

Comely Park Primary School

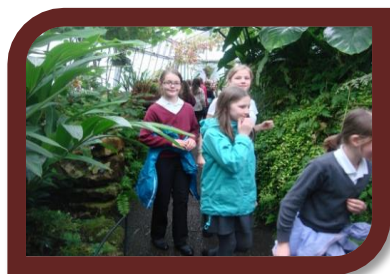
'Learning For Life'

Standards & Quality Report

Session 2013-2014



'Getting it Right for Every Child'



Safe
Healthy
Achieving
Nurtured
Active
Respected
Responsible
Included



Dear Parents and Carers,

As you probably know, each year the government and the council publish information designed to show how well schools and local authorities are improving pupil performance and achievement year on year.

In similar fashion, we in Comely Park Primary would like to tell you how we are progressing in our school. This booklet is designed to do just that. It is our 'Standards and Quality Report' for last session. It has been a very hard working and productive year for our school community and we are proud to share our many successes with you.

Inside you will find a brief description of our main achievements during the last session. Whilst we do many things in the course of a year, we have focussed on what we consider to be the most important areas. We have also outlined the school's main priorities for next session.

We hope you find the booklet helpful. If you have any questions about it, please do not hesitate to phone the school office for an appointment and we will be pleased to offer clarification.



Senior Management Team

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WHO WE ARE & WHAT WE VALUE

Our vision and values statement:



In keeping with the Scottish values of Wisdom, Justice, Compassion and Integrity we aspire at Comely Park to be an active learning and teaching community. We want our pupils to maximise achievement as they become confident individuals, successful learners, effective contributors and responsible citizens. We want them to be a part of a caring and supportive team.

In all aspects of our work we...

- Conduct our business with mutual respect, tolerance, fairness and equality.
- Embrace diversity; promote inclusion for all in a proud, safe and welcoming environment.
- Communicate and listen in order to involve everyone.
- Move forward as enthusiastic, lifelong learners through partnership with parents, carers and the wider community.

*Due to be reviewed with staff, parents and pupils in 2015.

‘Learning for Life’

Our aims:

In line with Falkirk Council’s ‘Learning to Achieve’ policy and through a partnership of teaching and non-teaching staff, parents carers ,the Integrated Learning Community and other agencies. Comely Park aims:

1. To develop successful learners through nurturing:
 - Enthusiasm and motivation for learning
 - Determination to reach high standards of achievement
 - Openness to new thinking and ideas.
 - Lifelong learning
2. To encourage children to become responsible citizens showing respect for self and others by making informed choices and decisions.
3. To teach the secure values and beliefs needed to develop confident individuals who will achieve success in different areas of activity.

4. To equip everyone in our school with the qualities needed to become effective contributors able to communicate in different ways and settings.
5. To ensure the highest possible standard of educational attainment by equipping all involved with the core skills and positive attitudes necessary for future success.
6. To enable children to apply the physical, emotional and social skills needed to pursue a healthy
7. To promote and nurture the vital partnership between parents, carers, the community and our school.

The Aims of Comely Park are derived from and commensurate with the National Priorities and Curriculum for Excellence as issued by the Scottish Executive. They have been shared with staff, pupils and parents.

Our aims will be reviewed every third year and our next review is scheduled for 2015.



ENTERPRISE PLATINUM AWARD

**FOLLOWING THREE CONSECUTIVE GOLD AWARDS AND ACHIEVING
OUR PLATINUM AWARD COMELY PARK KEEPS ENTERPRISING
LEARNING AND TEACHING A HIGH PRIORITY!**



Enterprise in Education
Platinum Standard School

Enterprising Learning and Teaching is part of our culture at Comely Park Primary School. Very strong links have been developed throughout our community and also within the Falkirk High School cluster primaries network.

We endeavour to ensure that our Enterprise in Education programme gives our pupils a wide range of experiences that provides our pupils with an understanding of the world of work and the opportunities that are open to them.

Our approach is based on the five basic principles:-

- Giving pupils responsibility
- Making learning real
- Taking roles
- Providing relevance
- Encouraging reflection

Our aim is to encourage our children to have the confidence and belief in their ability to succeed in whatever they choose to do in the future, whether they go on to be successful employees, employers or entrepreneurs.

