



STANDARDS AND QUALITY REPORT 2025-26

AITHISG INBHEAN IS CÀILEACHD

Coulhill Primary School and Nursery

PRIMARY/ELC



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%

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
88%

Average Class Size
19.9

Meeting PE Target
Target Met

Pupil Numbers (inc nursery)
159 (+27 nursery)

Teacher Numbers
8

Pupil Teacher Ratio
19.9

N4
48%

N5
52%

P1
14%

P2
8%

P3
22%

P4
13%

P5
13%

P6
13%

P7
17%

SIMD Q1¹
74.19%

SIMD Q2
19.35%

SIMD Q3
1.07%

SIMD Q4
2.68%

SIMD Q5
0.53%

Unknown
0%

ASN²
28.5%

No ASN
71.5%

FSM³
41.9%

No FSM
58.1%

EAL⁴
12.6%

No EAL
87.4%

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

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

Reading	Writing	Listening and talking	Numeracy
Majority	Majority	Most	Majority

We 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 159 children attending the school and 27 children in nursery, ranging from N3 - P7. Classes are taught in a combination of single stage and composite, with two Primary 3 classes. This session, Pupil Equity Fund money was used to provide an additional teacher to split our large Primary 3 cohort into 2 classes and support progress in attainment from P1 – P3. 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 very good/good/satisfactory/weak/unsatisfactory. Children achieve appropriate CfE levels in literacy and numeracy and, across the school, a few children are exceeding nationally expected levels. All/Almost all/Most/Majority/Less than half/Few children who face barriers to learning are making very good/good/satisfactory progress towards meeting their individual targets.

Overall children are making the following progress:

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

We have had no exclusions this year.

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 1: Raising Attainment in Writing – National Improving Writing Programme		
School Improvement Plan Priority 1		
Summary of progress	Next steps	Stakeholder Views
✓ Primary 3 to Primary 7 teachers participated in Cohort 5 of the National improving Writing programme (NIWP) Training, using the 'Writing Bundle' to improve the quality and consistency of teaching and learning for writing. ✓ All teachers gained confidence in tracking/measuring progress using quality improvement tools. ✓ All teachers participating report increased confidence in teaching writing delivering this approach, which supports the agreed Coulhill Approach to teaching writing. ✓ Learners at almost 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 5% in writing attainment for P3 to P7 this session, with the majority of learners (68%) achieving expected writing levels. Target to be on track/achieve next milestone level by June 2027 (including borderline to achieve learners) 73%, this is a further increase of 5%. ✓ Combined increase of 3% for learners in P3 to P7 cohorts achieving/on track to achieve literacy overall, with the majority of learners (63%) achieving expected levels across literacy. Target for	• NIWP to be incorporated within Coulhill Writing Policy, with terms 1 and 2 following the full structure and approach using data from Pareto and run charts to inform planning for learning and teaching. • Use of QI tools (e.g. pareto) and NIWP approach to focus on tools for reading to raise attainment in reading. • Identify writing approaches to strengthen learning, teaching and attainment at P1 and P2 stages.	Learner Views: • I am really proud of my use of vocabulary • I really liked doing a shared piece of writing with my friend • Some of my best writing is my free writing which I do in my own time • I'm proud that I am now I am confident writer • I am really pleased that I can now think of good words without using a thesaurus • I am really good at spelling and handwriting now • I think that I have got better at description and am proud of how I use vocabulary • I am good at using my imagination in my writing • I am really creative and enjoy this kind of writing • I am good at using inspiration from other places and like doing this in

majority of learners to be on track/achieve by June 2027 (including borderline learners) 73%, this is a further increase of 10%. ✓ The majority of learners report increased enjoyment in writing lessons. ✓ Good progress was made in this area.		writing. I am good at using long vocabulary
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Impact

Attainment data demonstrates sustained improvement in writing and overall literacy outcomes between August 2025 and June 2026 for P3 to P5 cohorts. Staff commitment to improving writing practice has resulted in increased attainment for these stages. The school has established a strong foundation for participation in the NIWP through clear baseline data, identified improvement aims and planned quality improvement methodologies. Early evidence suggests improved consistency in writing approaches is contributing to increased learner engagement and attainment in writing.

