.56%	P6 12.56%	P7 12.56%
SIMD Q1¹ 3.2%	SIMD Q2 74.33%	SIMD Q3 XX%	SIMD Q4 17.65%	SIMD Q5 2.14%	Unknown 2.68%			
ASN² 39.57%	No ASN 60.43%	FSM³ 39.57%	No FSM 60.43%	EAL⁴ 29.92%	No EAL 80.08%			

2022/23 Proportions of pupils achieving Curriculum for Excellence Levels (P1, P4, P7 combined):

Reading	Writing	Listening and talking	Numeracy
Majority	Majority	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 187 children attending the school and 28 children in nursery, ranging from N3 - P7. P3 - 7 classes are taught in single stage classes, with one multi-stage composite class in P1/2. This session, Pupil Equity Fund money was used to provide an additional teacher to split our large Primary 4 class into 2 classes. There is a separate nursery for 3 and 4 year olds.

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

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

Overall, attainment across the school in literacy and English and numeracy and mathematics is satisfactory. The majority of children achieve appropriate CfE levels in 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.

School vision, values and aims

Lèirsinn, luachan agus amasan na sgoile

The infographic is divided into two main sections on a light blue background. The left section is titled 'Our vision and values for children and families at Coulhill Primary School and Nursery'. It features a central heart-shaped graphic containing a tree and a landscape. Surrounding the heart are six acorn icons, each with a value written on it: Aspiration, Resilience, Kindness, Respect, Empathy, and Acceptance. Below the heart, the text reads 'Strong roots for lifelong learning' and 'OUR SCHOOL - OUR COMMUNITY - AND BEYOND'. At the bottom, there is a quote: 'Great oaks from little acorns grow' flanked by two acorn icons. The right section is titled 'Our aims for all learners at Coulhill Primary School and Nursery'. It lists five aims, each preceded by an acorn icon: 1. Work with the community and families to create a safe and nurturing environment where children feel ready to learn. 2. Establish and maintain high, but realistic, standards and expectations for all, fostering a love of learning in both pupils and adults. 3. 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. 4. Instill the importance of lifelong learning to ensure that everyone can achieve their full potential. 5. Encourage every child to have the confidence to believe they can achieve their dreams.

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:

Learner Engagement

Purpose:

To ensure the provision of engaging learning activities that are motivating and engaging to all children, and improve consistency in pedagogy and approaches in the delivery of learning and teaching to support progress in attainment and further narrow the attainment gap.

Progress:

- ✓ Recent inspection visit in January 2023 identified strong progress in this area since the original inspection.
- ✓ Across the primary stages, staff worked collaboratively to identify and agree key features of quality teaching and quality learner experiences. A helpful resource has been created summarising key points.
- ✓ Quality Assurance calendars are in place and senior leaders undertake processes to monitor practice across the nursery and primary, e.g., observations of teaching and learning, work sampling, profile monitoring and planning monitoring.
- ✓ New planning documents have been implemented which ensure pupils learning and skills development is planned progressively for whole class, groups and individuals across the curriculum.
- ✓ With support from the Literacy development Officer, staff confidence has been further developed ensuring consistency in the delivery of Highland Literacy approaches; Phonics, wrap Around Spelling and talk for Writing.

Impact:

- ✓ The impact of the inspection visit was sign off from the inspection process, with no further visits required.
- ✓ The majority of classroom observations show that there are more consistent approaches to teaching and learning across the school.
- ✓ The majority of teachers report that reaching a school agreement on the key features of Quality Teaching and Quality Learning Experiences has led to these becoming embedded within their classroom practice.
- ✓ In most lessons, staff provide a clear structure to lessons. This includes outlining the purpose of learning and identifying measures of success that children can use.
- ✓ Monitoring of forward plans shows progressive planning for skills at all stages, especially in Literacy and Numeracy.
- ✓ There is a consistent approach to planning with all staff. Differentiation is clear for individuals and groups
- ✓ The majority of teachers are more confident in the delivery of Highland Literacy approaches.
- ✓ Almost all children in P4-7 have seen an increase in spelling age of 87% in Schonell Spelling Assessments. On average, children's spelling age has increased by 1 year 4 months.

