



Falkirk Council

Children's Services

Standards and Quality Report **2017 -2018**





FALKIRK COUNCIL
CHILDREN'S SERVICES
Comely Park Primary School
Standards and Qualities Report
Session 2017-2018



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."

Confidence

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

Communication



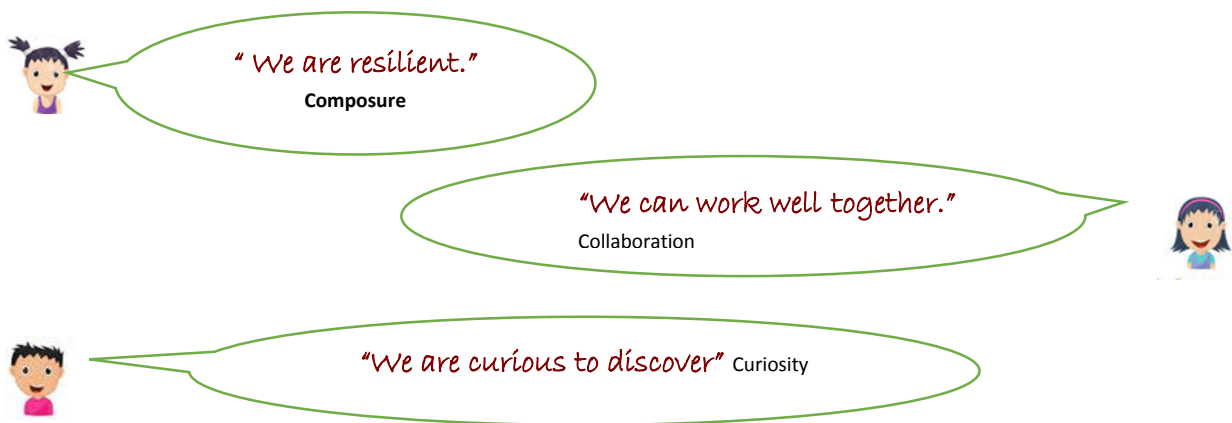
"We can use our imagination to solve problems."

Creativity

"We are kind and caring."

Compassion





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 had fifteen classes, two of which were composite classes. Our teaching cohort comprises of full and part time staff supported by PE and music teachers from Falkirk High School. This session we successfully appointed an experienced full time teacher and supported two probationary teachers, both of whom have secured full time permanent appointments elsewhere. We have four permanent staff in our nursery and our increasing numbers in the January term continue to be covered by a qualified Early Years Officer on a temporary contract. We have three support for learning assistants (SfLAs) and a janitor. Our part time clerical vacancy has now been filled ensuring we now have a full complement of office staff. The senior leadership team (SLT) consists of the Headteacher, Acting Depute Headteacher, one permanent Principal Teacher and one Acting Principal Teacher.

Staffing has continued to prove challenging through a combination of shortages and absence cover. The SLT have worked hard to ensure there has been no adverse impact on pupil learning. This has significantly reduced management time.

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 now have access to outstanding sports facilities and we look forward to the forthcoming upgrade of Woodlands Games Hall.

Our PTA raised funds to replenish our basketball and musical instrument stock. They continued to support cover substantial costs relating to school trips and invested fully in the upgrade of all school whiteboards. In addition to this they have provided a range of social events for pupils, parents and the wider community throughout the session.

Session 2017-2018									
School Roll: 412					Nursery Roll: 87				
FME: 13 pupils									
Pupil Equity Funding £18,000									
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 2017 -18	
Priority 1: To engage more pupils in reading for pleasure.	
NIF Priority - School Improvement NIF Driver - Parental Engagement	FC Priority – Learning and Teaching: Literacy
HGIOS?4/HGIOELC? QIs 1.1 Self-evaluation for self-improvement 1.5 Management of resources to promote equity 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?)	
✓ Class novel sets were purchased for all stages throughout the school as well as resources for English as an Additional Language (EAL) pupils, reluctant readers, additional support needs	

and themes for boys.

- ✓ Our investment in reading materials was heavily influenced by pupil choice.
- ✓ Author visits as well as published blogs and partnership working with Education Scotland.
- ✓ Some classes have engaged with the First Minister's Reading Challenge.
- ✓ All stages, including the nursery, have attended storytelling sessions throughout the year. Some pupils have visited the local library with many more benefiting from the input of local businesses. We now have an identified Reading Partner in the school who is provided by a local Bank.
- ✓ The Bookworms (citizenship group) continues to offer the opportunity to develop reading for pleasure.
- ✓ Our Young Journalist (citizenship group) produced a detailed survey report of our reading behaviours.
- ✓ In partnership with Mary Coleman, Speech and Language Therapist, Word Aware, a programme designed to target the development of pupil's vocabulary use and knowledge has been fully embedded, including training for staff and parents.
- ✓ We promoted and celebrated World Book Day.
- ✓ We hosted a successful Book Fair raising in excess of £900 for quality literacy.
- ✓ We continue to replenish class library stock encouraging children to read new and engaging texts. Much of this work is supported by our parents.
- ✓ Throughout the session a team of volunteers have supported the library system ensuring books are accessible to all.

