



Coalburn Primary School and Nursery Class

Standards and Quality Report 2022/23

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
- 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 (class based)
 - 1 office based
 - 3 class based

In the Nursery we have:

- 1 full time Team Leader
- 4 full time Early Years Practitioners.
- 1 part time (10am – 2pm) 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 9.3% of the school role. The majority of our children, 84.9%, live in SIMD band 3, with 12.9% of children living within band 6. We have 1.1% living in SIMD band 8 and a further 1.1% living in SIMD 9. As of June 2023, 28% 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, a proactive Parent Council and the Community Development Officer.

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.

Following consultation with all stakeholders last session, our Curriculum Rationale was completed and can be accessed using the following link:

[Curriculum Rationale](#)

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, these are shared at assemblies, in newsletters and via Twitter @CoalburnPS.

All stakeholders were involved in creating our vision and values.

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.

A SWOT Analysis was carried out with Parents towards the end of the session and the following comments were provided:

- *Always going above and beyond for both pupils and parents. Every single member of staff always makes you feel so welcome. I love how involved I feel in my children's education.*
- *We like the open afternoon sessions where the pupils can show their families their topic works. The after-school activities are great too, eg netball/football and others funded by PC.*
- *Assemblies and school shows are always a huge hit for pupils and parents. I appreciate all of the support and encouragement that all of the staff give to our children.*
- *The numeracy workshop was brilliant and the resources were great.*

- *I cannot think of any weaknesses ... I honestly think Team Coalburn is absolutely amazing and there is something so special that has been created which I would find very hard to improve on*
- *I feel that Coalburn Primary already very much takes on a variety of opportunities at all times.*
- *With all of the new features appearing in the village, it would be amazing for the pupils to explore and enjoy them. The bird hide is fabulous, the pathways to Wallace's cave is being renewed etc.*
- *Just keep doing what you do so amazingly well Team Coalburn.*

Review of progress for session Aug 2022- June 2023

School priority 1:	
<u>NIF Priority (select from drop down menus)</u> Improvement in attainment, particularly in literacy and numeracy. <u>NIF Driver</u> Teacher and practitioner professionalism Performance information	<u>HGIOS?4 QIs (select from drop down menus)</u> 1.2 Leadership of learning 2.2 Curriculum 1.3 2.3 Learning, teaching and assessment
Strategy What did we set out to do?	
<u>School:</u> <ul style="list-style-type: none">✓ Keep a strong, clear focus on high quality teaching and learning in our classrooms.✓ Continue to embed the Talk for Writing scheme within the school. Tasks to be completed:<ul style="list-style-type: none">○ Consistent picture/action cards to be produced○ Collaborative resource folder○ Consistent planned assessments with success criteria throughout the school○ Introduce a 'publishing jotter' for each pupil (hot and cold task)✓ Achieve Silver Reading Award and begin action plan for Gold Award.✓ All teaching staff to be trained on Recovery Maths Pedagogy (purple book)✓ New resources for Maths Recovery, used effectively to enhance learning.✓ Revised approach to Mental maths using Numbers Talk✓ Children will be involved in frequent Outdoor Learning activities and experience for maths and numeracy✓ Maths Recovery will identify and target pupils to close the attainment gap through assessment, detailed analysis and series of lessons increase knowledge and skills. 1 teacher out of class to take lead role.✓ Parent Workshops and resources to be provided to support Numeracy Recovery	
<u>Nursery:</u> <ul style="list-style-type: none">✓ Each Pre-School child to get an opportunity to attend a block of Language Land Sessions, lead by Early Years Practitioner (EYP), supported by speech and language and specialist support teacher.✓ Makaton (a sign a week) to be introduced to the nursery✓ Book Bug training and sessions to be undertaken by EYP literacy lead✓ Engage in a 'Book and Rhyme of the Month' and 'Numeracy Rhyme and Book of the Month' to enhance home, nursery links.✓ Introduce Numicon into the nursery once EYP training has been completed.	
Progress and Impact What difference did we see? What did we achieve?	
<u>School:</u> <ul style="list-style-type: none">❖ P1 and P7 SNSA data compares favourably to the National averages. Specifically, we have 70% of children in P1 who have scored Band 5 or above compared to 45% of the national cohort and 55% of children have scored a Band 10 or above in P7 compared to 27% of the national cohort.❖ All maths recovery targeted children increased their scores from the baseline assessment done at the start of the session.❖ 4 P7 children who were not on track to achieve at the start of the session have now achieved second level.	