- ✓ All teachers took part in collegiate activities to further develop the use of Assessment for Learning approaches, differentiation and feedback.
- ✓ All teachers took part in collegiate sessions to consider of the implementation of Highland Council's Literacy for All resources. Staff reflected on the school context and needs for the future in supporting children with persistent literacy difficulties
- ✓ Enterprise in Education collegiate session was provided for staff to further develop the development of skills for learning, life and work within the context of interdisciplinary learning.
- ✓ New Digital Lead in place – collegiate session provided on guidance and resources to support the use of digital technologies to enhance learning experiences.
- ✓ Pupil Profiling has been refreshed and relaunched across the primary stages, with families invited into school for profiling sharing events with their children. This has improved parental engagement with learning
- ✓ In the nursery, practitioners have continued to develop their knowledge and skills in early pedagogy, resulting in positive learning experiences for children.
- ✓ In the nursery, practitioners use self-evaluation floor books well to reflect on learning experiences and consider next steps.
- ✓ The majority of teachers are using an increased range of Assessment for Learning approaches to support professional judgements and identify next steps for learners. Teachers give children effective feedback on their work. Teachers also provide valuable opportunities for children to reflect on their own learning during and after lessons.
- ✓ Every teacher selected a child to trial and case study an intervention within the Literacy for all Resource.
- ✓ Successes and impact of chosen interventions were shared with colleagues at collegiate session.
- ✓ Class teachers undertook peer observations to see the interventions in action – peer feedback provided.
- ✓ All children participated in a whole school enterprise project to set up a business and create a product for sale at our Christmas Fair. The majority of children had opportunities to make links to financial education within this.
- ✓ The majority of teachers comment on the positive impact their improved approaches to learning through digital technologies has on children's levels of engagement.
- ✓ During collegiate sessions and professional discussions, staff share good practice with each other regularly.
- ✓ Children are now more able to discuss their strengths and areas for development
- ✓ Children recognise the value of talking about their learning, saying it supports them to do their best work.
- ✓ The majority of children are confident that their work challenges them to do their best.
- ✓ Practitioners use skilled questioning increasingly to support and extend children's learning.
- ✓ In nursery, most children re engaged in their learning across the indoor and outdoor environment.

Next steps:

Aspiration Resilience Kindness Respect Empathy Acceptance

- Developing a progressive curriculum which equips our children with the knowledge, skills, values and attributes that are required for the 21st Century.
- Embed interdisciplinary learning approaches, utilising our local community, to promote the development of skills for learning, life and work; learning for sustainability; and digital literacy.
- Further develop confidence around supporting children with persistent literacy difficulties through use of Literacy for all Resource.
- Further develop confidence and consistency in delivering Highland Numeracy approaches, including financial education, to raise attainment in numeracy and narrow the attainment gap.
- Senior leaders will continue to identify opportunities for staff to share good practice that will further improve teaching and learning experiences for children, and lead to improved outcomes.
- Revive opportunities to visit other nursery and primary settings, following the disruption because of COVID-19.

School Priority:

Health and wellbeing

Purpose:

To develop a shared understanding of wellbeing and the dignity of every individual through focus on:

- Positive relationships across the school community, founded on a climate of respect within a strong sense of community, shared values and high expectations.
- Every child considered as an individual within their own needs, risks and rights.
- Children as more active participants in discussions and decisions about school improvements with increased opportunities to lead areas of interest to them.

Progress:

- ✓ Recent inspection visit in January 2023 identified strong progress in this area since the original inspection.

Impact:

- ✓ A calm, supportive and nurturing environment, supported by positive relationships, are key features within the school and nursery. Across the school, children are making positive progress towards developing their understanding of wellbeing. They are also developing an awareness of what they can do to improve their wellbeing.
- ✓ Most children recognise that having time to 'check in' emotionally, helps them to feel settled in class, including through the use of self-regulation strategies.
- ✓ Children value the time staff take to talk to them and ask them how they are feeling. During the recent inspection, they spoke articulately about how adults in school, and school partners, help support their emotional wellbeing.
- ✓ In the nursery, through caring interactions from practitioners, there is an inclusive ethos and practitioners work well together to support the individual needs of all learners.