We ultimately aim to help our pupils acquire knowledge, skills, dispositions and capabilities not only in order to work and earn a living but also to live satisfying lives and play a full part in the complex and ever-changing society of the future through life-long learning.

In the photographs that follow we hope to provide an insight into the rich variety of learning experiences from Nursery through to Primary 7 that are thoughtfully and effectively planned to meet the broad range of our children's needs.

ENTERPRISE ACTIVITIES 2013/2014



Macmillan Coffee Morning

Carol Singing

Community Litter Pick

Sports Relief



Christmas Enterprise Stalls

Christmas Concert

Christmas Post

Eco Group



Burns' Supper

Pupil Council



JRSO Group

Going For Glasgow

When Gran Was A Girl





Healthy Tuck Shop

The Giant Of Thistle Mountain

Nursery Garden

Nursery Pr. One Transition Topic



A Winter's Tale

P.5 Art Gallery

Commonwealth Games

Book Launch

People Who Help Us

Stage Assemblies



Parental Classroom Visits Re. Occupations E.g. Paramedic,

Scientist, Authors, Engineer Etc.



GETTING IT RIGHT FOR EVERY CHILD

SOMETIMES REFERRED TO AS 'GIRFEC'

As part of our on-going commitment to continuous improvement and raising attainment for all, we continue to strengthen awareness of 'GIRFEC' with all of our staff. It's a consistent way for people to work with all children and young people. It's the bedrock for all children's services and can also be used by practitioners in adult services who work with parents or carers.



The approach helps practitioners focus on what makes a positive difference for children and young people – and how they can act to deliver these improvements. *Getting it right for every child* is being threaded through all existing policy, practice, strategy and legislation affecting children, young people and their families.

What '*Getting it right for every child*' means for children, young people and their families:

- They will feel confident about the help they are getting
- They understand what is happening and why
- They have been listened to carefully and their wishes have been heard and understood
- They are appropriately involved in discussions and decisions that affect them
- They can rely on appropriate help being available as soon as possible
- They will have experienced a more streamlined and co-ordinated response from practitioners

(The Scottish Government, 2013)

There is now a clear understanding by all staff members of the need for timely sharing of information with the Head teacher to ensure early intervention, if required, and for the updating of chronologies for each pupil of any significant events. All new paperwork has been implemented and worked through with staff and Mrs Amos, our Support for Learning teacher, shared and agreed with parents as required and commented upon. Our recent HMIE report commented that this was a strength and were very pleased with what we have achieved to date. Through the use of this new paperwork our teachers have commented that they are seeing a marked improvement in pupil's skills and achievements. This deeper understanding of 'GIRFEC' will continue to impact on our daily practice to ensure we are 'Getting It Right For Every Child' at Comely Park Primary School and that we are meeting their needs to provide the most appropriate education for our children.

OUR NURSERY

We have had a very busy year in nursery! In October we were visited by the Care Inspectorate. Mrs Daly visited our nursery for two full days. She shared valuable learning experiences with staff, pupils and parents. This was a very positive experience for all involved and culminated a highly informative and congratulatory report. We were pleased that the ethos, commitment and teamwork of our highly experienced staff were acknowledged.

This year we have made significant changes to our planning process. We have introduced floorbooks as a means of recording all the wonderful learning experiences shared in our nursery. Feedback from parents, pupils and staff has been very positive and we are confident this is a far more efficient and inclusive format.



We have worked hard to raise the profile of our pupil's Learning Journeys. Children are far more involved with their own Learning Journeys and feedback from both the Care Inspectorate and HMIE confirmed these were completed to a very high standard and represented positively the views of our pupils, staff and parents.

This year we have continued our outdoor classroom sessions at Callendar Park. These provide a wonderful opportunity for children to explore outdoors, manage risk and participate in real and imaginary play in an environment beyond the nursery gates. Our outdoor sessions provide a wealth of interdisciplinary learning opportunities, and more importantly are great fun! We always have a great response from parents who also wish to participate in our sessions at Callendar Park, and for this we are extremely grateful.



We are continuing to fundraise for a new climbing frame. We have raised a significant sum to date through various activities and once again wish to thank parents (and grandparents!) for their continued support. We hope to have a new climbing frame early next session. Our previous climbing frame served us well and continues to play a part in our courtyard in the form of planters!

