

Coalsnaughton Primary School

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Coalsnaughton Nursery

Standards and Quality Report

2018-19



“Be All You Can be”

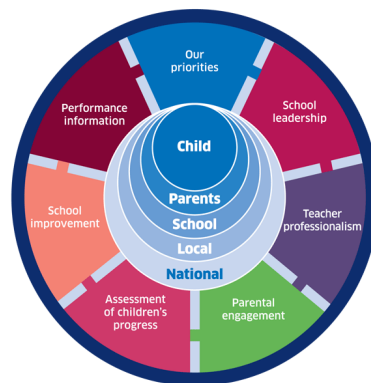
Our Context:

Coalsnaughton Primary School is a small school in the village of Coalsnaughton. The roll is currently 67 children with a further 28 in the nursery. There are currently 3 classes – P1/2, P3/4/5 and P6/7. We have 3 full time Class Teachers and 1 Head Teacher. The school is well supported by 3 part-time learning assistants.

The foundation for learning and raising attainment is now well established. The average attendance for the session is 94.02%. Local families and the community value our school. There were no exclusions this session. The ethos and culture of the school provide a warm, nurturing, safe environment where the children thrive. We have received many positive comments from our partner agencies and visitors. Our ultimate aim is to provide high quality learning experiences that inspire our pupils and equip them with the confidence and skills necessary for learning, life and work. We make every effort to develop a curriculum that goes beyond simple coverage of outcomes and which develops a true sense of engagement for our youngsters through the use of enriched learning environments, visits, visitors, partner agencies, parental engagement and the celebrating of successes.

We are situated in an area of high deprivation and are a Scottish Attainment Challenge School. We have worked in partnership with the local authority to implement initiatives e.g. the TALK CLACKS and LIFT projects. Additional Scottish Attainment staffing has allowed us to provide targeted interventions e.g. The Listening Post Counselling, Improved Outcomes Maths PT and the addition of a 0.8 FTE Early Intervention Worker. The school has also benefitted in the last year from Pupil Equity Funding. This funding has allowed us to employ additional school staff and purchase resources to help us to close the gap in our children's learning and address equity and excellence for all our children.

For the purpose of this report we are reporting our progress against the National Priority Framework priorities and drivers.



Coalsnaughton Primary School - Review of Progress for session 2018-19

NIF Improvement Priority: To raise attainment in literacy and numeracy

NIF Drivers: Teacher Professionalism and Assessment of Children's Progress

HGIOS4 QI: 2.2 Curriculum, 2.3 Learning, Teaching and Assessment, 3.2 Raising Attainment and Achievement

- The Headteacher continues to work in partnership with the local authority and cluster schools to drive forward improvement
- In order to build capacity within our school team, staff have continued to work collegiately with Tillicoultry Primary to undertake development work.
- In a small school, distributed leadership is vital for success and improvement. Our teaching staff have continued with their roles as Literacy Lead, Numeracy Lead and Health & Wellbeing Lead. These lead teachers have attended relevant local authority training, development sessions and led initiatives in school.
- Staff continue to regularly plan together to ensure progression in learning at all stages. Our team is well established and relationships are very positive.
- Teachers' initiative, leadership and whole school ownership is encouraged by the Headteacher, and welcomed by staff.
- Staff demonstrate a strong commitment to continuous improvement and raising attainment for all children. Staff work well together and there is a great sense of collegiality and shared responsibility for all children within the nursery and school. Quality Improvement and Assessment procedures are embedded.
- Teachers work effectively with our Support for Learning/Raising Attainment teacher to plan interventions for identified individuals and groups of children.
- Annual standardised testing allows staff to track individual attainment and identify curricular areas for development and improvement. Attainment trackers are in place and staff use these to monitor pupil progress.
- Greater tracking of progress is addressed through the regular termly tracking meetings that take place between the Headteacher and class teachers. Results from recent attainment testing, and Teacher Professional Judgement 'Achievement of Levels', are regular discussion points during these meetings, and also within the forward planning meetings.
- The nursery has introduced E-Learning Journals which has helped document progress within both Literacy and Numeracy. These Journals are shared with the parents.
- All teachers have now familiarised themselves with the CfE Benchmarks for Literacy and Numeracy and these are being used to track children.
- The school have been working in collaboration with NHS Speech and Language Therapists to implement the 'Language is Fun Together' project in the nursery and the 'Talks Clacks Initiative' throughout the school. Staff have attended a number of collegiate sessions and have reported increased knowledge of speech, language and communication.
- Throughout the school the children agree their termly targets for Literacy, Numeracy and Health and Wellbeing with their teacher and a traffic light system is in place for them to self-assess at the end of every term. This system provides a consistent approach for focusing targets within the children's plans. These targets are also shared with parents.
- The nursery teacher and P1 teacher are developing a shared learning space. This session we have utilised the Scottish Government's Read, Write, Count resources more effectively and have incorporated them within our 'Big Buddy Little Buddy' and 'Busy Bee Learning Hub' initiatives.

