



Falkirk Council
Children's Services

Standards and Quality Report
2018-2019





FALKIRK COUNCIL
CHILDREN'S SERVICES
Comely Park Primary School
Standards and Qualities Report
Session 2018-2019



Learning takes you places

At Comely Park Primary we believe learning is a life long journey which has the capacity to take you to many amazing places and achieve many wonderful things. We believe every young person should receive excellent learning and teaching in a safe, welcoming, nurturing, happy, inclusive environment. Young peoples' experiences here should stimulate their curiosity, feed their imagination and develop their aspirations so that they can live happy, fruitful lives and make positive contributions to the world around them.

In partnership with parents and community we work to prepare our young people for the challenges of the future and help them to develop the skills and behaviours that will see them flourish in the twenty first century.

In a rapidly changing world we are preparing our children with skills for life:



"We believe in ourselves."

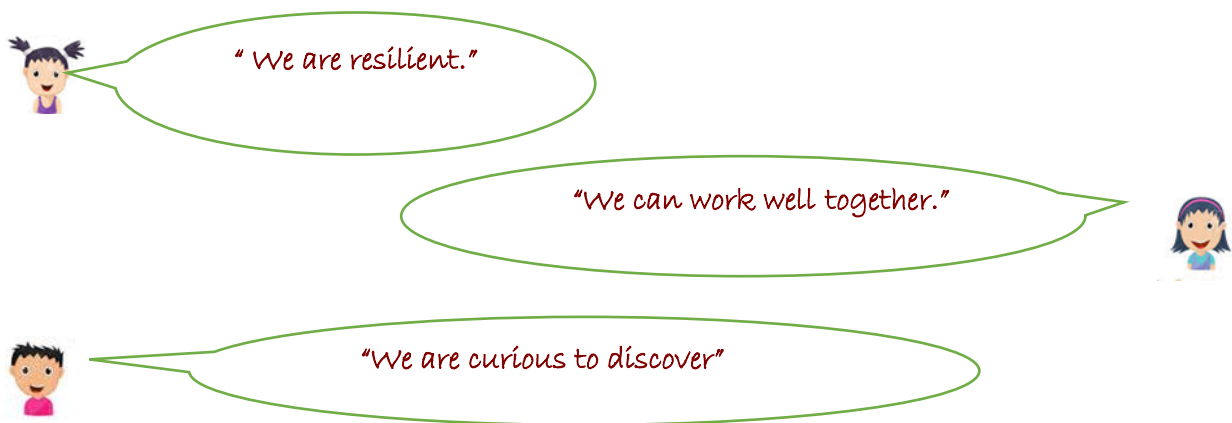
"We can share our ideas, everyone has a voice."



"We can use our imagination to solve problems."

"We are kind and caring."





We want our pupils to face the future with enthusiasm and when they leave us, look back with affection, pride and positivity.

Our values:



Information provided within this report represents the views of pupils, parents and staff as gathered through observations, self-evaluation, dialogue, consultations, workshops and information events.

Context of the School/ELC Setting

Comely Park Primary School is situated in the heart of Falkirk town centre. The school has existed on this site since 1878 and it is highly regarded by the local community. We receive a significant number of placing requests into the school each year. This session we have fourteen classes. Our teaching cohort comprises of full and part time staff supported by PE and music teachers from Falkirk High School. We have five permanent staff in our nursery, three support for learning assistants (SfLAs), a nurture support assistant and a janitor. Our school office is staffed by two part time clerical assistants. The senior leadership team (SLT) consists of the Headteacher, Depute Headteacher and two Principal Teachers.

We are in a built up area which allows us to enjoy close links with many of the businesses and facilities in our locality. We are frequent visitors to Callendar Park where we can access outdoor learning in a more natural environment. We benefit from effective partnership working with both our Parent Council and our Parent Teacher Association (PTA). The Parent Council, in partnership with Falkirk Football Foundation, have created Woodlands

Community Sports (WCS) a social enterprise group which operates Woodlands Games Hall and sports pitch for the benefit of the whole community. As a result pupils have access to outstanding sports facilities and we look forward to the forthcoming upgrade of Woodlands Games Hall.

Our PTA continue to raise funds which are spent in school to the benefit of all pupils. In addition to this they provide a range of social events for pupils, parents and the wider community.