Our Nursery/Primary 1 Transition Project was great success again this year! Our theme this session was the Commonwealth Games. This provides a great opportunity for our nursery children to visit Primary 1 and allows our current Primary 1 pupils to share their experiences with our pre-schoolers. Furthermore, it allows those children currently at other nursery establishments to access our school prior to August. Feedback from parents has confirmed this is a very valuable experience.



PLANNING AND TRACKING

At Comely Park Primary School, we believe that every child is entitled to personal, social and intellectual development and must be given the opportunity to achieve his/her full potential in learning. We promote the highest standards of Learning and Teaching for all, ensuring every child is cared for, happy and valued.

We aim to provide an effective framework for reviewing and developing approaches to learning and teaching within the context of Curriculum for Excellence. In doing so, we aim to improve the learning experience and educational outcomes of all our pupils.

We believe it to be essential that all teachers regularly maintain records of children's progress and achievements. Tracking pupil progress will not only form an integral part of planning high quality learning and teaching, but will also seek to support learning by focusing on the process of pupils moving from where they are presently in their learning to achieving their desired goals.

Tracking will support learning and promote learner engagement resulting in greater breadth and depth in learning, including a greater focus on the secure development of knowledge, understanding and skills. Tracking will ensure pupils are progressing in their learning and are developing in line with expectations. Not only will effective tracking provide a summary of what learners have achieved but also contribute to planning next stages in learning.

Through effective tracking we can ensure that at least one member of staff knows the whole child well. This is in line with both The Wellbeing Wheel (GIRFEC) and the four capacities of A Curriculum for Excellence. Through effective tracking, management can successfully monitor and evaluate pupil progress in relation to attainment and achievement. Tracking information can form the basis of discussions during tracking meetings and be used to inform information provided to parents.

SCIENCE

Following the questionnaire distributed in May 2013 we have made several changes to the new planning which was used at school. The questionnaires highlighted that teachers were still not aware of...

- What to use when planning for Science
- How to assess children's learning in Science
- I use a format for recording pupils progress in Science

As a result of this the working group have revisited the progression and skills document and our overview is based on E's and O's and not topics. Resources have been identified which match to each experience and outcome. Assessment sheets now accompany each experience and outcome which is a formal recording of pupil's strengths and next step.



DEVELOPING OUTDOOR LEARNING OPPORTUNITIES

'Grounds for Learning's' vision is, 'that every child benefits from stimulating outdoor and play in their education'.

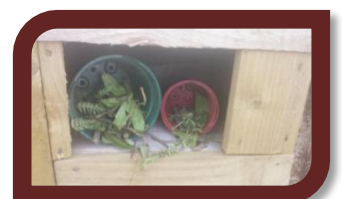
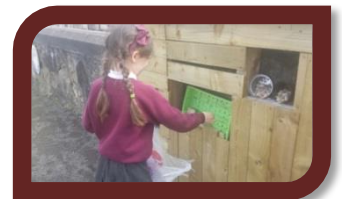
This is something that the playground sub-committee has been working towards and will be continuing to develop further next session. They have a fantastic plan to work on with many great ideas but grant funding to support these big ideas has been very difficult to gain. Each bid takes up a great deal of time and effort and to date been unsuccessful. However, the committee continues to look at any cheaper or possible solutions that we can create ourselves to improve our playground further. This year we have managed to plant our fruit trees and although 5 trees were snapped in two by thoughtless vandals we managed to secure replacements from Margaret Miller at Forth Environment Link and The Klondyke in Grangemouth -all free of charge and to both we are extremely grateful for their support.

So why Outdoor Learning?

Here are some reasons why learning in the Outdoors when possible or appropriate is so important...

Why Outdoors?

- We are happier and more hopeful outdoors especially when in contact with wild space and nature. Getting outside lowers 'cortisol' and makes us less stressed.
- We are more focussed, more engaged and more attentive for longer outdoors as we are hardwired to being connected to the outdoors.
- We are more adventurous, flexible, adaptive and reflexive outdoors.
- We are more curious, ask more questions, build stronger cognitive pathways and use higher order thinking strategies more readily outdoors.
- We learn better in real-world, real time, real life contexts where we can to make meaningful experiences.
- We are connected to places and people outdoors with a stronger sense of identity and purpose.
- We are more inclusive outdoors deploying different learning styles and drawing on different ways of knowing. (Quiet in school and confident leaders outside.)
- We are more relational outdoors and our learning is more collaborative.
- We are cultivating genuinely new ways of doing things outdoors. (Then these ideas are brought back inside the classroom.)
- We are generating our practice in learning and teaching through journeys outdoors.
- Needs are powerfully met through regular involvement in outdoor enquiries, challenges and experiences.