- All teaching staff have been part of Clackmannanshire's Equitable Literacy Project working alongside Prof Sue Ellis from Strathclyde University. Teachers now have a clearer understanding of how to teach reading. Over the session, staff have set about changing and improving our reading culture. Quality reading areas have been developed across the school. Children have been involved in this process and their views and opinions acted upon.
- PEF budgets have been spent on improving the number and quality of reading materials for children of all ages. Children are very articulate in communicating their passion for books. Children have access to a wide range of reading books and experiences including Reading Cafes, Russel the Reading Dog and Buddies. Parents have attended events in school focused on the importance of reading
- A recent thematic review conduct by the Local Authority Literacy Team was very positive
- In May 2019, children from P2-P7 were assessed using the New Group Reading Test - 79% of children achieved a Standardised Assessment of 90 or above
- In May 2019, Class Teachers assessed children's Achievement of a Level. They found in Reading that Coalsnaughton learners' achievements, in P1, P4 and P7, were above the cluster and national average. In Writing, Coalsnaughton learners' achievements were above the cluster and national average in P1 and P7. In numeracy, Coalsnaughton learners' achievements were above the cluster and national average in P1 and P7.

Reading is easier,
we've done it more

P7

We now enjoy reading
which means we want
to do it so we just get
better at it

P6

There are loads of
books for us to choose
now

P2

Bed Time Story Club was
great because you got Hot
Chocolate and a story with
your family

P1

Hot Seating is a great
way to learn about
characters and an
opportunity to learn
from each other P6

Coalsnaughton Primary School - Review of Progress for session 2018-19

NIF Improvement Priority: Improvements in Children and Young People's Health and Wellbeing

NIF Drivers: School Improvement and Assessment of Children's Progress

HGIOS4 QI: 2.2 Curriculum, 3.1 Ensuring Wellbeing, Equity and Inclusion

- As part of our Raising Attainment agenda and utilising PEF funding, we actively plan experiential learning opportunities linked to the school curriculum framework to help close the poverty related gap. Examples are the school visit to the beach at Aberdour and the P6/7 trip to the Sky Academy in Edinburgh. These experiences have helped to enrich our children's understanding of the world around them.
- A targeted group of pupils have accessed and have benefitted from sessions with our school counselling service, 'The Listening Post'. Margo Campbell, our counsellor, has also offered additional weekly 'drop in' sessions for all pupils to access.
- All children have the opportunity twice a term to have Learner Conversations with their teacher. The outcomes of these conversations are recorded in their 'Learning Conversation Folder'.
- We value pupils' achievements both in school and out. We celebrate achievements in a variety of ways including Newsletters, Twitter, the School Website, Weekly Praise Assemblies, the Annual Award Ceremony and the end of year pupil reports.
- All classes are using Class Dojo. This has increased parental communication and sharing of learning.
- The behaviour within the school and playground is very good. We often receive positive comments from visitors and from members of the wider public about how polite and well behaved our pupils are.
- The majority of our senior pupils attended the residential trip to Dalguise. The Parent Council subsidised this by giving the pupils £50 towards the cost. The children all thoroughly enjoyed the trip and met other children from our cluster schools.
- This year we say goodbye to 13 of our senior pupils. They are all heading to Alva Academy in the new term. They confidently took part in the two bridging days and the activity day at the Academy.
- We have continued to provide a wide and varied extra-curricular club programme. All pupils have had the opportunity to attend lunchtime and after school clubs. We have had 98% engagement from pupils.
- Primary Seven pupils attended a four week block of Skiing and were trained in Bikeability Levels 1 and 2.
- Our Sports Committee and Active Schools Team continue to grow from strength to strength and as a result we have achieved our second Gold Sports Scotland Award (one of only 4 schools in Scotland to have achieved this) and received our second Gold Clackmannanshire Primary Schools' Sports Challenge Award.