Session 2018-2019									
School Roll: 406					Nursery Roll: 82				
FME: 18 pupils									
Pupil Equity Funding £20,400									
SIMD 1	SIMD 2	SIMD 3	SIMD 4	SIMD 5	SIMD 6	SIMD 7	SIMD 8	SIMD 9	SIMD10
0%	3%	11%	1%	7%	0%	27%	0%	35%	16%

Section 2

Review of progress for 2018 -19	
Priority 1: Health and Wellbeing (Positive Behaviour Strategy)	
NIF Priority – Improvement in children and young people’s health wellbeing NIF Driver – School priority	FC Priority – ‘Getting It Right For Every Child’ and ‘Positive Relationships Within Falkirk’s Educational Establishments’
HGIOS?4/HGIOELC? Qis: 3.1 Improving wellbeing, equality and inclusion.	Has this work been supported by PEF? yes/no (If yes, make sure this is explicit in your text) Yes
Progress and impact (based on Outcomes for Learners how well are you doing? How do you know?)	
✓ Pupils, parents and staff have engaged positively in evaluating our current Positive Behaviour Policy. ✓ Our new Positive Behaviour Policy is being created in line with feedback, current research and local and national policies and will be launched in August 2019. ✓ Improvements to our policy will be communicated to parents, pupils and staff. ✓ Staff attendance at CPD events has helped to inform and develop improvements to our practice. ✓ Staff professional reading has enabled a whole school approach to positive behaviour management. ✓ Evaluations from staff, pupils and parents via IMPACT led us to identify this as an area for improvement, in particular 3.1 improving wellbeing, equality and inclusion. ✓ Feedback sought from pupils via our positive behaviour survey highlighted areas of strength within the school as well as next steps for development.	

✓ Feedback from self evaluation was shared with parents via focus group. ✓ Every child is now personally welcomed upon their arrival in school each morning. ✓ Partnerships with local and national agencies will enable the delivery of our new positive behaviour approach. ✓ Staff have a deeper understanding of pedagogy in promoting positive behaviour.
Next Steps (what are you going to do now?) ➤ Parent curricular evening to promote health and wellbeing. ➤ Positive behaviour guidance finalised and shared with all stakeholders. ➤ Nurture principles 2 and 3 to be embedded throughout the school. ➤ Embed measures to track pupil health and wellbeing.

Review of progress for 2018 -19	
Priority 2: High quality interactions and observations in nursery.	
NIF Priority – Improvement in attainment, particularly in literacy and numeracy. Improvement in children and young people’s health and wellbeing NIF Driver- Assessment of children's progress School Improvement Parental Engagement	FC Priority – ‘Play Is The Way’ and outdoor learning
HGIOS?4/HGIOELC? Qis 1.2 Leadership of learning 2.2 Curriculum 2.3 Learning, teaching and assessment 2.4 Personalised support 2.7 Partnerships 3.2 Securing children’s progress	Has this work been supported by PEF? yes/no (If yes, make sure this is explicit in your text) No
Progress and impact (based on Outcomes for Learners how well are you doing? How do you know?)	
✓ Staff have engaged positively in filming exercises (adult child interactions); assessing their own practice as well as their peers and identifying personal targets for improvement. ✓ High quality adult child interactions continue to be embedded. ✓ Staff have engaged a four step approach to quality observations. Observations contain context, skills, depth of learning and child’s voice. This practice will continue to be embedded next session. ✓ Staff are working to reduce the number of group observations recorded. ✓ Staff now participate in ‘daily huddles’ sharing observations and adapting practice quickly in response to learners’ needs and interests. ✓ Staff have made changes to the way in which we plan which is less proactive and more reactive. We will continue to develop our responsive planning practice throughout Session 2019-20. ✓ SSTEWS Scale evaluations will be used to inform and improve our practice next session. Engagement with the SSTEWS Scale identified areas of strength, including encouraging choices and independent play, awareness of language development and self-regulation and social development. We have also identified areas for development next session including more	

