



# STANDARDS AND QUALITY REPORT AITHISG INBHEAN IS CÀILEACHD

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**2024-2025**

## **Coulhill Primary School & Nursery**



*Aspiration Resilience Kindness Respect Empathy Acceptance*

# 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 91%	75% - 90%	50% - 74%	15% - 49%	Up to 15%

We are pleased to present our Standards and Quality Report for Session 2024-25. This report 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 what we do. 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

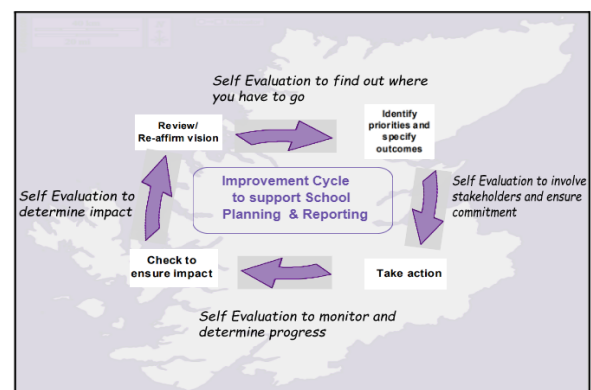
Looking to others for new ideas that challenge our practice and support continuous improvement allows us to learn from what works and what doesn't. This includes practice in other schools, learning communities and learning from educational research.

### 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 & Nursery

## School Profile

### Pròifil na Sgoile

The following information can be found on [Parentzone Scotland](https://parentzone.scot.nhs.uk/). 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**  
**88%**

**Average Class Size**  
**21**

**Meeting PE Target**  
**Target Met**

**Pupil Numbers (inc nursery)**  
**166 (+32 nursery)**

**Teacher Numbers**  
**8**

**Pupil Teacher Ratio**  
**21**

**N4**  
**38%**

**N5**  
**62%**

**P1**  
**7%**

**P2**  
**20%**

**P3**  
**13%**

**P4**  
**13%**

**P5**  
**13%**

**P6**  
**15%**

**P7**  
**19%**

**SIMD Q1<sup>1</sup>**  
**76%**

**SIMD Q2**  
**23%**

**SIMD Q3**  
**1%**

**SIMD Q4**  
**N/A**

**SIMD Q5**  
**N/A**

**Unknown**  
**N/A**

**ASN<sup>2</sup>**  
**34%**

**No ASN**  
**66%**

**FSM<sup>3</sup>**  
**39%**

**No FSM**  
**61%**

**EAL<sup>4</sup>**  
**13%**

**No EAL**  
**87%**

2024/25 Proportions of pupils achieving Curriculum for Excellence Levels (P1, P4, P7 combined):

**Reading**

Most

**Writing**

Majority

**Listening and  
talking**

Most

**Numeracy**

Majority

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 166 children attending the school and 32 children in nursery, ranging from N3 - P7. All classes are taught in single stage classes, with two Primary 2 classes. This session, Pupil Equity Fund money was used to provide an additional teacher to split our large Primary 2 cohort 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 2 deputy headteachers, who share this role, and a principal teacher. The deputy headteachers each have a different remit, the first with responsibility for management of the nursery, and the second supporting leadership and management across the school.

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 of literacy and numeracy and, across the school, a

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

<sup>2</sup> ASN – Additional Support Needs

<sup>3</sup> FSM – Free school meal entitlement

<sup>4</sup> EAL – English as an additional language



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 an increase in the numbers of children achieving milestone levels in writing and numeracy at Primary 1, Primary 4 and Primary 7 this session.

Overall children are making the following progress:

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

## School vision, values and aims

### Lèirsinn, luachan agus amasan na sgoile

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.

## 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 in Literacy

##### Purpose:

- ACEL data in literacy highlighted a drop in attainment in reading and writing in June 2024.
- Ensure consistency in the teaching and learning approaches to support progress in reading and writing from early to second level.
- The staff profile has changed since Highland Literacy training and approaches were initially delivered.

##### Progress:

- ✓ Raising attainment in literacy target to increase by 6% exceeded.
- ✓ Revised Literacy policies implemented in August 2024 covering reading and various aspects of writing, with guidance for learning and teaching from early to second level.
- ✓ Moderated and agreed May 2025.
- ✓ Progress within guidance for the delivery of IDL completed last session was reviewed in August 2024, with whole school planning to develop further through Reading Schools journey towards Core Award.
- ✓ All classes experiencing IDL linked to novels/stories.
- ✓ Reading Champions from P1 – P7 leading change.
- ✓ Highland Literacy Reading training attended by all teachers appropriate to CfE levels of children within respective classes.

