



Falkirk Council

Children's Services

Standards and Quality Report **2021-2022**





FALKIRK COUNCIL CHILDREN'S SERVICES

Comely Park Primary School

Standards and Qualities Report

Session 2021-22

The purpose of the annual Standards and Quality Report (SQR) is to record the successes and achievements in delivering improvement relating to the identified priorities in the improvement plan 2021/22.

Due to the ongoing pandemic, there has continued to be some disruption to the continuity of learning. The priorities identified in the improvement plan for session 2020-2021 continued to be progressed in session 2021-2022. Importantly, staff at all levels continued to undertake and participate in a range of professional learning and development to support both the identified priorities of the improvement plan and, digital learning and teaching.

This report provides a helpful summary for parents/carers and other stakeholders, of successes and achievements in academic session from August 2021 - June 2022, and outlines priorities for session 2022/23.



Falkirk Council
Children's Services

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 are resilient."

Composure

"We can work well together."

Collaboration



"We are curious to discover"

Curiosity

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

Our values:



Our Curriculum Rationale

Opportunities for Personal Achievement

At Comely Park Primary we recognise, celebrate and encourage a diverse range of personal achievements within and beyond school. School and community members deliver a wide range of clubs and activities which develop existing skills and provide new experiences for learners. These opportunities allow children and young people to transfer skills and knowledge, expand their learning and achieve their potential.

We embrace opportunities to showcase individual learners who demonstrate our school values: friendship, respect and trying your best, and celebrate these achievements collectively.

Our whole school approach to recognising and celebrating achievements inspires self-belief, enthusiasm and aspirations for lifelong learning. We ensure success is communicated across our school community.

Working in partnership with families and other agencies, we provide challenges, supports and resources which enable all learners to achieve their personal targets and goals.

Ethos and Life of the School as a Community

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 endeavor to provide a learning environment which is safe, welcoming, nurturing, happy and inclusive.

Our children and young people are provided with experiences which stimulate their curiosity, feed their imagination, develop their resilience and drive their aspirations as they grow and thrive.

Our learners benefit from strong partnership links with the local and wider community. Our vision of a sustainable future is enriched through effective connections with those around us.

Interdisciplinary Learning

Curiosity is key at Comely Park Primary. Through interdisciplinary learning (topics and projects) we aim to spark a sense of wonder, a thirst for learning and the development of skills for life and work. Through a blend of discrete subjects and cross-curricular themes we provide opportunities for children and young people to explore, experiment and engage with stimulating learning experiences which are flexible and encourage personalisation and choice.

Interdisciplinary learning allows us to respond to current events, local and national priorities as well as changes and developments globally.

Our approach to interdisciplinary learning is enriched by effective partnership working with organisations beyond our school.



Curricular Areas and Subjects

At Comely Park Primary we respect each learner as an individual and respond to their needs and interests. The delivery of experiences and outcomes, embedded within Curriculum for Excellence, is tailored to the needs of our children and young people.

We strive to create relevant and purposeful learning experiences using the principles of curriculum design: challenge and enjoyment, breadth, progression, depth, personalisation and choice, coherence and relevance. This enables our children and young people to develop as successful learners, effective contributors, confident individuals and responsible citizens in a digitally interconnected and rapidly changing world.

Our staff evaluate, monitor and report on learners' progress. This supports effective partnership working with families to ensure our children and young people are at the heart of all that we do.



Context of the School/ELC Setting

Comely Park Primary School is situated in the heart of Falkirk. 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 ten permanent staff in our Early Learning Centre, four Support for Learning Assistants (SfLAs) three of whom are part-time, a part-time 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 busy town centre location 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, 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.