responsive planning and developing opportunities which support curiosity and problem solving. ✓ We will continue to liaise with Barbara-Anne Cleaver (Speech and Language Service) as well as the Local Authority regarding the effectiveness of the SSTEW Scale within improvement planning. ✓ We have invited families to attend a number of events throughout the year. Such events have enabled us to work in partnership with parents in the interest of the children and with a view to improving our service. ✓ We have invited feedback from parents throughout the session using key documents such as HGIOELC and the Health and Social Care Standards to evaluate the effectiveness of the service we provide for children and their families. ✓ Staff have engaged in self-evaluation exercises throughout the year. This year we have focused on HGIOELC, SSTEW Scale and Building the Ambition. Our findings have informed our improvement planning for Session 2019-20. ✓ We will continue to use Online Learning Journals to share and celebrate success, as well as Twitter and the school app. ✓ Staff have engaged in tracking meetings this session to ascertain children's progress within nursery.
Next Steps (what are you going to do now?) ➤ Significantly reduce the number of group observations. ➤ Identify core observations for Literacy, Numeracy and Health and Wellbeing. ➤ Develop skills progression for Literacy, Numeracy and Health and Wellbeing at Early Level to support tracking. ➤ Engagement with tracking meetings throughout the session to ascertain attainment within Early Level.

Review of progress for 2018 -19	
Priority 3: Numeracy	
NIF Priority – Improvement in attainment, particularly literacy and numeracy. NIF Driver- School improvement, teacher professionalism and assessment of children's progress	FC Priority – Raise attainment in numeracy and narrow the poverty related gap
HGIOS?4/HGIOELC? Qis 1.2 Leadership of Learning 1.3 Leadership of Change 2.2 Curriculum 2.3 Learning, Teaching and Assessment 3.2 Raising Attainment and Achievement	Has this work been supported by PEF? yes/no (If yes, make sure this is explicit in your text) Yes
Progress and impact (based on Outcomes for Learners how well are you doing? How do you know?)	

- ✓ Increased staff confidence levels in the delivery of numeracy and mathematics
- ✓ Whole school approach to SEAL is now embedded in practice
- ✓ Quality assurance processes enable us to track individual pupil progress and attainment
- ✓ Progress in numeracy was monitored through class observations, tracking meetings, planning processes and consultation with pupils and staff
- ✓ As a school we have reduced the impact of ability groupings thus improving equity in our approach
- ✓ Promotion of positive mathematical mindsets
- ✓ Feedback from pupil focus groups indicated increased engagement levels across the school
- ✓ Raised awareness of higher order thinking skills and the practical application of reasoning skills
- ✓ Reduction in restriction imposed by resources, instead providing opportunities for open ended tasks, choice and individualised pathways
- ✓ Implementation of whole school approach to assessing numeracy
- ✓ All staff engaged in training sessions raising awareness of curriculum design, pedagogy and assessment to provide an equitable whole school approach
- ✓ Consistency in use of progression pathways to support teaching
- ✓ Catalogued and centralised all resources to improve access for staff
- ✓ Invested heavily in new resources to support learning and teaching (including staff training)

Next Steps (what are you going to do now?)

- Continue to embed positive mathematical mindsets
- Continue to use assessments to inform teacher judgement
- Continue to develop the use of higher order thinking skills and the seven part lesson plan
- Introduce whole school summative assessment

Review of progress for 2018 -19

Priority 4: Literacy

NIF Priority – Improvement in attainment, particularly literacy and numeracy. NIF Driver- Teacher professionalism	FC Priority – Implement strategies to raise attainment and close the equity gap.
HGIOS?4/HGIOELC? QIs 1.2 Leadership of learning 1.3 Leadership of change 2.3 Learning, teaching and Assessment 3.2 Raising attainment and achievement	Has this work been supported by PEF? yes/no (If yes, make sure this is explicit in your text)
Progress and impact (based on Outcomes for Learners how well are you doing? How do you know?)	
✓ Pupils throughout the school engage weekly in ‘Have a go writing’ sessions ✓ Feedback from Quality Assurance processes was provided collectively to support a whole school approach to frequency of writing and feedback to pupils ✓ As a staff we reviewed the current assessment format in school and identified ways to improve	

our practice
✓ We continue to embed 'Word Aware' in all classes to support vocabulary development
Next Steps (what are you going to do now?)
➤ The progress of this improvement was delayed due to changes in staffing and the cancellation of planned staff development. This will be a priority in session 2019-2020
➤ Agree new assessment format which covers all genre
➤ Staff to attend the 'Talk for Writing' Pie Corbett conference in September 2019