Pupils are accessing a wide selection of engaging, current reading materials spanning a range of genre. The library is a vibrant, inviting space supported by a change in ethos. It is now more fully used for its intended purpose. We promote reading at every opportunity and there is now a more positive attitude to reading across the school. Pupils are actively choosing to read for enjoyment including at Golden Time, breaks and lunchtime. Every teacher now reads regularly to their class supporting the implementation of Word Aware. New words are celebrated, investigated and displayed. Our relocation of reading resources in the Early Years has developed teacher awareness of all available resources.

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

- ✓ A request for audio books was unsuccessful. It is now our intention to purchase these using profits from our Book Fair.
- ✓ Explore the potential of working in partnership with Falkirk High School to support our EAL pupil to read in their first language.
- ✓ We may revisit book banding at some point in the future.

Review of progress for 2017 -18	
Priority 2: Numeracy	
NIF Priority – School Improvement NIF Driver- School Improvement Teacher Professionalism Assessment of Children’s progress Parental Engagement	FC Priority – Learning and Teaching: Numeracy Teacher Professionalism School Improvement
HGIOS?4/HGIOELC? QIs 1.1 self-evaluation 1.2 leadership of learning 1.5 management of resources to promote equity 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?)	
✓ All staff have been trained in SEAL (Stages of Early Arithmetical Learning) approaches to teaching Numeracy. ✓ SEAL resources have been purchased, distributed and are currently in use. ✓ Staff have participated in a cluster working group to develop end of level assessments. ✓ Assessments have been created and distributed throughout the cluster. ✓ Resource audit conducted to identify gaps in resources and concrete materials. ✓ We have purchased reading materials to support professional development. ✓ Focus for Models of Improvement has been Numeracy. Staff development has provided numerous opportunities for professional dialogue. Staff have been encouraged to reflect on current practice, as well as identifying next steps in their own classroom practice. Furthermore small tests of change have been implemented by staff, relating to maths pedagogical practice.	
Next Steps (what are you going to do now?)	
✓ Amend Maths and Numeracy planners. ✓ Embed SEAL programme to target development of maths pedagogy within the classroom and to ensure progression throughout the stages. ✓ Engage end of level assessments to support us in tracking pupil progress and identifying next steps in learning.	

Review of progress for 2017 -18	
Priority 3: Nurture	
NIF Priority – School Priority NIF Driver- School Improvement Assessment of Children’s Progress	FC Priority – Getting it Right for Every Child, Improving Mental Health and Wellbeing
HGIOS?4/HGIOELC? QIs 1.5 Management of resources to promote equity. 2.4 Personalised Support 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?)	
✓ All staff completed a Nurture Audit ✓ Upon recognition of barriers to learning for a small number of pupils, it was agreed a space was required to provide a more nurturing approach. ✓ A nurturing space was identified and resourced appropriately. ✓ Allocated designated teacher time and employed additional support staff to facilitate this approach. A safe space has been created and resourced appropriately to engage a small number of pupils. We have cooking facilities and staff who are trained to support learners to use these. This space has been used to support engagement with external agencies as it creates a private, safe and familiar environment for children.	
Next Steps (what are you going to do now?)	
✓ Continue to raise awareness of the benefits of this approach with staff, pupils and parents. ✓ Embed practice within all classrooms. ✓ Continue to create an inviting and exciting nurture space. ✓ Create opportunities to promote the use of the nurture space with all pupils.	