##### Impact:

- ✓ P1, P4, P7 Attainment: Majority (66%) of P1, P4 and P7 pupils achieved milestone levels securing Literacy Overall.
- ✓ Increase of 19% from June 2024 attainment.
- ✓ Majority (60%) of P1 – P7 achieving appropriate levels in Literacy Overall.
- ✓ Increase of 9%
- ✓ Consistency in children experiencing literacy lessons delivered through learning and teaching that follows agreed Coulhill Overview approaches and policies evident through quality assurance work, e.g. planning monitoring, lesson observations and work sampling.
- ✓ Core Reading Schools Award achieved in May 2025:
  - Reading for enjoyment raised across the school – with children in all classes sharing recommendations. Celebrated and recognised through awarding of certificates.
  - All classes led assemblies to share learning around IDL topics linked to novels/stories. Families invited to attend (Parent/carers views included in stakeholder views section).
  - 'Exemplary evidence' for delivery of IDL through novels/stories indicated by Reading Schools verifier.
- ✓ Analysis and comparison between start and end of project, Confidence in Teaching Reading, surveys demonstrate that the majority of teachers now feel confident/very confident in

- ✓ Review of Comprehension Resources and the Highland Epic Eight.
- ✓ Collegiate time provided for staff to explore reading resources within the Highland Literacy Roadmap to identify and plan universal and targeted interventions to support learners.
- ✓ Highland Literacy Writing training attended by all staff appropriate to CfE levels of children within respective classes.
- ✓ Coulhill approaches to teaching reading and writing reviewed with all staff, linked to Talk for Writing, revised policies and school planning overviews.
- teaching all areas of reading. This is an improvement of 33%
- ✓ Survey results show that a few teachers that had reported feeling only somewhat confident in teaching some areas of reading, now feel confident or very confident in all areas.
- ✓ Further training needs identified by individual teachers within end of project survey – primarily Planning for Change in Reading.
- ✓ Quality assurance work such as planning monitoring, lesson observations, work sampling and professional dialogue during attainment meetings demonstrates improved consistency in the teaching of reading, with increased focus on identifying gaps in learning with appropriate interventions planned to support learners' needs.
- ✓ Impact evident in increased reading attainment across the school (+12%)
- ✓ Analysis and comparison between start and end of project, Confidence in Teaching Writing, surveys demonstrate that the majority of teachers now feel confident/very confident in teaching all areas of writing.
- ✓ Survey results show that a few teachers that had reported feeling only somewhat confident in teaching some areas of writing, have increased in confidence in a few areas, but still feel only somewhat confident in a few areas.
- ✓ Further training needs identified by individual teachers within end of project survey – primarily Planning for Change in Writing, and Grammar.
- ✓ Quality assurance work such as planning monitoring, lesson observations, work sampling and professional dialogue during attainment meetings demonstrates improved consistency in the teaching of writing with increased focus on identifying gaps in learning with appropriate interventions planned to support learners' needs.
- ✓ Impact evident in increasing writing attainment majority of classes, in line with Highland Council Targets.
- ✓ Use of Highland End of Year Targets being used by teachers to identify gaps in learning and identify interventions prior to attainment meetings to secure further progress towards closing the poverty related attainment gap for learners within literacy.

- ✓ Primary 4 and Primary 6 teachers participated in the National Improving Writing programme Training, using the 'Writing Bundle' to improve the teaching and learning of writing with learners, and tracking/measuring progress using quality improvement tools.
- ✓ Teachers participating report increased confidence in teaching writing delivering this approach, which fits well with the agreed Coulhill Approach to teaching writing.
- ✓ Children at all levels have progressed in writing following this approach, with the attainment gap narrowed for most lower attaining children.
- ✓ ACCEL judgements on achievement of a level demonstrate a combined increase of 7% in writing attainment for P4 and P6. Target to achieve next milestone level by June 2028 (including borderline to achieve learners) 74%. This is a further potential increase of 8%.
- ✓ This has impacted significantly on children achieving literacy overall – with 66% achieved/on track to achieve. An increase in 14% since June 2024 for both classes combined.
- ✓ Target to achieve next milestone level in all areas of literacy, 72% (including borderline to achieve learners).
- ✓ Moderation of writing attended by all teachers.
- ✓ Increased confidence using benchmarks to assess progress in writing.
- ✓ Professional dialogue has enhanced the shared understanding of what achievement of writing looks like within and across CfE levels across the school.
- ✓ Key strengths in gathering a range of evidence agreed, with teachers identifying next steps appropriate to their own professional development and class needs.
- ✓ Good progress was made in this area.

