



Coalburn Primary School
Standards and Quality Report 21/22



Context of the school:

Our School:

Coalburn Primary School and Nursery Class is a small rural school situated in the village of Coalburn, approximately 4 miles outside of Lesmahagow. Our school is one of 5 primary schools in the Lesmahagow Learning Community. Currently, we have 96 pupils within the school which is made up with 4 classes. Our nursery has a capacity of 32 and we are currently full with children on a transfer waiting list.

Our school staffing consists of:

- Head Teacher
- Principal Teacher (0.4 management time and 0.6 class contact time)
- 4.6 Teachers (0.4 of a teacher being funded through our Pupil Equity Fund budget and 0.2 temporary additionally from the authority).
- We have 5 full time Support Assistants:
 - 1 Team Leader
 - 1 office based
 - 3 class based

In the Nursery we have:

- 1 full time Team Leader
- 4 full time Early Years Practitioners.
- 1 full time Early Years Support Assistant

Our facilities team consists of:

- 1 full time Janitor
- 3 Cleaners
- 2 members of Catering Staff.

Our school catchment includes both local authority and private accommodation, as well as farms in the surrounding area. Placing 'requests in' within our establishment make up 7% of the school role. The majority of our children, 74.4%, live in SIMD band 3, with 11.2% of children living within band 6. We have 0.93% living in SIMD band 8. As of June 2022, 23.25% of the pupils were entitled to free school meals.

Coalburn Primary School and Nursery Class truly is in the centre of the village and community. The school and nursery class benefit from excellent links with local groups, individuals, businesses, and facilities. The work of the school is also greatly enhanced by the support of parents and families, the Community Council and a proactive Parent Council.

We believe strongly in the importance of nurturing Health and Wellbeing and supporting the whole child. The School and Nursery Class are both Gold Health Promoting Establishments and our Eco Flag is up to date. The school is also a Rights Respecting School and a Fairtrade establishment.

School staff are committed to the care and welfare of all children in the school and nursery, ensuring that all children have full access to all curricular and extra-curricular activities. Stimulating and fun lessons and activities are organised to ensure that all children give their best and enjoy their experiences in school. All children are encouraged to work hard, and every opportunity is taken to celebrate successes.

Coalburn Primary School and Nursery Class Values and Aims:

Together, we aim to nurture a happy, safe and stimulating learning environment, conducive to every child achieving their potential.

We work as a team at Coalburn Primary School and Nursery Class and operate an open-door policy. Our team believe strongly in the benefits of partnership working to achieve the very best for our young people. Coalburn Primary School and Nursery Class is a place where everyone can come to feel safe and to learn. The school and nursery, with parent and community support, encourages everybody to do the best they can and to rise to challenges. Every pupil and staff member is valued and treated respectfully. Achievements and successes are shared and celebrated at every given opportunity.

Following consultation with all stakeholders, Coalburn Primary School and Nursery Class revised the vision and values of the school in 2019.

Our Vision Statement:

“Be the best that you can be.”

The Values underpinning our Vision Statement are:


Respect, Resilience, Confidence, Determination, Inspiration

The values underpin everything we set out to do. We work hard to ensure a warm, caring, positive environment for our young people to thrive in. The whole team at Coalburn are encouraged to have ‘ABC’ attitudes (Always Be Confident) and staff work relentlessly to ensure our vision and values are realised by all our learners.

Following further consultation with all stakeholders during session 2021-2022 our Curriculum Rationale was completed and can be accessed using the following link:

[Team Coalburn's Curriculum Rationale](#)

Review of progress for session Aug 2021- June 2022

School priority 1: Continuity of Learning	
<u>NIF Priority (select from drop down menus)</u> Improvement in attainment, particularly in literacy and numeracy. <u>NIF Driver</u> Curriculum and assessment Teacher professionalism	<u>HGIOS?4 QIs (select from drop down menus)</u> 2.2 Curriculum 2.3 Learning, teaching and assessment 1.3 3.2 Raising attainment and achievement
Strategy What did we set out to do? <ol style="list-style-type: none">1. Following session 2019-2020 work on Vision, Values and Aims, revisit Curriculum Rationale in line with latest policy and build a Curriculum Rationale that meets the needs of the whole school.2. Update writing programme3. Increase outdoor learning opportunities, involving the whole school community.4. Achieve Silver Reading Schools Award	
Progress and Impact What difference did we see? What did we achieve? <ol style="list-style-type: none">1. Following consultation with all stakeholders, our Curriculum Rationale was created and can be found using the following link: Team Coalburn's Curriculum Rationale . We are very proud of what we do and achieve throughout the school year and will continue to adapt our Rationale as time goes on.2. Talk for Writing programme is now used across the school. We are at the very early stages of implementing this. Both fiction and non-fiction pedagogy have been introduced. A great deal of time was put towards teacher collaboration and planning to support and increase confidence. Our level of pupil enjoyment for writing appears to have increased however we have yet to see an improvement in attainment figures. We hope this will come during next session.3. The unused land behind the school MUGA has been developed into a wonderful space for children and families. We have a willow tunnel, pumpkin patch, vegetable/potato patch and an area has also been cleared for our new tables and benches. Thanks to the support of our local Community Council, we were able to purchase zip wires and climbing ropes to be attached to the trees. We held an outdoor learning session for each class and their parents to enjoy the new freedom we have out in this area.	
	