Review of progress for 2017 -18	
Priority 1: Play	
NIF Priority - School Improvement NIF Driver - School Improvement	FC Priority – Play is the Way Teacher Professionalism School Improvement

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) Yes
Progress and impact (based on Outcomes for Learners how well are you doing? How do you know?)	
✓ Class teachers and senior leaders have engaged in a range of CLPL opportunities. Training has been both within our local authority and beyond. We have purchased reading materials to support professional development. ✓ Early Level staff now work alongside each other, sharing the outdoor space and resources, as well as organising learning events for both nursery and P1 children. ✓ Pupils have been consulted throughout the transition to a more play based approach. ✓ Staff have changed the traditional classroom layout to a teaching room (Rainbow Room) and a target task room (Sunflower Room). The area is now used to host a range of play activities. ✓ Class teachers have transformed their planning process. Changes to planning are now more in line with nursery planning, and include pupil choice and spontaneous play opportunities. ✓ Opportunities to observe and interact with children are factored into weekly plans. ✓ Class teachers have combined groups from both classes so that children are now taught in ability groups for Literacy and Numeracy. ✓ Teachers plan together for all other curricular areas and play opportunities / resources. ✓ Information Evening for parents. Staff have created a developmentally appropriate learning environment. Learning is more accessible to all learners, in line with nursery experiences of early learning styles. This allows for greater pupil choice and enhances the opportunities for creativity, independent learning and spontaneous play. This approach has led to increased opportunities to support and challenge our learners.	
Next Steps (what are you going to do now?)	
✓ Review planning format ✓ Use of assessment data ✓ Development of play based approach into Primary 2.	

Review of progress for 2017 -18	
Priority 1: Communication and technology in the nursery	
NIF Priority - School Improvement NIF Driver - Parental engagement	FC Priority – Parental Participation and Engagement
HG10S?4/HG10ELC? QIs 1.1 Self-evaluation for self-improvement 2.3 Learning, teaching and assessment 2.5 Family Learning 2.6 Transitions 2.7 Partnerships	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?)	
✓ Online Learning Journals are now fully embedded and provide our primary means of communicating experiences and progress within the nursery setting. ✓ We provide many opportunities for parents and carers to engage with the life of the nursery. ✓ Nursery staff provide additional support to parents with English as an Additional Language. ✓ Staff have worked hard to engage working families and those who are less present in the nursery. Staff engage a variety of communication methods, including email to share information with parents and carers. ✓ Our staff and children have celebrated a number of cultural events. ✓ Planning continues to be displayed in the reception area of the nursery for all visitors to view. ✓ Nursery parents are invited to participate on our World of Work Week throughout the school and routinely visit the nursery to share their talents and skills. ✓ Workshops and information sessions are offered at various times to suit parents and carers. ✓ Our staff make excellent use of Twitter to share news and celebrations with parents and carers. We have launched our app this session and the use of groupcall via email has ensured information is shared in a timely fashion with as many people as possible. ✓ Mary Coleman (Speech and Language Therapy) offered a workshop for nursery parents focusing on vocabulary development. Our work with parents and carers who have little spoken or written English continues to improve and we are confident all of our families feel included and more importantly, are engaged with the life of the nursery. We have observed an uptake in attendance at events within the nursery from our EAL families.	

The launch of the Online Learning Journals has supported the communication of learning and engagement with parents as this is accessible to all families, benefitting particularly our working parents who were previously unable to access learning journey folders.

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

- ✓ Consider how best to engage parents as helpers on a regular basis.
- ✓ Participate in Cultural Celebration Day (Launch of school vision and values).
- ✓ Capture the skills and talents of our parents and carers from the outset and create a calendar of visitors to the nursery.
- ✓ Produce and share a calendar of events at the beginning of the session.
- ✓ Offer workshops to parents on a range of relevant subjects including modelling early learning literacy and numeracy skills / activities.
- ✓ Once Word Aware is fully embedded in the nursery, we will use social media and the app to share vocabulary with parents for support at home.

Section 3

Key priorities for School Improvement Planning 2018 -2019

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).

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

- short term – increasing teacher confidence in using new planning and assessment tools.
- medium term – consistency of practice.
- long term – learners demonstrate increased understanding and skill.

Learning, teaching and assessment will be consistent across all stages and in line with our Progression Pathway and National Benchmarks. There will be increased parental support/ engagement in children's learning.

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

- Improve the attitude and experience of learners in writing.
- Improve attainment in writing.
- Increase practitioners' understanding of assessment tools.

Teacher Leadership – Session 2018-19 40% of teaching staff take responsibility to lead on:

- Numeracy and Maths
- Literacy (Writing)
- Quality Observations
- Play
- 1+2 Modern Languages
- STEM
- Positive Behaviour Management

Outcomes for pupils will improve, aligned to leadership developments.

Improved collaborative practice.

Change in culture as a result of modelling teacher leadership.

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 at cluster and school level we have identified the development of distributive leadership as a key theme to drive forward school improvement. Within Quality Indicator 1.2 *Leadership of learning* we will drive forward improvements in: quality observations; play; modern languages; technology and engineering.

Working with staff, pupils and parents we will review our behaviour management processes to ensure our system better meet our pupils' needs. 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	