School Priority 2: Skills Development through IDL and Play Approaches – Meeting the Needs of all Learners

School Improvement Plan Priority 2

Summary of progress	Next steps	Stakeholder Views
✓ Strong professional learning activity; whole staff engagement with Northern Alliance Play Pedagogy materials as part of staff collegiate sessions. ✓ Positive culture change underway; timetabled weekly play sessions, inclusive approaches that are responsive to high levels of ASL, emotional regulation and wellbeing needs. ✓ Across all stages, learners engage in purposeful play experiences that support the development of meta-skills. ✓ Planned development of STEM and play resources for all stages secured through Pupil Equity Funding. ✓ Exploration of partnership opportunities to strengthen the provision of play and outdoor learning e.g. Aigas and Reading Schools. ✓ Almost all children demonstrate sustained engagement in play-based learning activities, as observed through learning walks. ✓ Almost all children initiate and lead play experiences that reflect their interests and developmental needs.	• Continuation from current session. • Refresh skills planning and tracking. • Use of QI tools and assessment to evidence measurable impact on learner outcomes (e.g. attainment and wellbeing), narrowing attainment gaps and embedding sustainable practices across all stages e.g. Pareto for development of meta-skills and use of High-Quality Assessment tasks. • Build into Quality Assurance measures to track and monitor the impact of play on learner's ability to transfer skills developed through play into other areas of	Learner and parent views included in 'Comments from learners, families, stakeholders and staff' section. Staff views: • Children are very excited about it and have been sharing well. • Group work has become more peaceful and proactive. The classroom climate is more positive. • Children really enjoy the activities and there is lots of interaction and teamwork. • Settles the classroom, positive relationships, cooperation between children that would not otherwise engage with each other. Benefits creativity and vocabulary.

Aspiration Resilience Kindness Respect Empathy Acceptance

✓ Pre- and Post-project staff confidence surveys indicate that almost all staff have increased confidence and understanding of play based learning ✓ Positive family engagement with International Day of Play event in term 4 ✓ Families report increased understanding and value of play in learning through feedback and survey responses. ✓ Good progress was made in this area	learning e.g. work sampling, profiling, pupil voice and teacher assessment. • Plan for regular family learning events to provide opportunities for families to engage in purposeful play activities with children.	• I have seen play activities developing cooperation, communication and creativity. It also enables children working at range of levels to achieve success. I have seen many children take pride in what they have created with their construction equipment. This leads to engagement and motivations. I am beginning to see some discussion lined with maths and STEM and feel this will develop more with more purposeful planning. • Higher engagement in numeracy when using play and concrete materials. Play sessions have displayed examples of mature conversations, sharing and turn-taking that are not always evident elsewhere.
Impact		
Staff engagement with professional learning has increased understanding of the role of play pedagogy in meeting the needs of learners with a range of developmental, emotional and communication needs. Collegiate discussion and professional inquiry activities have created a shared vision for play-based learning across the school and nursery. Early implementation of responsive planning approaches is supporting increased opportunities for learner voice, creativity and independence.		

School Priority 3: Raising Attainment in Literacy & Numeracy

School Improvement Plan Priority 3		
Summary of progress and impact	Next steps	Stakeholder Views
✓ Quality assurance work, such as lesson observations, planning monitoring and work sampling demonstrates that literacy approaches	• As identified in project 1 next steps, revise learning and teaching approaches and identify appropriate professional development to support improved outcomes in writing at P1 and P2 stages.	

agreed in policies and are becoming embedded and delivered more consistently across stages. ✓ IDL approach to teaching literacy is evident at all stages, increasing relevance of learning for learners. This is evidenced at pupil led assemblies linked to topic work based around story books and novels. This is also increasing engagement and motivation for learning. ✓ The school is making strong progress towards completing the evidence required to receive silver accreditation for Reading Schools Award. ✓ Revised Assessment Calendar implemented and is supporting professional judgements for achievement in literacy and numeracy. Moderation activities linked bi-annually are strengthening the shared understanding of achievement of a level judgement across all stages. ✓ Tracking and monitoring, and PEF reporting evidence further narrowing of the attainment gap between least and most deprived groups, with the majority of identified children for support and intervention achieving targets in literacy and numeracy. ✓ Literacy and Numeracy skills trackers in place for all Nursery children. N5 children carrying on literacy from last session. Numeracy trackers introduced in September 2025. ✓ Attainment meetings held in terms 2 to 4 with trackers updated and collated in terms 3 and 4. ✓ Majority (69%) of N5 children are on track or beyond expected levels be in both Literacy and Numeracy. ✓ Data and overviews shared with P1 teachers for next session to support transition and continuity in securing children's progress.	• Ensure consistent approaches to profiling, gathering range of evidence (supported by ASG moderation) • Continue to quality assure/triangulate evidence through termly tracking and monitoring procedures. • Strong focus on improving attendance – supported by PEF (Family Link Worker). Trigger point to increase to 90%	
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✓ Good progress was made in this area		
Impact		
Sustainability focus – sustaining successful approaches that resulted in significant gains for both literacy and numeracy outcomes last session. School attainment data from Session 2025/26 demonstrates that targeted improvement activity has resulted in sustained improvement in both literacy and numeracy outcomes. Consistent approaches to learning, teaching, assessment and tracking have strengthened staff understanding of learner progress, which is contributing to continued narrowing of the attainment gap at P4 and P7.		

