



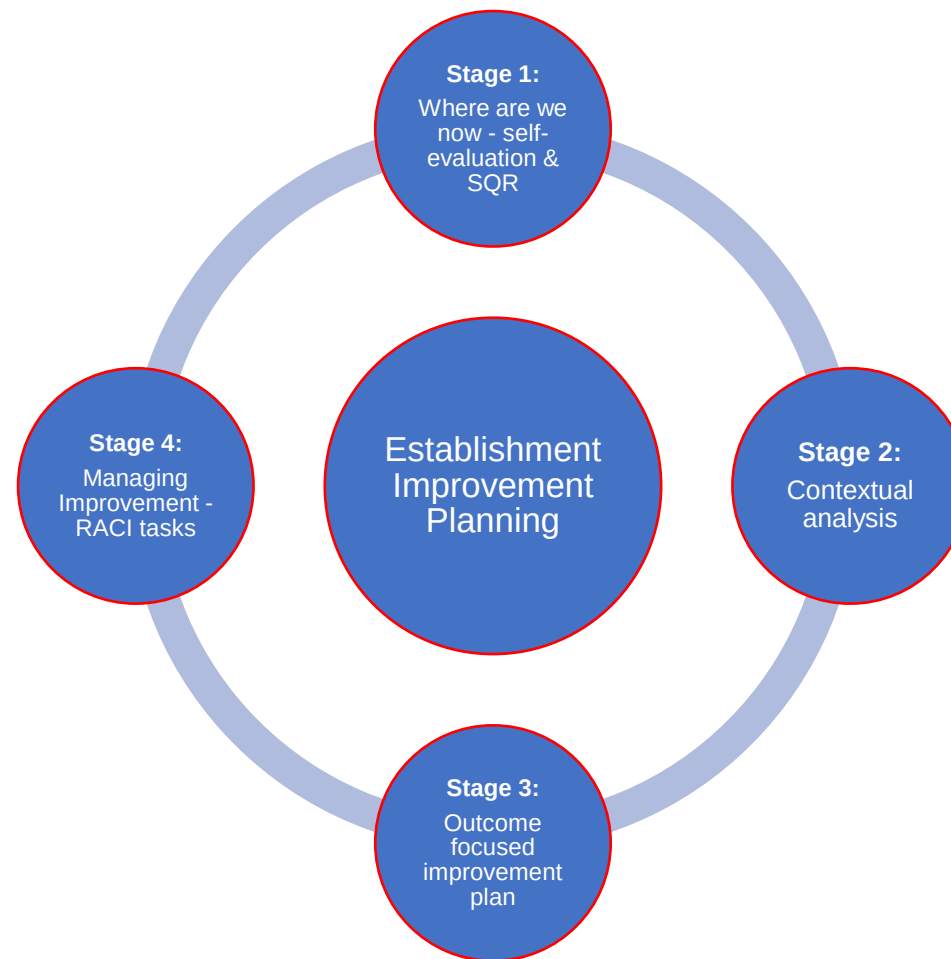
Falkirk Council
Children's Services

Establishment Name: Comely Park Primary School and ELC



Falkirk Council Children's Services

Establishment Improvement Planning Cycle



National Expectations



Community – Demographic, geographical and economic influences

Comely Park Primary School is situated in the heart of Falkirk. The school has existed on the site since 1878.

We receive a significant number of placing requests into the school each year.

68% of our pupils live in housing within SIMD 8, 9 and 10. 15% of our pupils live in housing within SIMD 1, 2 and 3.

Many of our parents make use of our position in the central belt and commute to Glasgow and Edinburgh.

Attendance and Exclusion

session	Average attendance (%)
2018/19	96.7%
2019/20	95.3%
2020/21	97.3%
2021/22	95.4%

The table above is a good indicator that despite the global pandemic, our attendance figures are sustaining an upwards trend

We continue to work closely with families and partner agencies when attendance is a concern. It is important for the school to understand the families' context and any barriers to attendance. Our Senior Leadership Team follow up where any issues are unresolved.