- ✓ Practitioners in the nursery use the language of wellbeing indicators daily.
- ✓ Equalities and Diversity training took place for all staff. Teachers directed to materials to support teaching and learning with children.
- ✓ All primary classes established class charters with children based on the articles within the United Nations Convention on the Rights of the Child.
- ✓ Collegiate activity for nursery, teaching, and support staff on Rights Respecting Schools linked to Anti-Bullying Week and the #Listen Up campaign.
- ✓ RRS Action Plan for Silver Award collated in collaboration with all staff – submitted for recognition as Rights Committed School (Bronze Award).
- ✓ All primary staff, including support staff received collegiate sessions on restorative approaches and a resources providing support language to be used during restorative conversations and printable activities to use with children.
- ✓ Children in the nursery are developing an understanding of the wellbeing indicators. They know what they need to do to keep themselves safe and healthy.
- ✓ Through collegiate sessions, staff across the nursery and primary stages have a deeper understanding of wellbeing, equality and inclusion.
- ✓ Some classes are linking Equalities and Diversity to the broad general curriculum. Children at second level are engaging with the Compassionate and Connected Classroom resources
- ✓ The majority of children report that school helps them to understand and respect other people and their differences.
- ✓ Classroom charters are routinely used to support discussions around relationships, learning and conflict resolution.
- ✓ Children are developing an awareness of conflict, and most can identify resolutions and solutions with support from staff.
- ✓ Pupil steering group established to help lead on our Rights Respecting Schools (RRS) Journey.
- ✓ Pupil group administered pupil questionnaires for RRSA; analysed data and identified next steps.
- ✓ Children are becoming more active participants in discussions and decisions about school improvements. For example, through opportunities to lead learning through pupil groups including the pupil council and Rights Respecting Group
- ✓ Children report enjoying opportunities to work on leadership groups and are proud of their achievements.
- ✓ A few staff are more confident in leading restorative approaches
- ✓ P2-6 classes led whole school assemblies, each showcasing one of our school values and how these look in action.
- ✓ Most children demonstrate empathy and care for others.
- ✓ Pupil views?
- ✓ Staff views?

Next steps:

- Revise the Promoting Positive Relationships Policy with all staff. Continue to strengthen approaches to wellbeing to ensure that all children feel respected, responsible and included.
- Continue to explore approaches to reinforcing aspects of wellbeing collectively with children, e.g. through assemblies.
- Working on action plan towards achievement of Silver Rights Respecting Schools Award.
- Focus on Social and Emotional Learning Across the School. Roll out of My Happy Mind Resource across the school.
- Continue to encourage opportunities for staff leadership roles linked to school improvement priorities.
- Continue to create meaningful opportunities for children to lead school improvement across the nursery and primary stages.

Progress and impact of Pupil Equity Fund

Adhartas agus buaidh Maoin Cothromas Sgoilearan

Provisions by additional 2.0FTE teachers supported progress with:

Emerging Literacy – Phonological Awareness:

Target: P1/2 will increase scores by 3+ when retested. Targeted pupils in P3-7 will increase scores by 1+ when retested

Outcome:

- ✓ Most P1/2 children (86%) achieved target of increased score of 3+. Majority (73%) exceeded target.
- ✓ Average increase in score of 6 for P1/2 children achieving target
- ✓ Majority (59%) of P3-7 pupils achieved target of increased score of 1+. A few (39%) children exceeded target.
- ✓ Average increase in score of 2 for P1/2 children achieving target

Schonnel Spelling Age Assessments (P4-7):

Target: Spelling age to increase by 3+ months (39/43 children – 90.7%)

Outcome:

- ✓ Most children (89%) achieved target of increased spelling age of 3+ months – the majority of children exceeded the target
- ✓ Average increase of 1 year 6 months for children achieving target

ACEL – Listening and Talking

Target: Learners listening and talking sub-level will increase by 1+ (51/91 children – 56%)

Outcome:

- ✓ Most children (88%) achieved target of increase in CfE sub-level by 1+. A few children exceeded target.

ACEL – Reading

Target: Learners reading sub-level will increase by 1+ (66/91 children – 72.5%)

Outcome:

- ✓ Majority of children (77%) achieved target of increase in CfE sub-level by 1+. A few children exceeded target.

ACEL – Writing

Target: Learners writing sub-level will increase by 1+ (68/91 children – 74.7%)

Outcome:

- ✓ Majority of children (72%) achieved target of increase in CfE sub-level by 1+. A few children exceeded target.

ACEL – Numeracy

Target: Learners listening and talking sub-level will increase by 1+ (65/91 children – 71.4%)

Outcome:

- ✓ Most children (80%) achieved target of increase in CfE sub-level by 1+. A few children exceeded target.

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

Nurture – Learner progress towards nurture targets (individually defined)

- ✓ Nurture support re-established through Family Link Worker Roll, Dec 2022). Nurture targets identified through Boxall Profiles and supportive interventions carried out.
- ✓ Majority of children (52%) achieved all of their nurture targets which secured positive impact on engagement with learning, attainment and achievement.
- ✓ Less than half of children (42%) made some progress towards nurture targets which also had positive impact on engagement and progress towards attainment and achievement.