The key message is that, 'Play is great for children's well-being and development. When planning and providing play opportunities, the goal is not to eliminate risk, but to weigh up the risks and benefits. No child will learn about risk if they are wrapped in cotton wool'.

We want to increase the opportunities for risk and challenge in our playground. Our children live close to a forest in Callendar Woods or Lionthorn Woods and thrive on being outdoors. As the forest is too far away to walk for playtimes and lunchtimes the children are therefore limited to playing within the school grounds. We want to develop confidence, risk taking, resilience and responsibility in our children and further develop their co-operation and collaboration skills through play. As a community if we utilize our outdoor setting to its fullest potential it will have a big impact on our children's well-being. Healthy body – healthy mind!

We would welcome any interested parents to join our group next session. Please get in touch with the school if you would like to join with us in developing our playground further.

ECO COMMITTEE

Representatives from each class were selected to attend the Comely Park Pupil Eco Committee. Mrs. Thomson, Mrs Tonner and Miss Cain help to support the eco group. As with any pupil group, the children are encouraged to take responsibility and embrace the leadership opportunities membership provides. Our website page includes the agenda and minutes from each meeting and we regularly provide photographic evidence of our achievements.

We are delighted to announce that Comely Park has successfully renewed its Eco-Schools Green Flag Award status. This is an excellent achievement and is only possible through hard work, commitment and passion from teachers and pupils alike.

On Thursday 16th January, representatives from the Eco Committee attended an awards ceremony at The Park Hotel. The ceremony was hosted by the Rotary Club of Falkirk. At the end of last year the Comely Park Eco Committee participated in a tidy playground competition judged by members of the Rotary Club. We are pleased to announce Comely Park were awarded third place from participating Falkirk Schools. As a result, we were awarded a generous cheque for £50 as well as lots of other eco-friendly gifts. The Eco Committee decided to donate the money to the Gardening Club so they can continue to improve our school courtyard.

As many of you already know, Comely Park Primary recently adopted the pitch. Whilst the overall maintenance of the pitch remains with the Community Trust, the school has agreed to help keep it clean. This is a very popular facility in the local community and is used by many people. Whilst this is a fantastic resource, it does however mean that everyone should be responsible for keeping it clean. Unfortunately this is not the case and the Eco Committee alongside other pupils and staff grew tired of getting the blame! We have taken matters into our own hands and are leading by example. Our posters encourage all users to respect the facility and keep it clean and safe for everyone. We have donated some of our school bins to encourage users to dispose of their litter in a considerate fashion.

Led by the Eco Committee the pupils at Comely Park decided to hold their own Earth Hour. This was held between 2 and 3pm on Friday 28th March and involved every pupil in our school and nursery class. Children were encouraged to wear bright clothes.

In conjunction with Clean-Up Scotland, the Eco Committee, armed with litter pickers, took to the streets to tidy our local community. As we have already adopted the pitch, we decided to target the surrounding areas. This not only helps to improve our community, but also the approach to our school. In the main we found very little litter. However, a huge concern is the amount of broken glass around the Games Hall. The Eco Committee were so appalled by this, they have decided to write to Falkirk Council, requesting this area is routinely cleaned. A copy of this letter, once written, will be uploaded to the website.

The Eco Committee visited the Walled Garden at Callendar House on the 12th of May. Not only did we keep fit by walking over to the Garden, we were able to gather lots of exciting ideas for our playground and courtyard. The children also learned about food miles and how the food we choose impacts on our environment.

The Eco Committee managed to get ten willing parents and members of staff to agree to be Green Dog Walkers. Ten GDW was the target set by Falkirk Council and as a result we will be providing a home to Scooper the Pup (a soft toy I hasten to add!) as a reward for achieving our goal.