Review of progress for 2018 -19	
Priority 5: STEM	
NIF Priority – Improvement in employability skills and sustained positive school leaver destinations for all young people NIF Driver - School Improvement	FC Priority – STEM
HG10S?4/HG10ELC? Qis 1.2 Leadership of learning 2.2 Curriculum 3.2 Raising attainment and Achievement 3.3 Increasing creativity and employability	Has this work been supported by PEF? yes/no (If yes, make sure this is explicit in your text) Yes
Progress and impact (based on Outcomes for Learners how well are you doing? How do you know?)	
✓ Weekly opportunities for Primary 2-7 pupils to participate in STEM lessons. ✓ STEM resources are catalogued, centralised and staff have greater awareness of available resources. ✓ Pupils have access to a wide variety of resources which support the delivery of STEM lessons. ✓ Real world application of STEM elements within relevant contexts. ✓ Primary 2-7 pupils have benefitted from practical, problem solving activities, designed to promote collaboration and cooperation. ✓ Environment of peer support has impacted positively on teacher knowledge and levels of staff confidence. ✓ Pupil focus groups enabled children to share their views, as well as suggestions for next session. ✓ Effective partnerships with local businesses helped raise awareness of STEM with our young learners. ✓ Primary 3-7 pupils benefitted from visits from STEM professionals during our STEM Focus Week. ✓ P7O participated in the Forth Valley College STEM outreach program which involved ten teacher led sessions built around the theme of conservation and environmental impact. ✓ The Crest Awards (after school sessions) provided the opportunity for challenging and thought provoking real-world STEM projects for young people of all ages. ✓ Animation Club for P5-6 pupils enabled further development of animation skills. ✓ Senior pupils engaged with Forth Valley College STEM outreach program; participating	

nationally in a Rocket engineering challenge. ✓ Interdisciplinary planners have been created and shared with staff to support skills progression and pedagogy.
Next Steps (what are you going to do now?) ➤ CAT sessions for staff ➤ Continue to embed STEM across all stages of the school ➤ Offer After School Clubs to support and develop children's interests ➤ Participate in a second STEM Focus Week in Session 2019-20

Review of progress for 2018 -19	
Priority 6: 1+2 Modern Languages	
NIF Priority – Improvement in employability skills and sustained positive school leaver destinations for all young people NIF Driver – School Improvement	FC Priority – 1+2 Modern Languages
HG10S?4/HG10ELC? Qis 1.2 Leadership of learning 1.3 Leadership of change 2.3 Learning, teaching and assessment	Has this work been supported by PEF? yes/no (If yes, make sure this is explicit in your text) No
Progress and impact (based on Outcomes for Learners how well are you doing? How do you know?)	
✓ Primary One to Seven pupils are engaging in activities which are developing confidence in listening to and speaking French. ✓ Primary Five to Seven pupils have been exposed to spoken and written Spanish and are demonstrating basic conversational skills. ✓ CPD opportunities for staff have supported the development of a whole school approach to teaching languages. ✓ Resources for staff have been centralised ensuring pupils are exposed to a variety of learning approaches. ✓ Engagement with various online resources have supported the delivery of French and Spanish throughout the school, whilst developing staff confidence levels. ✓ Effective partnership with Falkirk High School offered both staff training and interactive lessons for our young learners, delivered by Language Ambassadors. ✓ All pupils participated in a French Focus Week. Opportunities were provided for all pupils to sample new foods as well as perform as a class at a whole school French assembly. ✓ Online resources were shared with families to support the development of modern languages at home.	
Next Steps (what are you going to do now?) ➤ Continue to embed L2 and L3 ➤ Provide further CPD opportunities for staff	

➤ Offer a Languages workshop for parents

Review of progress for 2018 -19

Priority 7: Play

NIF Priority – Improvement in attainment, particularly in literacy and numeracy
NIF Driver – School Improvement

FC Priority – ‘Play Is The Way’

HG10S?4/HG10ELC? QIs
1.2 Leadership of learning
1.3 Leadership of change
2.3 Learning, teaching and assessment
2.6 Transitions
3.2 Raising attainment and Achievement
3.3 Increasing creativity and employability

Has this work been supported by PEF?
yes/no (If yes, make sure this is explicit in your text)

Yes

Progress and impact (based on Outcomes for Learners how well are you doing? How do you know?)