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 2020-21

School Roll: 380					Nursery Roll: 44				
FME: 9.1% (P6 and P7 pupils only)									
Pupil Equity Funding £25,725									
SIMD 1	SIMD 2	SIMD 3	SIMD 4	SIMD 5	SIMD 6	SIMD 7	SIMD 8	SIMD 9	SIMD10
0.2%	4%	9%	1%	9%	9%	7%	21%	22%	18%

Review of progress for 2021 - 22	
Priority 1: Learning and teaching.	
NIF Priority: Improvement in attainment, particularly in literacy and numeracy. NIF Driver: Teacher Professionalism Assessment of Children's Progress Performance Information	FC Service and School Improvement Priority
HGIOS?4 QI 1.2 Leadership of Learning QI 1.3 Leadership of Change QI 2.3 Assessment QI 3.2 Raising Attainment and Achievement	Pupil Equity Funding supported the acquisition of an additional day of our Learning Support Teacher, our Nurture Support Assistant, literacy resources and IT resources to enable pupils to access learning.
Progress and impact (based on outcomes for learners) How well are you doing? How do you know?	
- Over this session staff reviewed all reading materials and explored potential new resources to support the learning and teaching of reading. A new, whole school comprehension resource has been purchased for session 2022/23. - New reading books have been purchased for use across the whole school. These materials are fresh and diverse reflecting modern life. They have been chosen to ensure they are accessible by all including pupils with Additional Support Needs or English as an Additional Language. - New libraries were set up within each area to promote reading for enjoyment and celebrate diversity. - Reading resources across the school are now reflective of our multi- cultural local community. They offer greater representation of modern families. - Senior pupils engaged with the Nuffield Foundation 'Love To Read' research programme to improve the teaching of reading. This project is ongoing. - P6 pupils engaged in a reading project with our Neighbourhood Schools working with author Ross McKenzie. - We were recognised for good practice in supporting pupils with dyslexia through the 'Mission Superhero' programme, in partnership with Dyslexia Scotland. Individual pupils have taken on the role of Ambassadors and have worked with our Learning Support Teacher to deliver awareness raising sessions across the school. As a result dyslexia is talked about openly and positively in our school. - Launch and distribution of Book Bug Family bags as well as Read, Write and Count resources. - Whole school participation in World Book Day in March 2022. - Whole school participation in a Reading Focus Week in January 2022. - Senior school participation in the First Minister's Reading Challenge. - Successful whole school engagement with the Reading Challenge which raised funds to support the purchase of these exciting reading materials.	

- Engagement with pupil focus groups on reading influenced our selection of reading resources.
- We implemented an Early Intervention Programme to support pupils who had gaps in their learning as a result of the pandemic. All pupils involved made significant progress in their learning.
- 'Talk 4 Writing' continues to be developed across the school. To enhance the delivery of this we have purchased further resources to ensure a consistent approach is taken to writing.
- As a school we engaged with the moderation of writing in partnership with Falkirk Council and Education Scotland. Following from this we shared good practice with our Neighbourhood colleagues and then implemented this approach across our school.
- New criteria for assessing writing in all genres implemented across the school.
- Engagement with pupil focus groups on writing helped us to evaluate the frequency of writing and feedback to pupils.
- A consistent and progressive approach was taken to the teaching of French (P1 to P7) and Spanish (P5 to P7) using Power Language.
- Whole school training on the use of Sumdog to support the teaching of spelling, grammar and numeracy.
- All staff were trained through a six part webinar series 'Enable All Learners To Succeed In Primary Maths: Using Manipulatives, Questioning And Assessment'. (Teaching Maths For Mastery) This supported us in embedding the Falkirk Numeracy Strategy across all stages.
- Whole school participation in Falkirk and Scotland Sumdog Maths Competitions.
- Senior pupils participated in the Scottish Primary Maths Challenge. Pupils were awarded Gold, Silver and Bronze recognition.
- We continued our investment in Sumdog which provides home learning opportunities for literacy and numeracy based on the children's learning experiences in class each week.
- Numeracy tutorials provided on our website for parents were updated. The sessions are developed by the National Parent Forum of Scotland with support from Education Scotland and Scottish Government building on themes emerging from the 'Making Maths Count' group report.
- We have strengthened the links between planning, tracking and assessment by focusing the dialogue in our tracking meetings on key children who were identified by teachers and then involved these children in the aforementioned focus groups. This allowed us to triangulate our tracking and assessment processes.

Next Steps: What are you going to do now?

- Implement our new reading resources.
- Participate in the 'Reading School' Award.
- Work with staff to develop consistent criteria for the assessment of reading.
- Embed the use of the PM Writing resource.