GOING FOR GLASGOW

This session the whole school have been participating in an IDL topic linked to the Commonwealth Games. The topic was launched with an important visitor to our school. Shona Robison, Holly Cramb and Clyde, the official Commonwealth mascot came to our school. They presented us with the Game on plaque and 12 lucky pupils received a hockey session from Holly Cramb. We were given Trinidad and Tobago as our topic and have a linked school in there. The pupils in primary 6 and 7 have been corresponding with the children there. Primary 7 have been participating in the Commonwealth Classroom and have been set many challenges to complete looking at the Commonwealth and the mixture of diversity within it.

Pupils at Comely Park School have been given the opportunity to participate in 20x 4 week sessions and 8 one off taster sessions. Sports have included swimming, water polo, cross country, badminton, lawn bowls, hockey, netball, squash, table tennis, archery, fencing and tennis. One off taster sessions included ten pin bowling, canoeing, judo, gymnastics and diving.

Pupils have represented the school at 8 sporting festivals. We have won awards at cross country, tennis, rugby, swimming and athletics.

We have had 4 future stars and positive sporting role models into the school to talk to the pupils about their achievements.

Our Sports Day this session had an opening and closing ceremony. Primary 6 & 7 pupils created a Commonwealth dance which they taught to the whole school and primary 7 wrote a Commonwealth song which the whole school learnt at assembly.

Comely Park School was nominated for an award at the Active Schools Awards ceremony – we are delighted to announce that we have been awarded SCHOOL OF THE YEAR! Thanks must go to Mrs Gallivan for all her hard work in organising so many sporting activities and to all our staff and parents who have supported this tremendous effort which has had such an outstanding outcome for our school.



STORYLINE: THE GIANT OF THISTLE MOUNTAIN



This session Primary 3 and Primary 4 took part in a Storyline called The Giant of Thistle Mountain. The storyline was based around a village which was created, planned and designed by each individual class. It was discovered through role play and dramatisation that a giant was living within the mountain in our villages and the children were given a variety of tasks to help them decide what should be done about the giant and to ultimately decide how we could welcome him into the village and make him part of our community. This approach to the topic and learning allows the children to investigate a variety of areas in a variety of different ways.

Some of the skills and attitudes developed through this topic include:

- Communication skills such as speaking clearly and making eye contact
- Cooperative skills such as supporting others and making compromises
- The ability to tackle the planning and design process
- Researching skills such as reading for information and recording information
- Informed decision making and the discovery of rights and responsibilities
- Consideration of evidence and its validity, fact and opinion
- Resilience and problem solving, constructive questioning of others ideas
- Tolerance of others, value and respect for diversity

For Primary 3 the storyline culminated in an open afternoon where the children presented the story and results to their parents and grandparents.



HEALTH AND WELLBEING

Health and wellbeing across learning: the responsibility of all practitioners

“Learning through health and wellbeing promotes confidence, independent thinking and positive attitudes and dispositions. Because of this, it is the responsibility of every teacher to contribute to learning and development in this area”.

Building the Curriculum 1

The responsibilities of all include each practitioner’s role in establishing open, positive, supportive relationships across the school community, where children and young people will feel that they are listened to, and where they feel secure in their ability to discuss sensitive aspects of their lives; in promoting a climate in which children and young people feel safe and secure; in modelling behaviour which promotes health and wellbeing and encouraging it in others; through using learning and teaching methodologies which promote effective learning; and by being sensitive and responsive to the wellbeing of each child and young person.

Practical responsibilities include understanding of anti-discriminatory, anti-bullying and child protection policies by all staff and knowledge of the steps to be taken in any given situation, including appropriate referral.



The Principles and Practices of Health and Wellbeing

Learning in health and wellbeing ensures that children and young people develop the knowledge and understanding, skills, capabilities and attributes which they need for mental, emotional, social and physical wellbeing now and in the future. Learning through health and wellbeing enables children and young people to:

- Make informed decisions in order to improve their mental, emotional, social and physical wellbeing
- Experience challenge and enjoyment
- Experience positive aspects of healthy living and activity for themselves
- Apply their mental, emotional, social and physical skills to pursue a healthy lifestyle
- Make a successful move to the next stage of education or work
- Establish a pattern of health and wellbeing which will be sustained into adult life, and which will help to promote the health and wellbeing of the next generation of Scottish children.