The changes in the classrooms make them spaces to chill out P4

We've visited places that we've never been before – it's been interesting P7

Meditation masks help us stay calmer and then we can learn more P6

It helps us when we go new places so we can write about it P2

Coalsnaughton Primary School - Review of Progress for session 2018-19

NIF Improvement Priority: Closing the attainment gap between the most and least disadvantaged children

NIF Driver: School Improvement and Assessment of Children's Progress

HGIOS4 QI: 1.5 Management of Resources to promote equity, 2.2 Curriculum, 2.4 Personalised Support, 3.2 Raising Attainment and Achievement

- The Headteacher, class teachers and learning assistants all know our children and their families extremely well.
- The Headteacher works closely with the School Attendance Officer and Kelsie, our Early Intervention Team Worker, to monitor and address attendance issues with targeted families. Poor attendance is still an issue
- This session the nursery has enrolled eligible 2 year olds and has piloted all day provision for 3 to 5 year olds for the authority.
- The use of the 'Wellbeing Web' helps to capture the views of the children on Staged Intervention.
- The school provides targeted support for pupils through participation in the Scottish Attainment Challenge, utilising the Pupil Equity Fund and the deployment of additional staff.
- Using PEF, an Attainment Teacher is available one day a week, together with 10 hours from a Learning Assistant. There are plans to increase the Attainment Teacher to two days a week. This extra resource is helping in improving the pace of learning and closing the poverty related attainment gap.
- There is a great commitment from all staff to raising attainment across the school and closing the poverty related attainment gap, our most recent CEM Results highlight improvement.
- We have purchased a three year license for Education City. This online resource is being used across the school and can be accessed at the Busy Bee Learning Hub and at home.
- Parents are well informed of their children's learning through Welcome Wednesdays, termly newsletters, Snapshot Jotters, Learner Conversation folders, Class Dojo, Twitter, Busy Bee Learning Family Learning sessions and Parent Council partnerships.
- In an attempt to engage parents further in their children's learning, PEF funding has been utilised to establish a 'Busy Bee' Learning Hub which is held weekly after school. These sessions target key aspects of learning. The children also have opportunities to complete homework or access school resources. Parents are welcome to join their child at these sessions. A Parents' Area has been set up with refreshments available.

Working in a small group
is easier than in a full class
and its quicker to get help

P7

When teachers give us
feedback it helps
to motivate us

P5

Coalsnaughton Primary School - Review of Progress for session 2018-19

NIF Improvement Priority: Improvement in employability skills and sustained, positive destinations for all young people.

NIF Driver: Assessment of Children's Progress & Performance Information

HGIOS4 QI: 2.2: Curriculum, 2.4 Personalised Support, 3.2: Raising Attainment & Achievement, 3.3: Creativity and Employability