Progress and impact of Pupil Equity Fund

Adhartas agus buaidh Maoin Cothromas Sgoilearan

1.0 FTE Class Teacher continued to reduce class sizes for new P1 and Large P3 Cohort to increase literacy and numeracy attainment by the end of P1 and to support P2 and P3 learners that had not yet achieved early level milestone or borderline to achieve in literacy and numeracy by June 2026. 15 hour PSA post from Sept – June 2026 to support with this.

Emerging Literacy-Phonological Awareness:

Target: P2 & P3 Learners will increase phonological awareness scores by 3+ when tested in May/June 2026

Outcome:

- ★ Most (78%) achieved target
- ★ Average score increase for targeted learners +3
- ★ The majority of targeted learners now secure in all areas of phonological awareness

ACEL- Progress with Listening & Talking:

Target: Majority of P1 (50% - 70%) Learners will achieve early level by June 2024

P2 & P3 Learners Listening & Talking sub-level will increase by 1+ by May/June 2026

Outcome:

- ★ Majority (68%) of P1 learners achieved early level listening and talking by June 2026

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- ★ 9% predicted as borderline - to achieve early level by Oct 2026
- ★ Majority (71%) of P2 and P3 learners identified achieved target
- ★ 8% 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 - 75% (increase of 8%)
- ★ 6% increase in number of children in overall P3 cohort on track to achieve next milestone level.
- ★ Overall P3 cohort (including borderline) predicted to achieve first level in listening & talking by the end of P4 - 82% (increase of 9%)

ACEL- Progress with Reading

Target: Majority of P1 (50% - 70%) Learners will achieve early level by June 2024

P2 & P3 Learners Listening & Talking sub-level will increase by 1+ May June 2026

Outcome:

- ★ Majority (64%) of P1 learners achieved early level reading by June 2026
- ★ 14% predicted as borderline - to achieve early level by Oct 2026
- ★ Majority (54%) of P2 and P3 learners identified achieved target
- ★ Overall P2 cohort (including borderline) predicted to achieve first level in reading by the end of P4 - 67%
- ★ 18% increase in number of children in overall P3 cohort on track to achieve next milestone level.
- ★ Overall P3 cohort (including borderline) predicted to achieve first level in reading by the end of P4 - 76% (increase of 8%)

ACEL- Progress with Writing

Target: Majority of P1 (50% - 70%) Learners will achieve early level by June 2024

P2 & P3 Learners Listening & Talking sub-level will increase by 1+ May June 2026

Outcome:

- ★ Majority (55%) of P1 learners achieved early writing level by June 2026
- ★ 18% predicted as borderline - to achieve early level by Oct 2026

- ★ Less than half (42%) of P2 and P3 learners identified achieved target
- ★ Overall P2 cohort (including borderline) predicted to achieve first level in writing by the end of P4 - 67%
- ★ 12% increase in number of children in overall P3 cohort on track to achieve next milestone level.
- ★ Overall P3 cohort (including borderline) predicted to achieve first level in writing by the end of P4 - 69% (increase of 18%)

ACEL- Progress with Numeracy

Target: Majority of P1 (50% - 70%) Learners will achieve early level by June 2024

P2 & P3 Learners Listening & Talking sub-level will increase by 1+ May June 2026

Outcome:

- ★ Less than half (36%) of P1 learners achieved early level numeracy by June 2026
- ★ 32% predicted as borderline - to achieve early level by Oct 2026
- ★ Majority (63%) of P2 and P3 learners identified achieved target
- ★ 8% 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 - 67% (increase of 17%)
- ★ 6% increase in number of children in overall P3 cohort on track to achieve next milestone level.
- ★ Overall P3 cohort (including borderline) predicted to achieve first level in numeracy by the end of P4 - 74% (increase of 8%)

Nurture (21 hour Family Link Worker Support):

Target: For children to achieve nurture targets and support engagement with learning, progress and achievement.