Progress and Attainment

Attainment 21-22	Reading	Writing	T&L	Numeracy
P1	82%	84%	96%	82%
P4	86%	70%	96%	94%
P7	87%	86%	95%	86%

- Our attainment shows that the majority of children are attaining expected levels in literacy and numeracy. However, there is room for improvement here.
- Children have a strong start in terms of their attainment at early level, but this gain is not sustained as children move through the school
- Our identified gap is the attainment of children living in SIMD 1 and 2 in comparison to those in SIMD 3-10. We aim to close this gap through our identified interventions.
- Regular tracking and attainment meetings between teachers and Senior Leadership Team

We are in a busy town centre 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.

A key asset to the school community is the number of parents who can enrich the curriculum particularly in connecting with the World of Work. Historically we have involved such parents regularly.

Another key asset to the school is the number of parents volunteering

Comely Park Primary sits within neighbourhood group 1

Total Roll:	424 present roll				
FME:	2018	2019	2020	2021	2022 P6/7 only
	5%	5%	6%	Data not collected	9.1%

Our FSM has increased from 5% in 2019/20 to 9% in 2020/21. Based on 2019/20 data, this is 11% below authority average and 2% below our neighbourhood average.

ASN pupil census

ASN pupil census	CPS	LA	NAT
Number of pupils	62	-	
% of pupils	16%	24%	

Exclusion: One in last year.

Attendance:

Despite the pandemic attendance has been fairly consistent at around 96% over last 5 years. No pattern of higher absence rate in most deprived. Slightly higher than neighbourhood group and higher than authority average.

enable ongoing conversation about attainment and interventions.

- Staff are beginning to develop confidence around their own professional judgements, and we continue to support the regular monitoring of interventions to demonstrate impact.

Overall attainment is consistently high and has been maintained over several years. There has been an adverse impact on attainment in writing, particularly at primaries two and three. This is due to lockdown. We have provided an Early Intervention Teacher in direct response to this result. Early indications are that this support has ensured identified children present with fewer gaps in learning.

In most stages in school we are above the neighbourhood average in reading attainment. In comparison to our neighbourhood schools attainment is a little less consistent.

There has been a significant improvement in attainment in reading, writing and numeracy this session in primary seven.

We have seen a positive impact of 'play based pedagogy' on attainment in listening and talking. There is no evidence to support significant impact in reading, writing and numeracy. We will continue to review and adapt our practice to ensure attainment rises.

Review of the ASN process confirms that the needs of all identified children are being addressed. Adherence to

both within the school and in community based events. We benefit from great diversity within our school. There are 29 languages spoken by the 18% of pupils who are bilingual. We regularly have pupils who arrive with no English. Gender: slightly more females Roll is 380 in mainstream, 206 Male and 218 Female		staged intervention provides support for all who require it.
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Priority Area: 1 Assessment of reading, writing and numeracy.	School leadership Teacher professionalism Parental engagement Assessment of children's progress School improvement Performance information 	Leadership and Management QI: 1.1, 1.2, 1.3, 1.4, 1.5 Learning Provision QI: 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7 Successes and Achievements QI: 3.1, 3.2, 3.3 	Meeting the needs of all learners Quality provision Leadership and workforce development 
What informs this priority? • Participation in the school tracking process identified gaps in learning. Across the school these gaps were most evident in writing. • Engagement with the Neighbourhood moderation exercise highlighted the need to establish a whole school approach to moderation and assessment. • A focus of session 2021-22 was to introduce resources to support the learning and teaching of writing, eg. Talk for Writing and the PM Writing Resource. Session 2022-23 will focus on the assessment of writing skills. • An audit of our current resources lead to significant investment in reading text and comprehension. These will now be introduced across the school. • There is an identified need for a consistent approach to the assessment of reading to support teacher judgement. • Building on the numeracy assessments currently used, create a consistent numeracy and maths assessment strategy. • Building on the success of our school engagement with Mission Superhero, we will continue to work with Dyslexia Scotland to reduce the barriers for individuals, develop confidence and raise awareness and attainment.			