- Further develop our work on the moderation of writing with our Neighbourhood schools.
- Create a writing assessment strategy for use across the school.
- Create a numeracy and maths assessment strategy for use across the school.
- Develop awareness of and continue to embed relevant digital learning tools to support learning, teaching and assessment.
- Evaluate the use of Sumdog by parents.

Review of progress for 2021 - 22

Priority 2: Learning and Teaching Through Sustainability

NIF Priority Improvement in children and young people's health and wellbeing NIF Driver School Leadership Teacher Professionalism Parental Engagement School Improvement	FC Service and School Improvement Priority
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HGIOS?4
QI 1.2 Leadership of Learning
QI 2.2 Curriculum

Progress and impact (based on outcomes for learners) How well are you doing?
How do you know?

- Use of the 'Learning For Sustainability in Falkirk' framework increased staff awareness and confidence in planning and assessing learning for sustainability.
- Our Interdisciplinary Learning planners were reviewed and amended to reflect sustainability.
- Scotdec delivered staff training on the Sustainable Development Goals.
- Whole school participation in Learning for Sustainability Focus Week introduced the children to the Sustainable Development goals (SDG).
- Whole school participation in COP26 and other national awareness days eg. Earth Day.
- Resources were developed and shared across the school.
- Sustainable Development Goals are now displayed in all classrooms and throughout the school. This allowed us to make connections across the curriculum
- All pupils participated in 'Sustainable Heroes' groups across the school raising awareness of SDGs and impact on school, community and the wider environment.
- All staff participated in an outdoor learning training session delivered by 'Under the Trees'.
- All pupils experienced outdoor learning opportunities at Callendar Park.
- A further four staff members participated in campfire training.
- Resources were purchased to support outdoor learning.
- Books on the theme of sustainability were purchased and added to libraries which support reading for enjoyment.
- We achieved the Bronze Level in the Rights Respecting School Awards.
- Participation in Falkirk Council's Children and Young People Group
- Focusing on sustainable development goal 17 'Justice' our P7 pupils took part in the 'School Mock Court Case Junior Project' in Edinburgh.
- Focusing on the United Nations Convention on the Rights of the Child (UNCRC) Article 3 (Best interests of the child) and Article 39 (Recovery from

Trauma) we supported two groups of pupils through the 'Seasons for Growth' programme in partnership with Trinity Church. Parent feedback indicates this was a positive experience for those who participated.

- We worked with external agencies to create links within the local community to support the embedding of learning for sustainability – Clarks Shoe Share.

Next Steps: What are you going to do now?

- Achievement of Silver Award in the Rights Respecting School programme.
- Further staff training on campfire building.
- Further develop opportunities for outdoor learning.
- Continue to embed Learning for Sustainability IDL planners to ensure links are made to SDGs across the curriculum.
- Develop woodwork skills in pupils across the school.
- Work with the Social Enterprise Academy to develop pupils as dynamic social entrepreneurs combining economic activity with community benefit (eg. Defibrillator Project).

Review of progress for 2021 - 22

Priority 3: Planning and Tracking practices embedded within ELC Setting.

NIF Priority: Improvement in attainment, particularly literacy and numeracy
NIF Drivers:
Settling Leadership
Workforce Professionalism
Assessment of Children's progress
Settling Improvement
Performance Information

FC Service and School Improvement Priority
Devise and deliver a range of professional development opportunities, including leadership activity, to support robust professional judgement of children's progress in ELC.

Continue to increase the focus on high quality outdoor play and learning.

HGIOELC?

QI 2.2 Curriculum
QI 2.3 Learning, teaching and assessment
QI 2.6 Transitions
QI 3.2 Securing children's progress

Progress and impact (based on outcomes for learners) How well are you doing?
How do you know?