#### Next steps:

- ★ All teachers to undertake National Improving Writing Programme training next session, delivering the Writing Bundle from Primary 1 to 7 to further support attainment in writing across the school.
- ★ Working towards the Silver Reading Schools Award – further embedding the teaching of literacy through IDL to support all learners to access all areas of the curriculum and achieve success.
- ★ Increase opportunities for quality learner participation and pupil voice to develop improvement priorities and review impact.
- ★ Ensure revised policies and literacy approaches are embedded and progress this session sustained. Revised Assessment Calendar to be implemented in support of this.
- ★ Ongoing quality assurance work to monitor progress.
- ★ Further development and use of Quality Improvement tools to support tracking of progress and achievement within other areas of literacy, e.g. reading.

School Priority:

### Raising Attainment in Numeracy

#### Purpose:

- Continuation of 2023/24 Plan to ensure sustainability.
- 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.

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- Further scrutiny of ACEL data, alongside SNSA and SOFA needed to identify current gaps and potential barriers to progress and achievement.
- Approaches and agreements on guidance and progressive planning documents need to be in place to ensure consistency in the teaching, learning and assessment in Numeracy, with support from Numeracy Development Officer.

#### **Progress:**

- ✓ Raising attainment in literacy target to increase by 6% exceeded.
- ✓ All teachers attended various Highland Numeracy trainings led by Numeracy Support Officer throughout the session:
  - Group Diagnostic Assessments
  - Planning for Numeracy (Using results from diagnostic assessments, planning for next steps and introduction to ideas for learning and teaching across each week.
  - Number Sprinkles (Suggesting potential approaches to planning to ensure Numeracy Benchmarks are being Covered across a level and ideas on how links can be made between areas of Numeracy & Maths to support learner progress and achievement.
- ✓ Collegiate sessions to analyse SNSA and SOFA results – identifying common strengths and areas for development across the school.
- ✓ Moderation planned as a result of data analysis – all classes delivering sequence of lessons to develop learner confidence and success in problem solving questions, with collegiate moderation of the teaching and learning process and progress. Session attended/supported by Numeracy Support Officer and Collaborative Lead Officer.

#### **Impact:**

- ✓ P1, P4, P7 Attainment: Majority (70%) of P1, P4 and P7 pupils achieved milestone levels within numeracy.
- ✓ Increase of 19% from June 2024 attainment.
- ✓ Majority (71%) of P1 – P7 achieving appropriate levels in Literacy Overall.
- ✓ Increase of 14%
- ✓ Numeracy End of Project Survey responses indicate that the majority of teachers feel confident or very confident in their teaching of numeracy. Qualitative comments from staff when asked how activities this session have impacted on their teaching practice include:
  - ✓ “They have helped me gain confidence.”
  - ✓ “They have streamlined my numeracy teaching practice”
  - ✓ “Activities with materials is always more fun. The fun makes the difference.”
  - ✓ Addition of some ideas to use in class, reflection on previous learning and training, sourcing other useful training for self are all adding to my current teaching practice.”
  - ✓ “I have worked to develop numeracy discussions in my class, despite some reluctance from many children earlier in the year. I have used the open-ended questions and starter tasks, and lots of challenges have helped to support children make progress.”
- ✓ Professional dialogue during analysis of class and comparison as whole school data clearly identified strengths and areas to develop to support gaps in learning across the school.
- ✓ Classroom observations in term 3 all evidenced good or very good practice in delivering relevant and challenging experiences to develop children’s confidence in solving word problems, including multi-step problems for children at the middle-upper stages, supporting the agreed area for whole school focus as a result of data analysis.
- ✓ Strong professional dialogue at all stages during moderation meeting to evaluate evidence of progress in this area and agree CfE levels that children are working at. Good