At Comely Park we continue to build on the considerable work we have already undertaken through the Health Promoting Schools Accreditation Process where we attained Level 2 accreditation and the guidance of Being Well, Doing Well. We take seriously the importance of our role in creating a ‘Health enhancing’ ethos in our school underpinned by the characteristics of care, respect, participation, responsibility and fairness for all.

As part of the School Improvement planning process our mobilisation team for Health and Wellbeing continues to work with SEED (Social and Emotional Education Department Glasgow University). This

followed a questionnaire given out to a sample group of parents and pupils at Primary 1 and 5 last session and the teaching staff of Comely Park. As a staff we engaged in reflexive discussion with SEED's lead scientist Sarah Tweedie and our new Educational Psychologist, Gail Hendry, of the quantitative data that emerged, during our August In-Service Training . The team produced short, medium and long term plans and shared these with our staff and educational Psychologist.

Short Term (actions that could be started immediately):

- 2 hours PE a week for every child in place session 2012-13 and on-going
- New Health Education Programme currently being piloted this session 2013-14
- 'Bounce Back!' resource inspection copies ordered to specifically address mental health, wellbeing and resilience
- Staff revisiting use of Circle Time to address building confidence of pupils in talking about their feelings. This will be done through the RACI group. Many staff members have already undergone training but it is intended that Circle Time will be revisited in a more structured way.
- Our school Educational Psychologist, Gail Hendry is supporting staff and pupil attachment issues in school.
- Teachers implementing strategies to encourage more open discussion around feelings in general. It is proposed that questions on how best to support teachers to allow children to feel relaxed are brought to the table at professional dialogue groups in the forthcoming HMIE visit in May. This is built on teacher-led, rather than management team-led principles.
- SMT members popping out to playground randomly to support if required and observe interactions.
- Social Committee reinstated to arrange staff outings / get togethers
- Staff Photo-board at reception updated with new staff members

Medium-term (actions for implementation within the current academic year):

- Nurture group for identified pupils in early and first level classes approximately 6 identified children. This will be led by Lorraine Russell Senior Family Support Worker. Nurture Groups are not new to the school but are being revisited and sessions run in conjunction with senior Family Support Worker Lorraine Russell.
- Drop- in sessions arranged by the school Educational Psychologist, Gail Hendry, for staff re case studies (i.e. for teachers who are dealing with children who have been identified as having, or are suspected to have, attachment issues).
- Continued random SMT presence in playground.
- Golden rules re-instated in Nursery along with the use of a kindness/feelings tree.
- Parents approached and invited to join RACI Group to discuss 'Bounce Back!' resource and appropriateness from a parental point of view.
- DHT piloting 'Bounce Back!' resources if RACI Group deems them suitable, at whole school assemblies in Summer Term.
- Carrying out an evidence gathering Carousel Task of the Health and Wellbeing Quality Indicators with all staff on In-set on May 2nd '14. Marion Boyle (Support Officer HWB) will join the mobilisation team for the HWB RACI task to begin the chunking process of the evidence. This in turn will lead us to begin completing the new Accreditation paperwork, through the RACI process, in response to the Health and Wellbeing element of the school improvement plan.

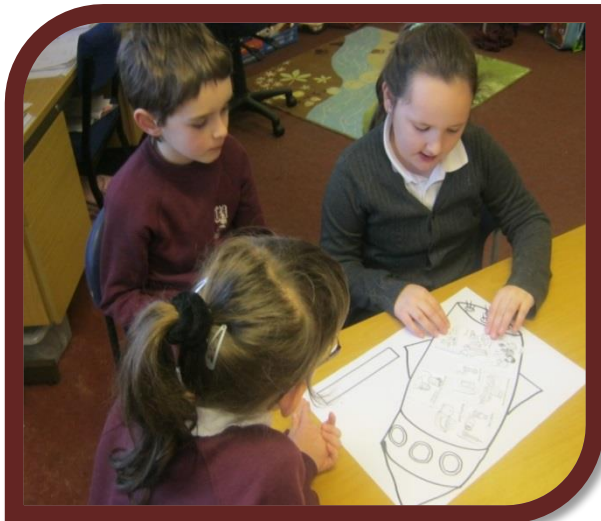
Long-term (actions which would be implemented from next academic year onwards):