The P6/7 class achieved their John Muir Award due to all of their hard work and dedication. A blog of their journey can be found using the following link: [P6/7 John Muir Award](#)

Following the sudden loss of one of our much loved support assistants (during the school session) we renamed this unused piece of land 'Goodwin Hill' and had a family open / fun day at the very end of term to celebrate all of our hard work.



4. Our children were inspired by visiting author Stuart Reid at the start of the session.



Mr Straiton and Ms Kelly have submitted our Silver Reading Schools Award application and are waiting to hear back. We hope to have achieved our Silver Award and will look to undertake an audit in order to plan for the Gold Award in the new session.



5. Parents were surveyed regarding the teaching and learning taking place during the session, the results of this survey can be found here: [Parent Survey results](#)

Next Step(s) to inform SIP for 2022/2023:

- We will continue to embed the Talk for Writing scheme within the school. Tasks to be completed:
 - ✓ Consistent picture/action cards to be produced
 - ✓ Collaborative resource folder
 - ✓ Creation of props box / writing corner within classrooms
 - ✓ Consistent planned assessments with success criteria throughout the school
 - ✓ Introduce a 'publishing jotter' for each pupil (hot and cold task)
 - ✓ Work jotter – Magpie jotter
 - ✓ Ms Kelly to support Talk for Writing work
- Silver reading award almost achieved and we will work towards our Gold award. Tasks include:
 - ✓ Audit for Gold Award to be carried out (Ms Kelly and Straiton)
 - ✓ Paired reading throughout the school
 - ✓ Parent Helpers back in to help with reading for enjoyment.
 - ✓ Introduce reading opportunities outside the classroom and within the community
 - ✓ Story Fairy / Bookbug event with family engagement
- Numeracy must also be a focus:
 - ✓ LeighAnn Ferguson has been trained on Maths interventions and will be out of class working with groups of children and team teaching.
 - ✓ All teaching staff to be trained on Maths Pedagogy (purple book)
 - ✓ Numicon to be used in each class and nursery. Refresh training to be provided.
 - ✓ Revised approach to Mental maths using Numbers Talks.

- Continue to develop children's skills and teamwork through outdoor education.
- Community Engagement and Collaborative work to continue to support Developing the Young Workforce agenda.

School priority 2: Promote the positive health and wellbeing of children and young people, parents/carers and staff

NIF Priority (select from drop down menus)
Improvement in children and young people's health and wellbeing
NIF Driver
School and ELC leadership
Parental engagement

HGIOS?4 QIs (select from drop down menus)
3.1 Ensuring wellbeing, equality and inclusion
2.7 Partnerships
2.6 Transitions

Strategy

What did we set out to do?

1. Roll out Emotions Works throughout the whole school
2. Roll out Attachment Theory advice and guidance for parents whilst using attachment informed practice within school.
3. Reintroduce Active Schools sessions for children after school.

Progress and Impact

What difference did we see? What did we achieve?

1. All staff were trained on the use of Emotions Works. Mrs Montague led on this piece of work. Emotions Works used as part of our Health and Wellbeing programme.
2. A working Party provided a SWAY for parents to help them understand the principals of Attachment Theory and offer supports at home. This can be found using the following link: [Attachment Theory SWAY](#) . We were unable to hold the Parent Workshops planned, this will be carried forward into the new session.
3. During this session we were able to reintroduce after school clubs for pupils. Support Staff and Active Schools ran these. Clubs included: Board games, Multi-sports, Judo, Dance.



4. We ventured back out to sporting events run by Active Schools. We took part in the Dance Festival and the Track and Field events. We had success in both events.