- ✓ Numeracy Support Officer modelling open-ended story problems within all classes – sharing ideas and good practice with teachers.
- ✓ All teachers attended two Young Enterprise Scotland, Scotland's Financial Schools sessions – delivered by Gillian Darroch, Scotland's Financial Schools Project Manager.
  - Session 1: Introducing Financial Education Across the Curriculum (Primary). Designed to support teachers to support teachers build their confidence in delivering financial education learning experiences to ensure learners are equipped with appropriate financial skills.
  - Session 2: embedding Financial Education through IDL (Primary)
- ✓ shared understanding emerging of what attainment in numeracy looks like at each level.
- ✓ Very good range of evidence gathered and shared with colleagues in a few classes.
- ✓ Sessions well received by all teachers, with positive professional dialogue during collegiate sessions to consider impact and how teachers feel they could employ approaches within their class.
- ✓ Implementation of approaches observed within all classes during quality assurance work with very good learner engagement.
- ✓ Sessions supported sustainability of progress made last session. All teachers felt that resources and approaches shared were useful, with implementation of approaches evident within planning for a few classes in term 4.
- ✓ This is identified as an area for ongoing development as part of school improvement work next session.
- ✓ All teachers received certification for their attendance at sessions, and are recognised as Financial Champions.



- ✓ Use of Highland End of Year Targets being used by teachers to identify gaps in learning and identify interventions prior to attainment meetings to secure further progress towards closing the poverty related attainment gap for learners within numeracy.
- ✓ Impact evident in increased numeracy attainment data across the school, along with progress towards narrowing the attainment gap for most lower attaining children.
- ✓ Good progress was made in this area.

#### Next steps:

- ★ Numeracy policy to be developed and agreed.
- ★ Further development of numeracy through the delivery of IDL and play-based approaches across the school, with a focus on STEM subjects to ensure children's achievement in numeracy supports learner to access and achieve success across the curriculum.
- ★ Increase opportunities for quality learner participation and pupil voice to develop improvement priorities and review impact.
- ★ Sustainability of progress this session to be ensured with time allocated to the collegiate calendar to review ongoing progress.
- ★ Ongoing quality assurance work to monitor progress.
- ★ Development of Quality Improvement tools to support tracking of progress and achievement within numeracy.

#### School Priority:

### ELC – Securing Progress in Literacy

#### Purpose:

- Literacy data in Primary 1 for children achieving Early Level Literacy was lower for June 2024 than in previous years.
- A need for consistency in approaches between ELC and primary 1 to support transitions.
- ELC staffing has changed since Highland Emerging Literacy approaches were initially delivered.

#### Progress:

- ✓ Review, development and agreement of planning formats that support the delivery of quality learning experiences (responsive and intentional)

#### Impact:

- ✓ Agreed planning format is in place and being implemented for intentional and responsive planning. Practitioners using whole school Coulhill planners (early to second level) to support planning, observations and identifying next steps. Highland Literacy progressions are being used for tracking.
- ✓ Reviewed planning in June 2025 due to new staff joining the team. Practitioners felt it would be beneficial to revisit this. Amendments made to planning – area for next steps to be recorded to ensure progression is shown on planning.
- ✓ Evaluations being numbered in floor book and linked back to planner to ensure all evaluations recorded are relevant to intentional and responsive plan.
- ✓ Interactions with children being recorded around the nursery feed into planning for the

following week/ fortnight. Needs identified from developmental overviews and literacy trackers being incorporated into intentional planning.

- ✓ Literacy Stay and Play sessions providing family learning opportunities linked to Literacy (Reading Schools IDL focus).
- ✓ IDL work around the Gruffalo shared with Reading Schools Lead which contributed to evidence that supported achievement of the Core Reading Award.
- ✓ 58% parents attended Literacy Stay Play and Learn.
- ✓ Literacy focus for every topic with book and rhyme of the week.
- ✓ Together time reintroduced – 90% of children now engaging and joining in with stories, songs and rhymes.
- ✓ Calendar of regular meetings established with ELC Practitioners and P1 Teacher to support progress towards achievement of E\*\* for N5 children by June 2025 and Transition into P1.
- ✓ All practitioners all have improved shared understanding of attainment of children within literacy and identify gaps in learning.
- ✓ Primary 1 teacher involved in transition meeting with Nursery since term 2.
- ✓ All practitioners completed Tracking and Monitoring training at the start of session.
- ✓ Practitioners more confident to make clear judgements of where children are within their level.
- ✓ All practitioners feel that the trackers are useful and informative. N4 children's trackers will be continued next session to show progress.
- ✓ N5 attainment in November 2024 - 57.8% predicted to achieve Early level by the end of Primary 1.
- ✓ N5 attainment in June 2025 – 73.6% predicted to achieve Early level by the end of Primary 1. Increase of 16%
- ✓ Literacy attainment and developmental overviews shared and analysed with EYPs and P1 teacher. This is supporting transition.
- ✓ Evidence captured through quality assurance work, such as planning monitoring, profile monitoring, attainment meetings etc. evidence impact.
- ✓ Good progress made in this area.