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) – 49/91 children (53.8%)

- ✓ 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/CSWs

Outcome:

- ✓ All 49 children identified were below 80% attendance and in the red group
- ✓ 35% of the children achieved the target outcome of increasing attendance to over 80%, placing them in the amber group
- ✓ 78% of children in the target group increased attendance – average attendance increase was 5.5%
- ✓ 89.4% average attendance for whole school at end of May 2023 – increase of 5.5% from December 2022

Aspiration Resilience Kindness Respect Empathy Acceptance

Additional supports provided by FLW role:

- ✓ MFR Mission Christmas applications and deliveries of gifts to families in need
- ✓ Securing food parcels for families
- ✓ Securing crisis grant for 3 families (buying food vouchers, paying gas and electricity bills)
- ✓ Sharing details of available supports with parents via communication platforms for families in need of financial supports
- ✓ Securing free tickets to Eden Court for children with no previous opportunity to have the experience of attending a pantomime
- ✓ Regular 'check ins' with identified pupils
- ✓ Soft start in mornings to support children with high levels of anxiety about school attendance
- ✓ Links with local community partners, such as 'The Place' and the West End Hall. This secured additional funding for families to support with the cost-of-living crisis, food parcels and slow cookers for families
- ✓ Sourcing clothing/school uniform for children, and giving families in need donations of clothes and shoes
- ✓ Sourcing and collecting donations for Christmas fayre
- ✓ Referrals to Young Carers (3 children)
- ✓ Accessing Bereavement support - Crocus
- ✓ Liaising with professional partners to support with safeguarding concerns, e.g. Social Work

Wider achievements

Coileanaidhean nas fharsaingne

- Gardening After School Club for children for P4-5 (Terms 1 – 4)
- Tennis After School Club
- Dance After School Club
- Dodgeball lunch time activities in partnership with Active Schools (P5-7)
- Lunch time singing club for P4-7 (Term 4)
- A number of ASG football competitions for P4-7 children (Term 4)
- Some children had opportunities to compete in the Ross-shire Cross Country Competitions (P4-7)
- Participation in Ross-shire County Sports
- Sports Day
- Young Leaders (P7)
- Community Champions (P7)
- Pupil Council
- House Captains and Vice captains
- Mikey's Line Youth Champions
- YMI – Brass, Violin, Chanter
- Whole school performance in Christmas Concert
- Whole school Christmas Fair – setting up and running a business
- Class assemblies
- Profile sharing – sharing progress with learning and targets with families
- P7 Residential – developing positive relationships and skills within the CfE four capacities

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 linked to SIP 2022-23 priorities (P4-7 pupils): response rate - 73%

Theme 1 – Our Relationships:

- ✓ Most children (84%) report that we demonstrate our school values through our relationships and actions
- ✓ Most children (79%) report that our school is welcoming, and everyone feels that they belong here. All pupils have opportunities to make friends and feel part of a group
- ✓ Majority of children (73%) report that everyone is treated fairly and with respect
- ✓ Almost all children (94%) report that our staff are caring and help them to feel safe at school
- ✓ Majority of children (74%) report that they feel happy, safe, respected and included within our school community
- ✓ Almost all children (96%) report that children's rights are important in our school
- ✓ Most children (78%) report that staff have high expectations for behaviour in school. Everyone shows respect to each other
- ✓ Majority of children (73%) report that their learning helps them to build positive relationships and to discuss their feelings and emotions
- ✓ Almost all children (99%) report that they are encouraged to take responsibility for their own actions and relationships. They are expected to consider how their actions affect other people

Theme 2 – Our Learning and Teaching:

- ✓ Almost all children (94%) report that they are developing skills and attitudes that help them take responsibility for their own learning
- ✓ Most children (88%) report that everyone in our school understands that we all have the right to learn and achieve
- ✓ Majority of children (72%) report that in our school, learning is challenging and enjoyable
- ✓ Most children (79%) report that teachers involve them in planning what and how they learn. They get to make choices about their learning
- ✓ Most children (88%) report that learning is differentiated to meet their needs. It isn't always the same task for everyone in class
- ✓ Almost all children (91%) report that they are able to talk confidently about the skills that they are developing and are encouraged to set targets that help them improve
- ✓ Most children (85%) report that they get helpful feedback about their work
- ✓ Almost all children (99%) report that their learning is helping them to develop strong literacy and numeracy skills
- ✓ Majority of children (75%) report that they have regular options to use ICT to help them develop their digital literacy skills