- ✓ Enhanced pedagogical practice within Early Years through the development of practitioners’ skills in observing and interacting with learners.
- ✓ Raised awareness of positive food habits as well as skills progression relating to food preparation, communication and managing risk.
- ✓ Daily opportunities to engage in outdoor play for all children in Primary One.
- ✓ Equal opportunities to engage with both indoor and outdoor play, including a variety of open ended resources outdoors which promote risk taking and creativity.
- ✓ Pupils benefit from protected time for teacher observations.
- ✓ CPD opportunities for staff to raise awareness of developmentally appropriate practice within early years education.
- ✓ Awareness and application of Leuven Scale has enabled staff to monitor engagement and wellbeing.
- ✓ Cooking equipment was purchased to develop food technology skills in early years.
- ✓ Primary One pupils benefitted from regular opportunities to prepare food, as well as eat socially with their peers.
- ✓ Positive partnerships with parents ensured timetabled cooking activities were possible.
- ✓ Resources, including large loose parts were secured to promote outdoor learning. Many items were donated by our school community.
- ✓ A successful grant application secured a large multi-purpose water station.
- ✓ Primary One teachers delivered local authority CPD sessions, sharing good practice with peers and probationer teachers.
- ✓ Primary Two and Three pupils are benefitting from increased opportunities to engage in free play.
- ✓ Primary Two and Three pupils are accessing outdoor play weekly.

Next Steps (what are you going to do now?)

- Provide regular opportunities for children to work within the Cooking Zone.
- Continue to develop the outdoor environment in partnership with the nursery.
- Embed free play and outdoor learning in Primary Two and Three.
- Continue to use observations to inform practice, planning and resource allocation.

Section 3

Key priorities for School Improvement Planning 2019 -2020

This section should articulate with the school improvement plan for the forthcoming session or plan cycle. It should focus on a small number of key improvement priorities which will be expressed as outcomes for learners (as they will appear on the strategic overview of the new improvement plan).

Literacy – *Develop a consistent and progressive approach to the learning, teaching and assessment of writing.*

- Improve attainment in writing by reviewing learning and teaching and embedding a sustainable pedagogical approach whilst promoting pupil engagement.
- Strengthen the links between planning, tracking and assessment.
- Strengthen the links between reading and writing.
- Strengthen the links between observations, interactions and planning within the nursery setting.

Numeracy – *Embed a consistent and progressive approach to learning, teaching and assessment of Numeracy and Maths.*

- Continue to support teacher confidence in using new planning and assessment tools.
- Embed consistency of practice across the school.
- Strengthen the links between planning, tracking and assessment.

Promoting wellbeing, equality and inclusion – *Promote and develop a culture of wellbeing, equality and inclusion supported by a whole school approach to positive behaviour and relationships.*

- Strengthen our home school partnership working through ongoing communication regarding our positive behaviour guidelines.
- Embed 'Respect Me' and nurturing principles.
- Track pupil wellbeing using SHANARRI wellbeing web, Bounce Back assessments and school positive behaviour survey.
- Increased access to The Hive for all pupils.
- Improve learning experiences for pupils with English as a second language by providing resources in their first language.
- Maintain and develop whole school approaches to STEM and modern languages.

What is our capacity for continuous improvement?

A brief statement that reflects your current evaluation of your school's capacity for continuous improvement.

Through our self evaluation we have identified the development of learning, teaching and assessment and wellbeing, equality and inclusion as key themes in driving forward school improvement. Within Quality Indicator 2.3 *Learning, Teaching and Assessment* we will drive forward improvements in literacy and numeracy. Within Quality Indicator 3.1 *Improving wellbeing,*

equality and inclusion we will agree and implement our Positive Behaviour Guidelines supported by the principles of nurture and developed in partnership with 'Respect Me'.
Our collegiate working time agreement has been planned to ensure all staff are actively engaged in driving forward improvements in both numeracy and literacy. Through continuous self evaluation and reflection we will monitor and review progress.

Self-Evaluation of the Core HGIOS?4/HGIOELC? QIs

QI	School/Setting SE	HMIE (if inspected in current academic session)	Care Inspectorate gradings (if inspected in current academic session)
1.3	4	-	-
2.3	4	-	-
3.1	5	-	-
3.2	4	-	-

Additional QI

You may wish to include an evaluation of a QI you have been focussing on

QI	School/Setting SE	