Outcome:

- ★ Less than half (27%) of identified children achieved nurture targets
- ★ Majority (55% of identified children partially achieved nurture targets – supports to continue in plan for next session
- ★ A few children (2/11 – 18%) did not achieve nurture targets. Supports to continue next session.
- ★ 11 children from primary 3-7 identified through Boxall assessments and discussion with class teachers to work with family link worker – varied activities within elaborated curriculum and nurture.
- ★ Care home visits – intergenerational working
- ★ Christmas enterprise project with P6 – raising funds for P7 trip
- ★ Peer multi-stage reading activities
- ★ Baking
- ★ Peer friendship groups
- ★ Organising activities out with school for identified children in terms 3 and 4
- ★ Resilient kids with identified groups of P6 and P7 children to support transition

Attendance:

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

Number of children targeted for support/interventions – 38

- Supportive phone calls
- Support with morning home pick-up

Outcome:

- ★ 31/38 (82%) children identified were below 80% attendance and in the red group.
- ★ Less than half (39%) of the children achieved the target outcome of increasing attendance to over 80%, placing them in the amber group.
- ★ 7.4% attendance increase for children achieving target.
- ★ 68% of 36 children within the target group increased attendance – average attendance increase overall was 7.35%
- ★ 88% average attendance for whole by June 2026.

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 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)
 - 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
- ★ **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 – Feis Rois
- P3 Kodaly Music Sessions
- Community Carol Singing (P1 – P7)
- Drama Lunchtime club (P1-5) – Active Schools Partnership
- ★ **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
 - Profile Sharing – sharing progress towards learning targets with families. Pupil of the Week and Wider Achievement Certificates awarded at fortnightly assemblies
 - Intergenerational Working – Weekly visits to Mull Hall Care Home (P6 and P7) – PEF, family link worker initiative
- ★ **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 the introduction of Play Pedagogy this session:

A sample of learner comments from Primary 1 to 3 classes to discussion questions asked of all children include:

Enjoyment and Engagement: What do you like playing at school?

- ★ “Magnetic building cubes because you can build anything.”
- ★ “Stem boxes”
- ★ “New Minecraft blocks”
- ★ “Magnatiles”

How does play make you feel?:

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- ★ “Happy”
- ★ “Pretty good”
- ★ “Excited”
- ★ “Very happy”
- ★ “Thankful”
- ★ “Thumbs up”

What have you learned when you were playing?

- ★ “About numbers and letters”
- ★ “We learn to have fun and share together”
- ★ “Being gentle”
- ★ “How to share”
- ★ “Safe”
- ★ “Safety and respect”
- ★ “Safety and fractions”
- ★ “maths”
- ★ “To have fun and be nice”
- ★ “You have to show kindness”

What would make playtime even better?

- ★ “Having swings”
- ★ “No fighting”
- ★ “Wildlife resources”
- ★ “All types of games”
- ★ “A racetrack”
- ★ “Have a seesaw”

A sample of Primary 4 to 7 learner comments to discussion questions asked of all children include:

Enjoyment and Engagement:

Tell us about a play activity that you really enjoyed. What made it fun?

- ★ “Magnetic blocks, it’s really fun creating random islands”
- ★ “Marble run, designing the same as the front cover”
- ★ “The beach balls, not letting it touch the ground”
- ★ “Marble run, using our minds to create stuff”
- ★ “Marble run, you can use loads of different tracks”
- ★ “Bowling – I like keep trying to get a strike”

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- ★ “Kapla - it’s just fun!”
- ★ “Kapla – because I like playing with my friends”
- ★ “Magnatiles – they are very satisfying in how they connect together”
- ★ “Dobble – because it’s challenging.”
- ★ “The magnetic cubes – they are fun!”
- ★ “Meccano – you can learn about engineering.”
- ★ “Meccano – you can have a bunch of different pieces but then learn how to put them together.”

How do you feel when you get opportunities to play during the school day?

- ★ “Happy and excited”
- ★ “Excited”
- ★ “Happy that I get to play”
- ★ “Relieved - it is a nice break from other types of learning”
- ★ “Relaxed”

Learning through Play:

What new things have you learned through play?

- ★ “Team work”
- ★ “Listening to each other”
- ★ “Concentration – especially with Meccano and Kapla”
- ★ “Playing with friends and cooperating with them”
- ★ “That imagination has no limits”
- ★ “Responsibility – we need to be responsible for the equipment and look after it”
- ★ “Cooperation and doing things together”
- ★ “Respect – looking after each other, respecting each other’s building/construction”
- ★ “Being creative - you can make anything you want”

Can you describe a time when play helped you understand something better?