- ❖ All children in P1 achieved Early Level Numeracy and 82% of children in P7 achieved Second Level.
- ❖ Parent feedback from the numeracy workshops was very positive. Comments included:
 - *“Resources for home are great.”*
 - *“It was a great workshop with lots of new information, the information has made maths a bit simpler as well to help the kids.”*
 - *“A much clearer understanding of the different strategies that can be used to help support my son’s learning at home, to think more outside the box and keep it fun!”*
- ❖ Parents unable to attend the workshops were all provided with video support from the Maths Recovery intervention teacher.
- ❖ Reading Schools Silver Award Achieved
- ❖ 63% of our P1 cohort got a Band 4 or above in their recent SNSA in Literacy. In reading, 76% of P7 children scored a Band 9 or above compared to 58% of the national cohort.
- ❖ Talk for Writing:
 - Has been developed across the school and has been introduced to most stages. P3/4 used the Colour Semantics Programme to meet their needs and this cohort will be ready to start Talk for Writing Next Session.
 - Action cards are being used consistently in lower school.
 - Folder of resources includes early level, first and second level packs. It will take time to create a rolling programme due to the multi-composite nature of our school.
 - P1/2 writing corner, other classes have interactive walls.
 - Consistent planned assessments with success criteria throughout the school for writing within each stage.
- ❖ Paired reading between stages regularly taking place every week.
- ❖ Parents involved in World Book Day activities, completing tasks and giving positive feedback.
- ❖ Orienteering to encourage reading in the outdoors. Read to Write tasks in the outdoors.

Nursery:

- ❖ Most of our pre-school children have now attended Language Land and we can see the benefits of this through tracking and monitoring.
- ❖ Majority of our children understand and sign Makaton when modelled from an adult, basic signs for please, thank you, snack, stop etc. are used daily in the room which supports our young people with additional support needs.
- ❖ Bookbug training has been completed but time has run out to start sessions.
- ❖ Numicon training has been completed and resources have been introduced to nursery children this will be embedded into nursery practice next session.
- ❖ All Literacy and Numeracy targets set for each individual nursery child have been achieved throughout the course of the session.
- ❖ Lending Library set up and used frequently. Parents use the Learning Journals to share their home learning.

Next Step(s) to inform SIP for 2023/2024:

School:

- Now that teaching staff have all been trained in Maths Recovery, they need to start using the resources and skills during teaching time.
- Calculation policy to be created and Numeracy Progression Planners to be used across the board.
- Number Talks to be embedded across the school and not just in certain classrooms.

- Work towards achieving Gold Reading Award
- Talk for Writing to be embedded in every class
- Literacy Parent Workshops, specifically for reading
- Literacy Progression Planners to be used across all levels.

Nursery:

- Bookbug sessions to commence early in the new session to enhance literacy and family engagement.
- Numicon resources to be used frequently.
- Staff to engage in maths recovery training from interventions teacher.
- Parent Workshops to enhance numeracy development at home

School priority 2:NIF Priority (select from drop down menus)

Improvement in children and young people's health and wellbeing

NIF Driver

School and ELC improvement

Parental engagement

HGIOS?4 QIs (select from drop down menus)

2.4 Personalised support

2.7 Partnerships

2.5 Family learning

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

- ❖ Further develop Emotion Works throughout the school.
 - Resources for outdoors to be purchased and utilised
- ❖ Attachment Theory principals to be further explored with parents
 - Educational Psychologist to lead 4 parental workshops on the A-Z principals
- ❖ Reconnecting with Parents and Families
 - Open Assemblies / School Shows
 - Class workshops / assemblies / showcases
 - Parent Workshops / Homework help
 - Opportunities for parent helpers (sharing learning)
- ❖ Explore Food in Schools Policy and share with the school community
- ❖ Review Behaviour Policy
- ❖ Cost of the School Day (COTSD) Policy to be created
- ❖ Play pedagogy training to support targeted learners

Nursery:

- ❖ SHANARRI indicator to be taken monthly and explored with children and families
- ❖ Attachment Theory workshops to be provided for parents in partnership with Specialist Support Teacher and Educational Psychologist
- ❖ COTSD to be taken into consideration and events / diary to be planned accordingly.
 - Clothing Rail to be provided in the Nursery Bubble
- ❖ Stay and Play sessions re-established