- Staff have high aspirations for all our children. The children are now actively engaged in learning and see themselves as learners.
- Across the school, children have a number of opportunities to express their views and to take on leadership roles. Senior pupils have had Peer Mediation, Young Leader and Buddy training. There has been a successful 'Big Buddy Little Buddy' programme focusing on Numeracy and Literacy activities this session.
- Senior pupils applied for Junior Administrator/Lunchtime Supervisor posts and became part of the 'Junior School Management Team'.
- All children are part of a House and work towards House Awards. We have a school Head Boy, Head Girl and a House Captain and Vice-Captain for all four Houses.
- Each year group has a Pupil Council representative elected by their class. The Pupil Council meet with the Headteacher regularly. They are part of the Junior Management Team. They assist in organising the Stationery/Tuck Shop and with events across the session e.g. Halloween Disco, Children in Need, Easter events, Red Nose Day, World Book Day etc. The class representatives also bring ideas and feedback from their own class.
- The Pupil Council and Parent Council organised a very successful Christmas and Summer Fayre.
- A group of pupils are taking ownership of the Playground Activities, have initiated a 'Book Nook' and have been instrumental in the decision to install a Daily Mile track, picnic benches and new basketball stands. These children will form a group next session on Playground Improvement.
- The school worked in partnership with Forth Valley College this session and this has helped to enhance pupil experience during the World of Work fortnight.
- In term 4 we hosted a high school pupil who worked with children in P3/4/5 to develop play and social skills. This was a four week Play Mentor Scheme organised by Forth Valley NHS and Forth Valley College.
- The school is now in a position which allowed us to welcome teaching students from Strathclyde and Glasgow Universities. Over the course of term 4 we welcomed and mentored a student during their teaching practice.

Sky Academy
opened my
eyes to job
opportunities
P6

We like to know the
Learning Intention and
Success Criteria – it
helps us know if we've
managed the task P2

“World of Work
Week “ was
interesting P7

The following areas will be our focus in session 2019/20

To improve learners' experiences and raise attainment in Numeracy and Literacy -

- Maintain our PEF funded Attainment Teacher
- Maintain our participation in the Tapestry Project (SAC funded)
- Participate in Year 2 of the local authority Literacy Project with Sue Ellis and Strathclyde University (SAC funded)
- Continue into Year 3 embedding LIFT (Nursery) (SAC funded)

To improve learners' experiences and raise attainment in Numeracy -

- Continue to work in partnership with Leigh Graham, Improving Outcomes Mathematics PT to improve the teaching of Numeracy across the school (SAC funded)

To reduce the poverty related attainment gap through targeted approaches -

- Continue to plan Experiential Learning opportunities (PEF Funded)
- Continue to run our Busy Bee Learning Hub and increase the number of Family Learning events. (PEF Funded)

To improve attendance and instances of lateness for pupils -

- Continue to wage war on lateness and attendance with our 'Attendance Super Hero' initiative

To address academic, social, emotional and environmental barriers to learning -

- Continue to work in partnership with the Listening Post and offer our pupils counselling sessions (SAC funded)
- Embed our whole school nurturing ethos through NME approaches and maintain the re-design our P6/7 classroom to better meet the needs of our pupils
Further develop learning approaches utilising 'Russell' the school dog
- Develop outdoor approaches and space for learning

To transform our outdoor learning environment and offer of outdoor learning, in partnership with parents, children and the wider community -

- Continue to embed 'Tenting Tuesday' (Nursery)
- Continue to embed the 'Daily Mile' (Nursery & School)
- Progress with Nursery Outdoor Plan (Nursery)
- Continue with the Walk to School & Big Pedal Initiatives (School)

To transform approaches to recording and profiling learning in the Nursery -

- Embed E-Learning Journals
- Refine Nursery Pupil Report
- Develop staff understanding of Early Level Curriculum and Benchmarks
- Develop sense of team amongst new staff

To develop Family Learning within the Nursery and School -

- Develop a partnership with Strathclyde University
- Strengthen Transition arrangements at key transition stages

Focus on Developing the Young Workforce -

- Enhance partnership with Forth Valley College
- Enhance existing practice



Our Capacity for Improvement

How Good is Our School 4 Quality Indicators

Quality indicator	School self-evaluation	Authority Review in 2018	Inspection evaluation
1.3 Leadership of change	4	5	Not inspected as yet
2.3 Learning, teaching and assessment	4	4	Not inspected as yet
3.1 Ensuring wellbeing, equity and inclusion	4	5	Not inspected as yet
3.2 Raising attainment and achievement	3	3	Not inspected as yet