5. A Health and Wellbeing Survey was put out to parents, the results can be found in the following link: [HWB Survey](#)

Next Step(s) to inform SIP for 2022/2023:

- Emotions Works to be fully embedded in Health and Wellbeing Curriculum.
 - ✓ Funds from Parent Council to be used to buy Emotion Works resources for the playground.
 - ✓ Further develop staff knowledge, including support staff to have a more coherent approach across the school, including playtimes.
- Re-establish Pupil Committees to enhance Pupil Voice
- Attachment Theory Principles and supports to be given to parents through workshops and support from Educational Psychologist (this has been carried forward).
- Explore Food in Schools Policy and share with the School Community
- Formalise tracking of HWB using the Leuven Scale

School priority 3: Planning for EquityNIF Priority (select from drop down menus)

Closing the attainment gap between the most and least disadvantaged children and young people

NIF Driver

School and ELC leadership

Performance information

HGIOS?4 QIs (select from drop down menus)

3.1 Ensuring wellbeing, equality and inclusion

3.2 Raising attainment and achievement

1.5 Management of resources to promote equity

Strategy**What did we set out to do?**

1. Track engagement using the Leuven scale
2. PEF budget used to employ 1FTE school support assistant
3. Reintroduce targeted literacy and numeracy groups
4. Homework clubs for targeted pupils to be provided by teaching staff (2 terms)
5. PB consultation to take place

Progress and Impact**What difference did we see? What did we achieve?**

1. We have used the Leuven scale but need to formalise the recording of this. Most children's scores have improved.
2. Unfortunately the member of support staff employed through PEF went off on long term sick, this had an impact on our interventions planned. All support staff had specific literacy and numeracy intervention timetables for the class they taught in, this worked well until we had to reshuffle timetables and we also had a number of pupils join us throughout the school session who required specific supports, taking away from the literacy and numeracy interventions previously planned and agreed.
3. All teaching staff invited targeted pupils to attend a number of structured 'Homework Clubs'. These proved to be a success, pupil enthusiasm was high and confidence grew, almost all children who attended had exceeded predicted attainment results. If this type of club was to take place again, work would need to be done with targeted children's parents to encourage the children to attend.
4. Historically, there has not been an attendance issue however, there were significant attendance issues throughout the 2021-2022 school session, mainly down to family holidays booked or rescheduled due to Covid.
5. Following consultation with all stakeholders, it was decided that the PB would be spent on toys for the playground and After School Clubs. This meant that all after school clubs were free of charge. Behaviour in the playground improved due to there being more toys readily available for all pupils.

Next Step(s) to inform SIP for 2022/2023:

- Support families to increase attendance rates and punctuality.
- Support staff to be timetabled to work with targeted children

- Plan appropriate 1:1 and small group interventions with intervention teachers (Mrs Ferguson – Numeracy, Ms Kelly – Literacy) in order to close the attainment gap.
- Increase outdoor learning opportunities to support knowledge and skills as well as team work (DYW).
- Ensure a wide variety of after school clubs are on offer for pupils at every stage throughout the school.
- Work with pupils and parents to plan and spend PB.

National priority: How we are ensuring Excellence and Equity?

Strategy

Brief commentary on context and identified barriers to learning which affect progress and attainment, key interventions undertaken

Coalburn Primary School and Nursery Class are a rural school and nursery class. A number of our pupils rarely leave the village or travel far due to lack of transport, it has always been important to bring as many experiences to the children as possible. Our PB and support from the Parent Council allowed us to do this with no costs to families.

Progress and Impact

What difference did we see? What did we achieve?

Coalburn Primary School and Nursery Class are in the fortunate position of having an extremely active and supportive Parent Council. The Parent Council ensure that celebrations within the school are supported with gifts / treats for all children at no cost to anyone. Examples include:

- Halloween Treats and a fabulous Balloon arch for our disco
- Selection boxes and Christmas Eve bags
- Irn Bru and Shortbread for Scottish Celebrations
- Easter Craft Treats
- Ice cream cones and Ice Poles for the fun day
- Refreshments for Sports Day
- Pantomime treat for whole school and nursery
- Parent Council paid for the whole of the P7 Activity Week (an alternative to a school residential for school session 2021-2022)
- Outdoor Learning equipment

Children were enthused and excited to have After School Clubs up and running again, attendance for these clubs was at a maximum with, at times, a waiting list. Almost all children in P5-7 were able to travel outside of Coalburn to take part in a sporting event at no cost. This had a significant impact on their physical and emotional health. Due to Covid a number of children had not had extracurricular experiences out with school time.

Parents participated in a PEF Survey in April 2021, this was to help future planning. The results are in the link: [PEF Survey results](#)

Next Step(s) to inform SIP for 2022/2023:

- We currently have a Position Statement regarding Cost of the School Day (COTSD). We now need to create a COTSD policy in line with National Guidance.
- Following consultation with stakeholders we will use the majority of our PEF budget to buy in a teacher for 2 days, thus allowing us to continue with daily literacy and numeracy interventions.
- PB spend to be consulted on and actioned.