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

- ❖ COTSD Position Statement has been created and can be found on our School Website.
- ❖ Play Based Learning is up and running in the P1/2 classroom. P1/2 teacher and Head Teacher have engaged in Play training and the Development Officer has also been out to visit to ensure we are getting it right for every child.
- ❖ Strong links with parents and families have been re-established.
- ❖ Every class has engaged in a class showcase to celebrate individual achievements with parents.
- ❖ All classes have been away on a school trip to enhance their curriculum experiences.
- ❖ The whole school are participating in an outdoor learning excursion at the end of term.
- ❖ Healthy living and eating being encouraged. The Parent Council now consider what treats they provide for the children.
- ❖ Emotion Works resources have been purchased and are beginning to be used in the playground.

Nursery:

- ❖ Almost all children are on track within Health and Wellbeing.
- ❖ Monthly SHANARRI indicators have been fully explored each month, children are beginning to use the language and can reflect on their experiences. Throughout the home link activities/challenges, majority of our families have taken part and received certificates on completion.
- ❖ A-Z workshops have been provided with over 50% of nursery parents in attendance. To ensure equity for all parents these workshops have now been created into leaflets and put on the monthly newsletter. Nearly all the parents attended have been pre-school parents, therefore we will run this again next year. Our A-Z work can be accessed using this link:
- ❖ Parents reports that they feel secure in the knowledge and understanding of A-Z of attachment and feel confident in implementing strategies at home.
- ❖ Clothing rail and other resources readily available to ensure equity and inclusion.
- ❖ Numerous stay and play sessions achieved including mother figure week and father figure week, an afternoon tea and outdoor session.
- ❖ The nursery environment has been upgraded thanks to a fund from the local authority. New resources were purchased to provide new experiences for the children and to remove colourful resources for natural resources. Thus, calming the nursery environment.
- ❖ All staff CPD is shared at meetings to ensure continuity for children.
- ❖ All pre-school children got a block of 4 swimming lessons

Next Step(s) to inform SIP for 2023/2024:

School:

- New Relationships Policy to be rolled out from day 1 of new term.
- Health and Wellbeing to be a CCC subject next year to allow staff to work on a more coherent programme.
- Rookie Rockstars booked for whole school to enhance teaching and learning on friendships, confidence, and resilience.
- A-Z work completed by nursery to be continued in the school with Parent Workshops
- Work along side specialist support team to roll out 'sleep support' for children and families. Sleep ambassadors to be achieved.
- Nurture principals to be explored and shared with staff and children.
 - New classroom to be set up for all children and parents to access throughout the year.
- Health and Wellbeing additional support to be introduced throughout the school (funded through PEF)
 - Boxall profiling to be introduced to identify targeted children
- Introduce new approaches to sharing specific details of additional support provided in school for children with additional needs with parents.

Nursery:

- Emotion board to be created for 'Check In' (in line with Colour Monster)
- Boxall profiling for any targeted preschool children
- Embed SHANARRI work further and include parents
- Continue with A-Z work
- Swimming opportunity to be continued for preschool children

School priority 3:

NIF Priority (select from drop down menus)
Improvement in skills and sustained, positive school-leaver destinations for all young people
NIF Driver
Curriculum and assessment
Parental engagement

HGIOS?4 QIs (select from drop down menus)
1.1 Self-evaluation for self-improvement
3.3 Increasing creativity and employability
2.2 Curriculum

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

- ✓ Curriculum planners to be revisited to ensure progression and skills-based learning planned and tracked across all areas.
- ✓ Familiarise staff with the outdoor education planners, resources and outcomes with a view to embedding it in their teaching practice
- ✓ Invite members of the community, e.g. Men's Cave, to share their knowledge to assist in developing children's skills
- ✓ Host a "World of Work Week" which would include inviting parents and members of the community into the school to describe and/or demonstrate the skills associated with their career
- ✓ Enterprise week / day where children can take on roles and responsibilities found in the World of Work
- ✓ School and House Captain roles to be re-established
- ✓ Play Based Learning to be introduced into the P1/2 classroom

Nursery:

- ✓ Staff to be trained on SLC woodwork programme
- ✓ Woodwork and gardening resources to be purchased.
- ✓ Parent helpers to be sought
- ✓ Risk assessments to be undertaken
- ✓ Links to be re-established with Auchlochan Care Home, Derby and Joan Club and the local library.
- ✓ Local village to be explored

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

- ❖ Progression planners for the whole school have been created and will be used at the start of next session. Skills based planners will also be ready to use in the new session.
- ❖ The outdoors is being used ore often for learning.
- ❖ P3/4 completed an Enterprise topic and hosted an Enterprise Café at the end. All children will take part in an enterprise activity next session.
- ❖ Play Based Learning has been rolled out in P1/2 and data suggests that this has been a successful shift for our teaching and learning.