Teacher Views – Gathered from Standards and Quality 2022-23 online survey linked to SIP priorities: Response Rate – 64%

Project 1 – Learner Engagement:

- ✓ Most teachers (88%) report that implementation of new planning documents has ensured learning is planned progressively for all pupils
- ✓ Most teachers (88%) report that the school agreement on features of Quality Teaching and Quality Learning Experiences is embedded within their classroom practice
- ✓ Majority of teachers (75%) report that they are confident in delivering the Wrap Around Phonics/Spelling approaches and that this is embedded within their practice

- ✓ All teachers (100%) report that they regularly use Assessment for Learning approaches within their class to support ongoing assessment and next steps in learning for whole class, groups and individuals
- ✓ Majority of teachers (75%) report that they confidently and effectively use digital technologies to enhance learning for pupils

Project 2 – Health and wellbeing:

- ✓ Most teachers (88%) report that they have a strong understanding of equality, diversity and inclusion
- ✓ Most teachers (88%) report that they understand how to ensure their classroom resources are diverse and inclusive
- ✓ Most teachers (88%) report that they feel their classroom is an inclusive environment that meets the needs of all learners
- ✓ All teachers (100%) report that they are familiar with the United Nations Convention on the Rights of the Child and where this fits within our promoting Positive Relationships Policy
- ✓ All teachers (100%) report that learners in their class contributed to the development of their class charter, and that this is regularly referred to in supporting attitudes to learning and behaviour
- ✓ Most teachers (88%) report that children in their class have a strong understanding of their rights and responsibilities
- ✓ The majority (63%) report that learners across the school have regular opportunities to develop their leadership roles to support school improvements

Parent/carer views – Gathered from HMI parent survey (January 2023) and Profile Sharing feedback forms (term 2 and term 4):

Parent/Carer Survey:

- ✓ Most parents/carers (79%) report that their child likes being at school
- ✓ Most parents/carers (84%) report that staff treat their child fairly and with respect
- ✓ Most parents/carers (79%) report that their child is safe at school
- ✓ Most parents/carers (84%) report that the school helps their child to feel confident
- ✓ Most parents/carers (89%) report that staff really know their child as an individual
- ✓ Most parents/carers (84%) report that their child finds their learning activities hard enough
- ✓ Most parents/carers (79%) report that their child receives the help they need to do well
- ✓ Most parents/carers (84%) report that the school supports their child's emotional wellbeing
- ✓ Most parents/carers (89%) report that they feel comfortable approaching school with questions, suggestions and/or a problem

Profile Sharing Feedback:

- ✓ Almost all parents/carers (99%) 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 (99%) report that they understood their child's targets
- ✓ Almost all parents/carers (99%) report that their child was able to share their aspirations with them
 - ✓ Thank you for allowing us to come in to see their learning and their school environment
 - ✓ We are very proud of our child. They are enjoying learning lots of new things and they enjoy school
 - ✓ I really enjoy being able to see my child's work and progress. They were so happy showing me
 - ✓ It was fantastic being able to come into my child's class and see their work. They are very proud of themselves, as am I. They love school. Thank you.
 - ✓ It was lovely to see my child so happy and relaxed with sharing their achievements
 - ✓ I am very happy with how well my child is progressing in school and their work in class
 - ✓ Happy with my child's progress. Their learning is brilliant
 - ✓ I really enjoyed seeing my child's progress and hearing about their learning goals
 - ✓ Very impressed
 - ✓ My child is really enjoying their learning journey and we are both very pleased with their work
 - ✓ We are pleased with the work done so far. Also we are happy with how much our child has grown in confidence. A credit to the teacher.

Aspiration Resilience Kindness Respect Empathy Acceptance

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.

The further visit from Education Scotland, HM Inspectors, in January 2023 indicated strong progress since the original inspection in March 2019, with *"key areas for improvement being driven forward at an appropriate pace. Staff, children, parents and partners across the nursery and primary are now involved in driving forward improvements. Clear plans are in place to continue with improvements."*

The updated letter for parents and carers following this visit can be accessed by following the link:

<https://education.gov.scot/media/sf5bxhy4/coulhillpsv1010222.pdf>

Key priorities for improvement planning

Prìomhachasan airson planadh airson leasachadh

- Interdisciplinary learning, incorporating DYW
- Numeracy and Maths , incorporating Financial Education

Planning ahead

A' planadh air adhart

Full details of the school's 2023/24 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