- Amendments to Planning process are now complete and embedded. This supports the delivery of high quality learning experiences for all children.
- Through self-evaluation of our service, ELC staff have awarded our setting a rating of Very Good for QI 2.3, Learning, Teaching and Assessment.
- 100% of parents who responded to our High Quality Learning Experiences self-evaluation survey agreed that:
 - The ethos and culture at Comely Park ELC demonstrates a strong commitment to children's rights and opportunities to learn.
 - Their child benefits from high quality learning through spontaneous play, purposeful play and real-life experiences.
 - Staff provide rich, challenging experiences and opportunities that are available both indoors and outdoors.
 - Their child is enabled to make informed choices and plays a key role in leading their own learning within a supportive and nurturing environment.
- Tracking procedures updated following our participation with Falkirk Council's Assessment Framework Pilot.
- 94% of parents who responded to our High Quality Learning Experiences self-evaluation survey agreed that:
 - Staff keep me informed of my child's progress through a variety of methods including parents consultations, reports and contributions to Online Learning Journals.
 - Staff make good use of Online Learning Journals to share my child's progress and achievements.

- Through self-evaluation of our service, ELC staff have awarded our setting a rating of Very Good for QI 3.2, Securing Children's Progress.
 - ELC Staff are confident assessing and tracking children's progress in Literacy, Numeracy, Self, Social and Emotional Wellbeing and Skills for Learning and Life.
 - Within Literacy, staff assess and track Concepts of Print, Phonological Awareness, Mark Making and Oral Language.
 - Within Numeracy, staff assess and track Number and Counting, Pattern and Shape, Measure and Movement.
 - Within Self, Social and Emotional Wellbeing, children's progress with Emotions, Friendships, Engagement and Involvement is now monitored.
 - Following recent amendments to Falkirk Council's Assessment Framework, staff now monitor and record progress made with Attention, Working Memory, Problem Solving and Curiosity.
 - Focus Child Observations are embedded and every child has had the opportunity to participate this session.
 - 100% of parents who responded to our Focus Child self-evaluation survey agreed that:
 - Summary of learning and next steps were informative.
- 'I really appreciate the new initiative of focus child observations. We thoroughly enjoyed all the feedback and observations on our child's development.'*
- Through engagement with Falkirk Council's Planning for a Child-Centred Pedagogy, we have improved upon our existing Induction procedures. Changes to this process have been implemented.
 - Every child joining our setting next session will be offered an introductory meeting with their keyworker in June 2022.
 - Our newly created What Matters to Us pedagogical charter was launched this session.
 - All children now have a What Matters to Me file.
 - Returning children are now provided with a What Matters to Me Now file to reflect changes, progression and achievements.
 - 100% of parents who responded to our Return to Nursery self-evaluation survey agreed that:
 - My child was made to feel welcome upon their return to nursery.
 - Returning to nursery was a personal experience for my child.
 - I am confident arrangements and process are in place to ensure the safety of my child whilst in nursery.
 - 94% of parents who responded to the above questionnaire agreed that:
 - As a family we felt supported by the nursery team upon our child's return to nursery.
 - I feel confident to approach a member of staff to discuss my child.
 - Through self-evaluation of our service, ELC staff have awarded our setting a rating of Very Good for QI 2.6, Transitions.
 - This session we launched our most comprehensive transition programme ever. We have provided numerous events and activities for families to attend. One

third of our Primary One enrolment in August 2022 will join us from partnership nurseries.

- Early Years staff have engaged with transition meetings and visits for every child joining us next session.

Next Steps: What are you going to do now?

Review What Matters to Me format following induction of new children in Session 2022-23. 75% of children joining us next session are new to Comely Park ELC.

Review with parents and staff, the suitability of Online Learning Journals as a means of working in partnership to record children's progress within and beyond the setting.

Review of progress for 2021 - 22

Priority 4: Leadership at all levels within ELC Setting.

NIF Priority Improvement in attainment, particularly in literacy and numeracy. NIF Driver Settling Leadership Work Force Professionalism Parent Engagement Setting Improvement	FC Service and School Improvement Priority Continuation of Marvellous Mealtimes agenda where young children are supported to grow, cook, and eat healthy foods and recipes. Support the development of STEM attributes through block play, sewing, outdoor play and 3D modelling with clay.
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HGIOELC?
QI 1.2 Leadership of learning
QI 2.2 Curriculum
QI 2.5 Family Learning
QI 2.7 Partnerships

Progress and impact (based on outcomes for learners) How well are you doing?
How do you know?