Nursery:

- ❖ Team Leader is fully trained in woodwork
- ❖ Resources for woodwork and gardening have been sourced and purchased with thanks to funding from the Parent Council.

- ❖ Woodwork has now been introduced to some of the children within the nursery, they are confident in naming the tools and children have started to create models of their own.
- ❖ Herbs, fruits and vegetables have been planted and in time used to enhance play experiences and utilised during snack times etc.
- ❖ Children to gain experience performing and socialising with elderly members of the community (bringing generations together).
- ❖ All our children and staff have been out exploring the local community. Majority of the children have now developed a sense of community and can highlight areas within the community and talk about their experiences.
- ❖ Outdoor learning environment has been updated and learning opportunities have been enhanced by new resources and equipment.

Next Step(s) to inform SIP for 2023/2024:

School:

- Skills Based Learning has to be tracked across all stages.
- Curriculum planners have to be used.
- DYW opportunities to be provided throughout the next session rather than a one off week.

Nursery:

- To strengthen our community links, we would like to attend the Darby and Joan on a regular basis and visit the local library on a regular basis.
- Provide woodwork training for EYPs
- Fully embed woodwork into the curriculum
- Link in with the local 'man shed' group, who build things for our local community.
- Gardening resources bought session 2022-2023 to be fully utilised.

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:

We recognise the rural location of our community as a barrier to our children participating in wider out of school hours learning and leisure opportunities. Attendance and particular additional support needs also create barriers to learning and progress for some of our children. As a result, we are committed to minimising the cost of the school day, including providing uniform, digital and financial support to engage, where required. We are committed to:

- Enhancing our staffing, increasing teaching staff hours.
- Providing targeted support to best meet children's needs.
- Making best use of staff time and support allocations to facilitate this.
- Providing a free range of wider learning opportunities and curricular enhancements, working with our Parent Council and Community Development Officer.
- Providing ASN support for those who need it, involving wider agencies when required.
- Strong working relationships with the Speech and Language Team, Clydesdale Support Team, Educational Psychologist, Health Visitor
- Sharing attendance data with all families
- Whole school swimming lessons provided to provide children with skills and confidence to be able to access local swimming pool independently.

Progress and Impact

What difference did we see? What did we achieve?

Over the course of this session, we have:

- ❖ Remained cost neutral.
- ❖ Maintained significantly enhanced interventions timetable delivered by a teacher.
- ❖ Provided a broad range of additional out of school hours activities, supported by teaching staff and active schools staff. Opportunities were well received and enjoyed by participants, contributing to overall physical and mental wellbeing.
- ❖ Engaged most learners considered to be affected by poverty in extra-curricular activities.
- ❖ Provided ongoing uniform support using easily accessible rails and Google Forms for private access (and Halloween costume and Christmas Party support).
- ❖ Seen some improvement in attendance for individuals.
- ❖ All parental survey respondents agree that our school very successfully creates an ethos which promotes and celebrates pupil attainment and achievement and in which pupils and adults are valued.
- ❖ Updated COTSD Policy
- ❖ All children in the nursery and in receipt of free school meal entitlement received a £50 voucher for either a food hamper, electricity or Primark clothing voucher at Christmas. This was possible due to a successful Cash for Kids bid.
- ❖ A further successful Cash for Kids bid was received in March and families considered to be affected by poverty benefitted from another voucher.

Next Step(s) to inform SIP/PEF Plan for 2023/2024:

- Ensure all families have access to COTSD policy and know how to access help when required.
- Majority of PEF will be used to fund 0.4 (2 days) teacher. This teacher will work specifically within the Health and Wellbeing curriculum. Identifying and targeting young learners who have HWB barriers affecting attainment
- Target ongoing attendance issues.
- Maximise partnerships with other agencies and parents, to help continued provision of a wide and varied package of curricular enhancements.