#### **Next steps:**

- ★ Nursery involvement in whole school improvement project, developing numeracy skills through STEM opportunities. Family learning – stay, play and learn sessions linked to SIP.
- ★ Tracking numeracy attainment of learners to support progress and transition into P1.
- ★ Looking outwards – Identifying good practice: Visits to other settings.

# Progress and impact of Pupil Equity Fund

## Adhartas agus buaidh Maoin Cothromas Sgoilearan

Employment of additional Class Teacher continued to reduce class sizes for new P1 and Large P2 Cohort, to increase literacy and numeracy attainment by the end of P1 and to support P2 learners that had not achieved early level milestone in literacy and numeracy by June 2024 to achieve.

### ***Emerging Literacy-Phonological Awareness:***

Target: Targeted learners from P2 cohort (12 pupils) will increase by 3+ when retested in May/June 2025

Outcome:

- ★ Majority (58%) achieved target.
- ★ Average score increase for targeted learners +4.
- ★ A few of targeted learners now secure in all areas of phonological awareness.

### ***ACEL- Progress with Listening & Talking***

Target: P2 cohort not achieved early level by June 2024 will have achieved by May 2025.

Outcome:

- ★ Majority (70%) achieved target.
- ★ Majority (57%) of targeted learners now on track – predicted to achieve first level by the end of P4.
- ★ 43% predicted as borderline to achieve first level by the end of P4.
- ★ 17% increase in number of children in overall P2 cohort on track to achieve next milestone level.
- ★ Overall P2 cohort (including borderline) predicted to achieve first level in listening & talking by the end of P4: Most - 88% (increase of 36%).

### ***ACEL- Progress with Reading***

Target: P2 cohort not achieved early level by June 2024 will have achieved by May 2025.

Outcome:

- ★ Majority (73%) achieved target.
- ★ 40% of targeted learners now on track – predicted to achieve first level by the end of P4.
- ★ 30% predicted as borderline to achieve first level by the end of P4.
- ★ Overall P2 cohort (including borderline) predicted to achieve first level in Reading by the end of P4: Most - 79% (Increase of 26%).

### ***ACEL- Progress with Writing***

Target: P2 cohort not achieved early level by June 2024 will have achieved by May 2025.

Outcome:

- ★ Majority (73%) achieved target.
- ★ Majority (55%) of targeted learners now on track – predicted to achieve first level by the end of P4
- ★ 18% predicted as borderline to achieve first level by the end of P4
- ★ 9% increase in number of children in overall P2 cohort on track to achieve next milestone level.
- ★ Target children (including borderline) to achieve first level in Writing by the end of P4: Majority (71%) (Increase of 24%)

### ***ACEL- Progress with Literacy Overall***

- ★ Overall P2 cohort (including borderline) predicted to achieve first level for literacy overall by the end of P4: Majority - 71% (Increase of 24%).

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## ACEL- Progress with Numeracy

Target: P2 cohort not achieved early level by June 2024 will have achieved May 2025.

Outcome:

- ★ Most (79%) achieved target.
- ★ Majority (64%) of targeted learners now on track – predicted to achieve first level by the end of P4
- ★ 14% predicted as borderline to achieve first level by the end of P4
- ★ 27% increase in number of children in overall P2 cohort on track to achieve next milestone level.
- ★ Overall P2 cohort (including borderline) predicted to achieve first level in Numeracy by the end of P4:  
Most - 74% (Increase of 33%)

## Wider achievements Coileanaidhean nas fharsainghe

Opportunities for Wider Achievements sought throughout the year

- ★ **Leadership opportunities:**
  - Reading Champions – Reading Schools Lead. Core Reading Schools Award achieved May 2025
  - Pupil Profiling Group – responsible for developing and launching new digital profiles and supporting P4 – P7 classes.
  - Pupil Council – Leadership of Change/Pupil Voice
  - House/Vice Captains – School Ambassadors, Rights Respecting Schools/Promoting Positive Relationships lead
- ★ **Sports:**
  - Weekly Ross County Football sessions – all classes (P1-7)
  - P5 Weekly swimming lessons
  - Lunch time and after school activities – Tennis (P1-3), Cross-Country (P4-7), Football (P4-7), Netball
  - P2-3 Dodgeball lunch time activities – Active Schools Partnership
  - P4-7 Dodgeball lunch time activities – Active Schools Partnership
  - Ross-Shire Swimming Gala (P4 -P7)
  - Competing in Ross-shire Schools competitions - Cross Country, football, County Sports etc.
  - Competing in local ASG football and rugby competitions
  - Sports Day – Tug of War: Tom Stoltman, World's Strongest Man, against winning House