- Distributive leadership is embedded in our setting. All staff members have responsibility for at least one area for development.
- All staff have taken responsibility for planning, reviewing and evaluating Leadership Remits which have supported the development of our ELC curriculum.
- This session we have developed: Schematic play, Engagement with families, Marvellous Mealtimes, Communication, Gardening, Block Play, Outdoor Learning, Woodwork, Cooking, Music, Sewing, Makaton and Tuff trays.
- Outdoor Learning and Marvellous Mealtimes are now fully embedded in our setting.
- Regular opportunities are provided for children to engage with music, sewing and woodwork. Next session these will form part of our continuous provision.
- Through self-evaluation of our service, ELC staff have awarded our setting a rating of Good for QI 1.2, Leadership of Learning.
- 63% of parents who responded to our High Quality Learning Experiences self-evaluation reported that:
 - Learning experiences extend and sustain my child's interest, helping them to make decisions and develop their creativity, resilience and independence.
 - My child is given time and space to follow their interests and deepen their learning.
 - Staff support my child to develop curiosity, independence and confidence.
- All staff have participated in Spaces Audit to evaluate effectiveness of our environment.
- Through self-evaluation of our service, ELC staff have awarded our setting a rating of Good for QI 2.2, Curriculum.

- Engagement with families has been an ongoing focus, despite the challenges posed by the pandemic.
- Parents helpers have supported our outdoor learning sessions at Callendar Park, as well our visits to the local shops and Thorntree Mews.
- As restrictions eased, we were able to invite parents into our setting in the summer term to attend a number of events including the Jubilee Party, Sports Day, Induction and our Sing-Along Garden Party.
- Through self-evaluation of our service, ELC staff have awarded our setting a rating of Very Good for QI 2.5, Family Learning.
- Through self-evaluation of our service, ELC staff have awarded our setting a rating of Good for QI 2.7, Partnerships.
- This session we worked in partnership with our families to design a new Comely Park ELC badge. This will be launched in August 2022.
- 100% of parents who participated in our Working in Partnership self-evaluation agreed or strongly agreed that 'partnerships with ELC staff are based on mutual trust and respect'.
- In the above self-evaluation, 92% of parents reported that:
 - Information which I have shared with the ELC Staff has enabled my child's specific interests to be recognised and nurtured.
 - My opinion is regularly sought and I am kept informed of initiatives and improvement priorities.
- Working in partnership with families, we have implemented our What Matters to Me file as well as launched our What Matters to Us pedagogical charter.
- Our pedagogical charter presents a service level agreement to our children, to our families, to our partners and to our staff.
- In response to our Service Level self-evaluation 100% agreed or strongly agreed that What Matters to Me paperwork was personal to my child.
- 87% agreed or strongly agreed:
 - The What Matters to Us (pedagogical charter) outlines clear guidance on the level of service families can expect.
 - My child has experienced the level of care detailed within Our Promise to our Children.
 - As a family we have experienced the level of care detailed within Our Promise to our Families.

Next Steps: What are you going to do now?

- Introduce Nursery Narrative to support the development of communication skills.
- Implement Scotland's Play Strategy, including raising awareness of SHANARRI wellbeing indicators with children and families.

Key priorities for School Improvement Planning 2022- 2023

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 – *Implement a consistent and progressive approach to the learning, teaching and assessment of reading and writing:*

- ✓ Create a consistent criteria for the assessment of reading and of writing.
- ✓ Embed new reading resources across the school.
- ✓ Raise awareness of Reading Pressure Points.
- ✓ Focus on the teaching of reading comprehension skills.
- ✓ Encourage parental engagement to support the development of reading for enjoyment.
- ✓ Raise staff confidence levels in the teaching and assessment of writing.
- ✓ Whole school approach to moderation of writing.
- ✓ Create a writing assessment strategy.
- ✓ Further develop the Mission Superhero programme and use of appropriate resources to support children with dyslexia.

Numeracy – *Embed a consistent and progressive approach to the assessment of Numeracy and Maths.*

- ✓ Create a numeracy assessment strategy.
- ✓ In supporting parental engagement and family learning, evaluate the use of Sumdog.
- ✓ Raise awareness of digital tools to support learning and teaching.

