

OUR SCHOOL CONTEXT

HISTORY & COMMUNITY



Established 1878 on this site, situated in the heart of Falkirk. Highly regarded by local community.

DIVERSE PUPIL POPULATION



433 children (Primary & ELC).
Fourteen classes.
35 spoken languages.
Urdu and Punjabi are the most common languages spoken after English.

LANGUAGE & SUPPORT FEATURES



29% EAL (115 children).
English as an Additional Language is a significant feature.



Comely Park Primary and ELC Class

SOCIO-ECONOMIC & SUPPORT DATA



14% pupils from SIMD 1–3 areas.
42 children entitled to Free School Meals.
Intersection of Needs: Over half of pupils in SIMD 1–3 have EAL.
24% on Staged Intervention Levels 1-3.
Wider support includes Nussy, Seasons for Growth.



RELIGIOUS AFFILIATION



44% Specified Religion (Christianity & Islam most represented).
56% No Religion / Not Disclosed.

PUPIL ATTAINMENT DATA SESSION 2025-26

Almost all children at P1, P4 and P7 achieved the expected level in numeracy.

Most children at P1, P4 and P7 achieved the expected level in literacy, across all areas: reading, writing and talking and listening.



CULTURE, ETHOS, RELATIONSHIPS, EQUALITY AND INCLUSION

Positive relationships and wellbeing across the school community

Strong culture of inclusive partnership working is leading to positive outcomes.

Staff wellbeing and collegiality is supported by an open, transparent leadership approach.

Mutual trust with almost all families is evident.

Many families highly praise the school's promotion of values, kindness and positive behaviour.



Curriculum Decolonisation and Rights- Respecting approaches

Interdisciplinary Learning (IDL) explicitly integrates UNCRC Articles and Sustainable Development Goals (SDGs).

We are a UNICEF Gold Level Rights Respecting School.

Collaborative development of progressive planners has successfully clarified the delivery of critical themes across levels.

Deeply embedded and consistently modelled school values

Almost all children know and understand the school values.

93% of children feel they are treated with respect.

97% of pre-school children feel happy in the ELC.



Targeted professional learning

Staff capacity in trauma-informed practice is increasing.

Professional dialogue is contributing meaningfully to decision-making and school improvement.



CURRICULUM, LEARNING, TEACHING AND ASSESSMENT LITERACY

Strong, embedded reading culture

Reading for enjoyment is deeply embedded and widely promoted.

Almost all staff and children are actively engaged.

Literacy is a whole-school commitment and shared priority.

Initiatives maintain momentum across the year and support family learning.



Investment in resources driven by need and equity

Targeted improvements are enhancing access to desired books.

Book purchasing is informed by pupil feedback, increasing relevance and engagement.

PTA support strengthens provision, leading to greater diversity and equity of access.

Effective use of assessments

Attainment in reading is good. Standardised assessments, including PIRA and SNSA, are informing planning and tracking.



Growing home-school connection in reading

Most pupils read regularly at home. A significant proportion of children indicating strong habits. 38% read daily.

Engaging whole-school reading challenges successfully extend literacy into family life.

*So many
BOOKS *
so little
* TIME **

IMPROVING OUTCOMES

MATHS

High quality, consistent standards

Most classes are engaging in mental maths learning daily.

Newly developed planning and guidance is increasing consistency.

Shared understanding is further developing through moderation and collaboration at school, neighbourhood, and authority level.

Staff training is informing teaching and learning.



Engaged and motivated learners

The majority of children express consistent enjoyment of mathematics.

Confidence in maths is high.

The majority of children feel they are challenged in maths.

Attainment in maths is very good.



Investment in pedagogically appropriate resources

A 'resources toolkit' has been developed which will be provided and implemented next year, to support effective mental maths pedagogy based on the Concrete, Pictorial, Abstract approach.

Positive experiences for learners in our ELC class

The majority of children are making good progress.

Learning is taking place in different contexts and environments.

Families are involved in and enjoying sharing learning.



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