★ **Expressive Arts:**

- Weekly Art Club (P6) – Preparing artwork to contribute to school and community events
- Singing Club (P4-7) – weekly lunch time club with opportunities to perform at whole school events
- YMI & Strings (P4-7) – opportunities to perform at whole school events
- YMI – Feid Rois
- P3 Kodaly Music Sessions
- Community Carol Singing (P1 – P7)
- Coulhill's Got Talent – Whole school talent competition and community show (P1-7)

★ **Other areas:**

- P7 Residential – developing positive relationships and skills within the CfE 4 Capacities
- P6 and P7 Newton Room Visits
- P6 Working with Aigas Outdoor Centre in local woods
- P7 Community Champions
- Young Writers Award (P5)
- Profile Sharing – sharing progress towards learning targets with families. Pupil of the Week and Wider Achievement Certificates awarded at fortnightly assemblies

★ **Wider Achievement Awards Ceremony** held annually in June 2025 to celebrate participation and success in a wide variety of achievements, with families invited to attend.

★ **Prize Giving held in June 2025** held annually to recognise and celebrate success and progress towards achievement of the CfE 4 Capacities and pupil contributions through various leadership roles, with families invited to attend.

## Comments from learners, families, stakeholders and staff

### Beachdan bho luchd-ionnsachaidh, teaghlaichean, luchd-ùidhe is luchd-obrach

#### Comments from Learners:

All pupils from P1 to P7 participated in whole school assemblies, surveys and class discussions to gather their views around two key themes: Our Relationships and Our Learning and Teaching.

In Primary 1 to 3 classes, Most children strongly agreed that all aspects of relationships and learning are good, and that they enjoy a positive experience at school. A sample of learner comments to discussion questions asked of all children include:

#### What are the best things about your class? What sorts of learning do you enjoy in your class?

★ Primary 1:

- "I like jumpstart Johnny."
- "I like to do work - letters."
- "Reading, because I'm a Reading Champion."
- "Shaving cream letters"
- "The Nurture Room"

- ★ Primary 2:
  - "Being nice to teachers"
  - "Phonics"
  - "Choosing writing"
  - "Everything! PE, Art, Topic, 2 times table, assembly!"
- ★ Primary 3:
  - "That we get to learn and get nice friends."
  - "Free Writing"
  - "Literacy"
  - "The teachers" (Emily, P3)

#### **Our class would be even better if...**

- ★ Primary 1:
  - "Sell lemonade and have a lemonade stand"
  - "If we could be quiet when working"
- ★ Primary 2:
  - "We help our friends to learn."
  - "Doing sentences."
  - "New books"
- ★ Primary 3:
  - "If we work together, so we could get a new friend and work with them"
  - "When your hand gets sore from writing, you could get a book from the Rainbow Room, then go back to your writing when your hand gets better."
  - "When it's quiet you can think better"

#### **What do you know about how our school takes care of you and keeps you safe?**

- ★ Primary 1:
  - "If we hurt someone and teachers see, they know and tell you what to do."
  - "Teacher and Mrs Meneely and whole class keep you safe."
  - "Know to tell teacher and be kind."
  - "Play nicely and don't hit or shout out, be kind."
- ★ Primary 2:
  - "Locking the gates"
  - "The teachers come running if someone hurts you."
  - "We are learning important stuff - don't talk to strangers."
  - "The school gives us snacks."
- ★ Primary 3:
  - "PSAs keep you safe from anything."
  - "They don't let people hurt you, but if they do, they get in trouble."

#### **Are there things that make you feel unsafe at school?**

- ★ Primary 1:
  - "When you tell lies too often, nobody will believe you."
  - "Flooding the bathroom"
- ★ Primary 2:
  - "Escaping"
  - "Glass"
  - "Fighting"
  - "Some people being unkind."
  - "Stones, in case we trip."
- ★ Primary 3:
  - "Sticks and stones because someone might throw them at us."
  - "Bullies and wind. Sometimes I feel like the wind will knock me over."
  - "Football because they do tackles."