- ★ “Engineering skills – getting better at using Meccano and knowing how to make things”
- ★ “Being creative”
- ★ “It teaches me STEM skills such as a strong base is needed for a successful building”
- ★ “Sharing”

How does playing help you solve problems or think in different ways?

- ★ “If something is not working, you learn to try new ways to do something”
- ★ “It helps your ‘personality - it develops your ability to show kindness to others, sharing, empathy and the ability to be helpful”
- ★ “Strategies to do something or to use in games”

Social and Emotional Development:

What have you learned about working with others through play?

- ★ “Working together makes people feel more encouraged”
- ★ “Teamwork”
- ★ “Cooperation”
- ★ “Communication”
- ★ “You can make more friends”

Can you think of a time when play helped you feel happier, calmer or more confident?

- ★ “When I was really angry at a piece of work playing made me feel calm”
- ★ “When you’ve finished what you’re trying to build you then feel happy because it’s turned out okay”
- ★ “You feel confident when you push yourself and you are happy and enjoy it”
- ★ “I felt happy playing Twister with my friends”
- ★ “Jenga and construction are fun and make me happy”

Skills development:

What skills do you think you have improved through play?

- ★ “Teamwork”
- ★ “Perseverance”
- ★ “Independence – when using your own ideas to do something”
- ★ “Creativity”
- ★ “Technical skill development”
- ★ “Helping people”

Tell us about a challenge you faced during play. How did you overcome it?

- ★ “Just keep on doing it. Don’t give up”
- ★ “Teamwork makes stuff easier”

Pupil Voice and Choice:

If you could change one thing about play opportunities in school, what would it be?

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- ★ “More time and more often”
- ★ “More time to play so we have less work”
- ★ “To make it shorter so we can do more work.

What types of play would you like to have more of at school?

- ★ “More equipment for outside”
- ★ “More outdoor games”
- ★ “More Lego (Lego kits)”
- ★ “Allowing more games on Chromebooks, e.g. Roblox and Minecraft”

What would you tell a new pupil about why play is important at school?

- ★ “We play so that we can have a break from written work but still learn”
- ★ “Play helps us to learn not just with a pencil and paper”
- ★ “Play helps us to develop problem solving”
- ★ “Play helps with our creativity”
- ★ “Keeping you calm”

Comments from Staff (Raising Attainment in Writing – National Improving Writing Programme):

- ★ “The NIWP course has been invaluable in creating an evidence-based approach to improvement. Using data all the time, not just from time-to-time, using the Pareto, and creating run charts, were all new to me, but I have seen the benefits of teaching in this way.”
- ★ “I particularly value the focus on having very limited success criteria. I have found that this has made success very achievable for the majority of children. They can see their progress and can build on it step-by-step. Without seeing this in action, it would be easy to think that this approach is very ‘dry’ (perhaps by being focused on the Tools for Writing) but I have found that it fits very well with an IDL approach to writing, which I personally use most of the time.”
- ★ “Throughout my writing lessons over the year, I have used the NIWP targets with the children to talk to them about **which skill** we are learning and how we can achieve that skill, but have used a meaningful context e.g. our class novel, a real experience, a real purpose for writing to help the children to understand **what** we are writing (e.g. creating an information text, a letter, a description, etc.). Alongside both of these, I have talked to them about **why** we are writing. I have found the NIWP lends itself to the use of model texts, which has also aided an IDL approach; the model texts can be based on topics or subjects of relevance, can be used to teach reading comprehension and can also model the skills needed. This in turn helps again to make learning meaningful. Learning is not in isolated pockets but has many connections which are made explicit to the children.
- ★ At this point in the year (June), the children seem confident in writing, they appear keen to write and there are always lots of children who want to read aloud or share their writing. The use of the Pareto to help to prioritise which ‘tools’ to work on has created a structured progression throughout the year. Children are now at the point of having more success criteria as these have accumulated over the months, but these are meaningful, understood, and achievable for most.”

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	Good	Good
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.

Key priorities for improvement planning

Prìomhachasan airson planadh airson leasachadh

- ★ Assessment and Moderation
- ★ Skills development through IDL and play approaches (including outdoor learning) – Meeting the needs of all learners

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★ Curriculum Improvement Cycle – Preparing for Change

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.