Learning and Teaching through Sustainability – *Develop a whole school approach to embed Learning for Sustainability in our Curriculum. with a focus on 'Rights Respecting School' agenda and STEM.*

Rights Respecting Schools:

- ✓ Silver Level accreditation
- ✓ Playground Charter
- ✓ Rights Respecting School wall display
- ✓ UNCRC Article of the Month
- ✓ Whole school approach to raising awareness of Articles.
- ✓ All classes to create a Rights based charter.
- ✓ Partnership working to support and deliver sustainable projects within the local community.

Learning for Sustainability (LFS):

- ✓ Increased provision of outdoor learning.
- ✓ Whole school engagement with Learning for Sustainability planners.
- ✓ Partnership working with Social Enterprise Academy (SEA).
- ✓ Increased number of staff training in campfire safety management.
- ✓ Maintain LfS wall displays.
- ✓ Engagement with Falkirk Council's Children and Young People's Group.

STEM:

- ✓ Increase access to STEM activities throughout the school.
- ✓ Investment in new resources to support the development of staff confidence and skills levels.
- ✓ Progressive, whole school STEM planners.

ELC Improvement - Embed the principles of Scotland's Play Strategy

- ✓ All staff will engage with play training through career long professional learning opportunities.
- ✓ All staff will demonstrate an awareness of the Vision, Principles and Outcomes of Scotland's Play Strategy.
- ✓ All staff will have sufficient skills, knowledge and understanding of play to support opportunities within our setting.
- ✓ Our setting will offer well designed and inclusive spaces for play which support high quality play experiences.
- ✓ Raise awareness of UNCRC Children's rights and support the progress of these rights, including the right to play.
- ✓ Through Family Learning opportunities, support families to engage in effective play at home and within the local community.
- ✓ Create and share our setting's Play Policy.

ELC Improvement - Children in our setting will receive high quality universal support.

- ✓ This session, at least 50% of staff will be trained to deliver Nursery Narrative methodology.
- ✓ This session, at least 50% of children will benefit from engagement with Nursery Narrative methodology.
- ✓ Effective partnership working with SALT to ensure successful implementation of Nursery Narrative.
- ✓ High quality interactions and initiatives such as Word Aware will develop the speech, language and communication skill of all children.
- ✓ Children identified as requiring high levels of targeted support will be referred to relevant agencies (with permission).
- ✓ Support provided for parents to support the development of speech, language and communication skills at home.
- ✓ Review of What Matters to Me paperwork, including feedback from parents and areas for improvement identified.
- ✓ Review of Online Learning Journals by staff, children and families to evaluate their effectiveness in celebrating achievements and recording and sharing children's progress.

What is our capacity for continuous improvement?

A brief statement that reflects your current evaluation of your school's capacity for continuous improvement. This should link to each of the QIs you have graded below.

A continued focus for us this session was embedding Writing and Numeracy approaches throughout the school. In addition to this we launched our whole school approach to 'Learning for Sustainability'. Next session teacher leadership will be a key focus and identified members of staff will have responsibility for driving forward key improvement priorities.

Staff and SLT engagement with tracking meetings will ensure attainment and progress continue to be measured and recorded for each individual pupil.

The inclusion of ELC priorities within the Comely Park Primary School Improvement Plan will ensure continuous improvement for the benefit of all our learners.

Summary of Self-Evaluation – Reference QIs

Primary / Secondary Self-Evaluation of the Core HGIOS?4	
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	Self-Evaluation Grading
1.1 Leadership of Change	4
2.3 Learning, Teaching & Assessment	4
3.1 Ensuring Equality, Inclusion & Wellbeing	5
3.2 Raising Attainment & Achievement	4

ELC Classes / ELC Centres Self-Evaluation of the Core HGIOELC? / Quality Themes			
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	Self-Evaluation Grading	Self-Evaluation Grading	
1.1 Self-evaluation for self-improvement	Good	Quality of Care & Support	Very Good
2.3 Learning, Teaching & Assessment	Very Good	Quality of Environment	Very Good
3.1 Ensuring Wellbeing, Equality & Inclusion	Very Good	Quality of Staffing	Very Good
3.2 Securing Children's Progress	Very Good	Quality of Management & Leadership	Good