In Primary 4 to 7 classes, most children reported that in all aspects of relationships and learning, that they enjoy a positive experience at school either all or most of the time. A sample of learner comments to discussion questions asked of all children include:

**What are the best things about your class? What sorts of learning do you enjoy in your class?**

- ★ Primary 4:
  - "Topic work - IDL"
  - "Maths & numeracy - digital maths, Prodigy"
  - "Writing - our daily writes"
  - "Outside learning - scavenger hunts for insects, identifying trees and animals."
- ★ Primary 5:
  - "Maths"
  - "Spelling"
  - "Reading"
  - "Writing"
  - "Topic"
- ★ Primary 6:
  - Enterprise,
  - Being creative
  - Sewing
  - PE and sports
  - singing

**Our class would be even better if...**

- ★ Primary 4:
  - "If everyone stayed quiet while working"
  - "More PE equipment and more equipment to play with outside."
  - "Opportunities for dance"
- ★ Primary 5:
  - "More maths and play equipment."
  - "More drawing lessons so we can learn more detailed ways to draw."
  - "More places for children to go to calm down."
  - "A wider range of drinks in canteen"
  - "Everyone to be kind."
  - "Stay longer to learn more."
- ★ Primary 6:
  - "New footballs - get classes their own footballs."
  - "Bigger sand pit & things to play with in the playground."
  - "Make the school more modern with new doors and windows. Repaint it with a nice shade of blue."
  - "More people being kind."
  - "New supplies - more books that people would enjoy."

**What do you know about how our school takes care of you and keeps you safe?**

- ★ Primary 4:
  - "The workers have built a fence to keep people out and keep us safe."
  - "Key fob doors"
  - "PSAs keep us safe."
  - "Teachers."
- ★ Primary 5:
  - "Staff outside at playtimes"
  - "Office keeping track of who is in the building."
  - "The staff and the fencing"
  - "Giving first aid when we are hurt."
  - "Teachers keeping us safe."
  - "Staff looking after us and locked gates."
- ★ Primary 6:
  - "Having gates and teachers."

- "Teachers outside - no football without teacher supervision."
- "Key cards on doors."
- "Making sure we don't escape school."

### **Are there things that make you feel unsafe at school?**

- ★ Primary 4:
  - "Football, when people tackle you."
  - "Bullies"
  - "Strangers walking past the school."
- ★ Primary 5:
  - "Name calling, swearing and bullies."
  - "Bullies and mean people"
  - "People threatening each other to beat them up."
  - "Make the fences higher so people can't get over it."
- ★ Primary 6:
  - "Bullying"
  - "Nothing"
  - "Glass is sometimes found on the field."
  - "People throw cigarettes over the fence."
  - "People fighting"

### **Comments from Families:**

The annual Parent & Carer survey in term 4 only received 6 responses, making analysis not possible this session. However, qualitative comments include:

- ★ "The class teacher is fabulous, answers Dojo queries in a timely manner and communicates well with home for anything going on in class."
- ★ "I love the school's understanding and care for the community they serve. I always think contact from school is appropriate and helpful – I love Dojo! I also love the reading school initiative, and the talent show, and the activities being organised for the P7s. The staff definitely really care for my young man, and definitely go the extra mile to serve us all."

Families were asked in February 2025 for their feedback on the progress and impact of our Reading Schools journey. A sample of comments received include:

- ★ "Both my children enjoy reading, my older son loves to read in school and outside of school. He took a great liking to an author who visited the school recently called Barbara Henderson and has invested his own pocket money on some of her books, his favourite being Rivet Boy which they had studied in his class at school."
- ★ "My child has shared his enjoyment of books he's read in schools, such as Rivet Boy and Divided City, as well as seeking out other works from the authors of the books he's enjoyed in school."
- ★ "My child enjoys stories but finds reading challenging. He loves the Harry Potter series, but finds it easier to listen to those. He has enjoyed discovering graphic novels, like Dogman and Diary of a Wimpy Kid. He has really enjoyed growing in confidence to read with support from the school, it's opened up another world to him."
- ★ "I very much enjoyed my children's class assembly where they presented and talked about what they had been reading. The children all seemed very happy to show it to their parents."
- ★ "I enjoyed the class assembly very much and have since been given the book as a gift as I've been keen to read it."
- ★ "I absolutely loved the assembly and thought they presented their story in a very creative and interesting manner - great to watch. My child's granny came too, and she's seen a lot of assemblies in her time, and she loved it!"
- ★ "I thought the assembly was amazing. Their book about a Syrian refugee and a Glaswegian girl becoming friends, was uplifting and very relevant in today's world."