- Continued Parental involvement with RACI Group
- Piloting 'Bounce Back!' resources in classrooms Session 2014-15.' Bounce Back!' is new to the school and implementation will be discussed with the RACI mobilisation group.
- Staff CPD Twilight sessions delivered by Ed. Psychologist Gail Hendry on Boxall Profiling, (which is an effective intervention in the education and care of children with social, emotional and behavioural difficulties), Setting up a Nurture Room and Assessment and Intervention to be open to all schools Council wide possibly on Thursdays at Grangemouth High School dates and times TBC.
- Possible Parental support workshops or drop in sessions as appropriate.
- Use of 'Seasons for Growth' groups with staff trained in this programme as and if the need arises. There are currently two staff members trained in Seasons for Growth and it is seen as a potentially valuable programme and would be implemented should a need be identified.
- Revisiting our school Behaviour Policy to take account of the work of the HWB RACI Group.

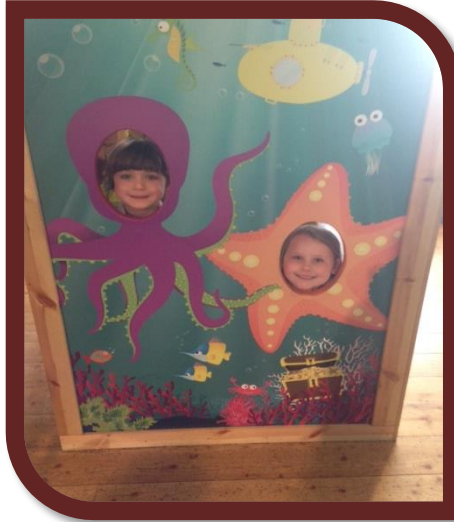
Much of our emphasis in addressing building our children's resilience will be explored through ...

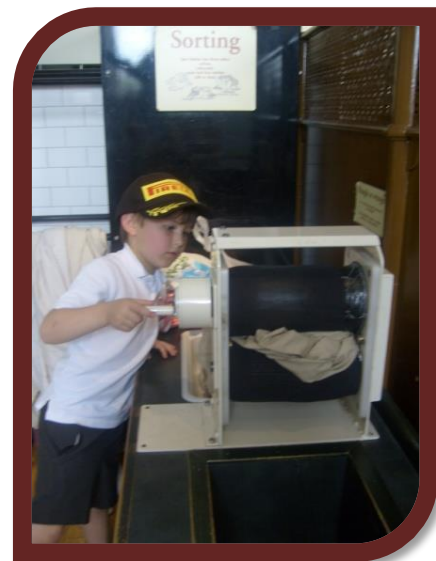
- Developing positive and pro-social values
- Developing strategies for coping and bouncing back
- Finding courage in everyday life as well as in difficult circumstances
- Optimistic thinking and looking on the bright side
- Amplifying positive emotions and managing negative emotions
- Developing relationship skills
- Using humour as a coping tool
- Skills for countering bullying
- Skills and attitudes for being successful

Each area that we address will contain a variety of engaging classroom activities that include cooperative learning strategies, Circle Time, educational games, music, drama, art, and contemporary culture and technology. Many of the activities will also feature critical and creative higher level thinking.



EDUCATIONAL OUTINGS







PRIMARY 7 PUPILS' RESIDENTIAL EXPERIENCE AT DALGUISE





SESSION 2014-2015 PRIORITIES

- Gathering evidence for Health & Well-Being Accreditation Level 3
- Introduction of Big Maths Approaches
- Raise awareness of Falkirk Council Literacy Strategy
- Introduce electronic tracking of individual progress

Continuing developments

- Continue to develop Inter-Disciplinary Learning further
- Continue to develop the teaching of Science across the school
- Outdoor Learning- further development to enhance our playground
- Storyline Approaches and the development of Global Storylines. Staff training Miss Cain.

Thank you once again for the tremendous support from parents and friends of Comely Park Primary School this session and helping us achieve so much. We look forward to continuing our work with our families to improve the outcomes for all our learners as they continue their journey through Curriculum for Excellence in the new Session 2014-2015.

RESPONSIBLE CITIZENS & CARING FOR OTHERS...



Children in Need
Brightest Star
Poppy Appeal
Mary's Meals
Sports Relief



World's Biggest Coffee Morning for Macmillan Cancer Support
Strathcarron Hospice Go Yellow Day
Choir Carol Singing -CHAS

