

# HIGHLY EFFECTIVE PRACTICE in curriculum design at Coulter Primary School

This illustrated case study details highly effective practice that has been captured during the inspection of Coulter Primary School in South Lanarkshire Council.

Working with a range of partners, the school ensures that children participate in opportunities and experiences that are not readily accessible in a remote, rural community. The school's broad and varied curriculum has led to enhanced wellbeing outcomes and very good progress in learning for all children.

**Responsibility - Courage - Equality - Respect - Honesty**



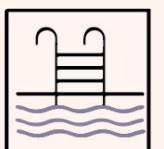
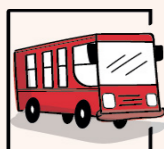
## Overcoming barriers to learning

Staff track the progress and attainment of all children, including those with barriers to their learning, very effectively. The headteacher has worked with the wider school community to identify the impact of rural poverty on children's outcomes. The headteacher uses grants and donations to ensure that all children take part in important learning experiences. Partnership work with a neighbouring primary school also ensures that children at Coulter Primary School receive targeted support wherever it is needed, for example improving their writing through literacy interventions.



## Cost of the school day

The headteacher is committed to reducing the cost of the school day and this has impacted positively on children and families. School staff take account of the increased cost of travel in a remote rural area in making decisions on spending. All parents contribute to the 'participatory budgeting process'. Through this, they have prioritised that school trips, outings and swimming lessons should be fully funded by the school. This decision has ensured that all children benefit from a wide range of experiences at no additional cost.



## Celebrating uniqueness

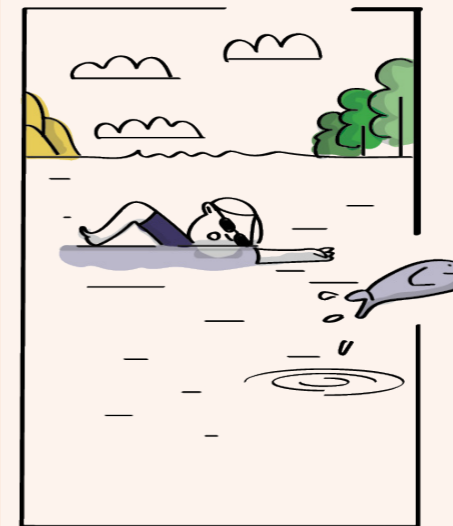
All staff continually review the curriculum to ensure that children are provided with learning opportunities that recognise and celebrate the uniqueness of the school's context.

Children's views have also directly influenced the features of the school's curriculum, for example greater use of digital technologies. Improved interdisciplinary learning experiences that children lead provide meaningful opportunity for them to learn about their local context and to make connections across curriculum areas.

Outdoor learning is a strong feature of the school's curriculum. All children experience outdoor learning every week. All P5-P7 children achieved certification from the John Muir awards scheme. This focus on learning outdoors has improved children's mental wellbeing and resilience.

## Context and community

Staff have a very clear understanding of the social, economic and cultural context of the local community. As a result, all staff have a strong understanding of the range of barriers to learning children may face. They are particularly aware of the unique opportunities and challenges children living in a rural community experience.



## Sporting opportunities

The school has very good links with partners in the local community to ensure that children can access a range of lunchtime and after-school sporting activities, for example rugby, dance, table tennis and curling. Teachers also work with the local rugby club to support children to engage in community activities and events. As well as enhancing their wellbeing outcomes, these activities are also helping children to develop their skills in teamwork, negotiation and communication.

All children enjoy the swimming lessons they access through their Physical Education (PE) programme. This helps children to develop an understanding of the risks and benefits of the local river and wild swimming.

## Parents/carers as partners

Parents/carers are involved extensively in supporting the curriculum, for example by using their skills in floristry, baking, crafts and musical skills, as well as supporting aspects of PE and Religious and Moral Education. These opportunities are linked very closely to the school's progression pathways. This is leading to children developing skills for life, learning and work as well as developing their understanding of their place in the community.



## Intergenerational work

An intergenerational project is helping to build social cohesion in the community. Children plan 'afternoon teas' and 'soup days' where they invite older adults to join them for a chat and a meal. These sessions are captured in a series of podcasts where children and older adults share their thoughts about climate change and local issues. As a result, children are developing their knowledge of their local environment and their leadership and digital skills.



**Coulter:**  
A place where everyone strives to be the best they can be.



HIGHLY EFFECTIVE PRACTICE  
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