- ★ "I enjoyed his assembly and thought the choice of book 'Divided City' was very good and my child seemed to understand the complex themes."
- ★ "We enjoyed learning about the books the children had been reading and what they had learnt from the stories."
- ★ "Always very proud to see how well my child does in school. Her confidence in standing in front of the school, teachers and parents has grown enormously over the years."
- ★ "This is a great idea. My son gets a lot out of books he reads in school and shares his learning with us."
- ★ "I am impressed by the work ethic of all staff and pupils involved - such a great commitment and for a great reason!"
- ★ "As I know children in older age like reading comics a lot. They would be happy to meet authors of comics and listen to how the comics are created."
- ★ "My child is enjoying being a reading champion."
- ★ "Book swap at the summer funday was a great idea."

#### **Comments from Staff:**

During the Staff In-service day in June 2025, all staff met to self-evaluate progress this session under two Quality Indicators. Comments include:

#### **2.4 Personalised Support**

- ★ "Both teachers and staff know learners very well."
- ★ "There is regular communication with learners, e.g. health and well-being check ins. One on one where required."
- ★ "Regular learning conversations and target setting through profiles."
- ★ "Strong rapport between pupils and staff. Children are always at the forefront."
- ★ "Lesson plenaries and opportunities to provide feedback embedded."
- ★ "Teaching and learning is differentiated in a variety of ways."
- ★ "Different approaches are used to meet the children's needs."
- ★ "Supporting inclusivity – creation of the Zen Den (Sensory room)."
- ★ "Spaces offered for brain breaks and personal support."
- ★ "Regular communication with families and support through Child's Plan meetings, with partners invited to attend."
- ★ "Staff are caring and nurturing towards children."
- ★ "Progress for individual learners can be seen every day."

#### **Next Steps:**

- ★ "More training for PSAs to support the needs of children."
- ★ "Tighten up approaches used for profiling across the school."
- ★ "Keep supporting families to come into school and access the opportunities for communication and engagement."

#### **3.2 Raising Attainment & Achievement**

- ★ "Professional dialogue is ongoing between all staff, which supports transitions."
- ★ "Children regularly set targets and push themselves to achieve."
- ★ "Regular attainment meetings and focused work for children not on track to achieve."
- ★ "Assessment evidence I used from learner conversations and continual cycle of formative assessment."
- ★ "There has been a raising attainment school improvement focus this year with staff development on Highland approaches to literacy and numeracy. Impact is showing in attainment data."
- ★ "Reading schools is having a knock-on effect of reading for pleasure. This should impact on reading attainment."
- ★ "Learners are becoming more confident and managing emotions to progress in their learning."
- ★ "Working with a variety partners to provide a range of opportunities for children to gain wider achievements."
- ★ "Opportunities for outdoor learning. E.g. working in woods, Altnacrieche visit, science and numeracy lessons outdoors."

- ★ “Personal achievements are recognised in a variety of ways e.g. verbal feedback, Pupil of the Week, Certificates, Dojo messages to families, Assemblies, House Points, etc.”
- ★ “Enabling children to have a positive start to the day e.g. toast provided and welcoming start.”
- ★ “Promoting equity and removing barriers to learning by ensuring that opportunities are open to all. Ensuring that there are no financial barriers to participation.”
- ★ “PEF staffing and PSA support to help close the attainment gap.”

Next steps:

- ★ “Embed new assessment calendar – we should see the impact of this.”
- ★ “Skills tracking to be updated and simplified next session.”
- ★ “Outdoor learning – much more could be developed.”
- ★ “Working with partners – could do more and branch out across classes.”
- ★ “Tracking Wider Achievements.”
- ★ “More Inter-Generational events.”

## 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
<b>QI 1.3</b> Leadership of change	Good	Good
<b>QI 2.3</b> Learning, teaching and assessment	Good	Good
<b>QI 3.1</b> Wellbeing, equality and inclusion	Good	Good
<b>QI 3.2</b> Raising attainment and achievement/Securing children's progress	Good	Good

Our overall evaluation of our capacity for continuous improvement is:

We are confident in our capacity for continuous improvement.

## Key priorities for improvement planning

### Prìomhachasan airson planadh airson leasachadh

- ★ Whole school (P1-7) participation in the National Improving Writing Programme. This is to support attainment in writing and achievement of literacy overall.
- ★ Interdisciplinary Learning (IDL) – Raising attainment in numeracy through skills development and play pedagogy from nursery to P7. STEM focus.
- ★ Raising attainment in literacy & numeracy – embedding and sustaining progress from school improvement work this session.

## Planning ahead

### A' planadh air adhart

Full details of the school's 2025/26 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.