What do you aim to achieve?	How will you achieve this priority?	Timescales and responsibilities	Measures of success (What on-going information will demonstrate progress? (Qualitative, Quantitative - short / medium / long term data)
Raised attainment in reading. Create a consistent criteria for the assessment of reading. 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	Regular tracking meetings to monitor pupil progress in reading. Staff meetings to consult with staff on reading priorities. Collaborative opportunities to agree approaches to assessment of reading. Review reading assessments. Distribute and implement new reading resources. Staff meetings to share and review reading pressure points. Implement new reading comprehension texts. Staff meeting to review and share good practice in the teaching of reading comprehension skills.	Led by SLT, engagement from all staff – Nov, Feb, May. Led by SLT, ongoing throughout the session. August 2022 Led by SLT, ongoing throughout the session. Engagement from all staff. Led by SLT, engagement from all staff – ongoing throughout the session.	Attainment tracking data. Feedback from jointly planned lessons. Quality Assurance. Self evaluation. Moderation paperwork. Focus group paperwork. Informal feedback from staff which demonstrates the impact of experiences on children's engagement and motivation. End of year teacher judgement. Assessment strategies for reading, writing and numeracy. Feedback from parents. Feedback from pupils. Presentation paperwork. Pupil presentations/recordings to peers. Accreditation.

learning, evaluate the use of Sumdog. Raise awareness of digital tools to support learning and teaching. Further develop the Mission Superhero programme and use of appropriate resources to support children with dyslexia.	Class audits. Pupil focus groups. Staff training Presentation at Dyslexia Scotland conference to share good practice nationally. Identified pupils and parents will be supported to engage with programme.	Responsibility of class teachers – January 2023 Led by SLT – ongoing Led by LST - ongoing	
Ongoing evaluation/actual impact:			

Priority Area: 2 Learning for Sustainability	School leadership Teacher professionalism Parental engagement Assessment of children's progress School improvement Performance information 	Leadership and Management QI: 1.1, 1.2, 1.3, 1.4, 1.5 Learning Provision QI: 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7 Successes and Achievements QI: 3.1, 3.2, 3.3 	Meeting the needs of all learners Quality provision Leadership and workforce development 
What informs this priority? • Last session we achieved our Bronze Rights Respecting School Award. Our intention is to extend our level of engagement in order to achieve Silver level accreditation. • Investment in resources to support learning outdoors now enables all staff to engage more readily and with greater ease and confidence. All classes to access outdoor learning sessions at least twice per term. • In partnership with Under the Trees, we invested in staff training in order to develop confidence and skill levels. We would like to extend this opportunity to more staff. • Learning for Sustainability IDL planners were introduced. Moving forward, we will embed this resource and support staff to feel more confident in their application. • A small number of staff accessed woodwork skills training, delivered by Falkirk Council. These staff members will take responsibility for sharing good practice and supporting peers to develop a whole school approach. • In developing our partnership working with the Social Enterprise Academy we aim to provide pupils with opportunities to become dynamic social entrepreneurs combining economic activity with community benefit (e.g. Defibrillator Project). • Following the success of our engagement with Seasons for Growth, engagement with this approach will continue to be provided to pupils. We will continue to work in partnership with Trinity Church to support pupils.			

What do you aim to achieve?	How will you achieve this priority?	Timescales and responsibilities	Measures of success (What on-going information will demonstrate progress? (Qualitative, Quantitative - short / medium / long term data)
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	Whole school contribution to evidencing engagement, in support of an application for accreditation. Staff meeting to agree charter. Designated space for display. Staff meeting to agree suitable evidence / resources. Whole school contribution. Assemblies. Two lessons delivered by class teachers every month. Class teachers to work with pupils to agree charter. Create partnership links to support local initiatives.	Led by RACI Task Leader – ongoing. Contribution by all staff. Led by SLT – October 2022. Contribution by all staff – ongoing. Led by SLT – ongoing. Class teachers, throughout the session. Led by class teachers – September 2022. Initial contact and training initiated by SLT – August 2022.	Silver Level Award Playground Charter Wall display Twitter Signage throughout the school building Forward Plans Class Charters Quality Assurance Feedback from staff Feedback from pupils Feedback from partner agencies Defibrillator installed at Woodlands Games Hall Risk Assessments New resources purchased STEM Planners

within the local community. Learning for Sustainability 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.	Staff meeting to agree frequency of visits. Class teachers to deliver outdoor learning sessions. Completion of Risk Assessments More staff trained in First Aid. Implemented by class teachers and monitored through Quality Assurance by SLT. Identified classes to work in partnership with SEA to raise funds to install defibrillator for benefit of local community. Further partnership with Under the Trees to enable more staff members to attend campfire training. SLT to accompany small group of children to attend meetings.	Selected class teacher participation – ongoing. Led by SLT – September 2022. Class teachers, throughout the session. Led by RACI Task Leader – October 2022. Selected staff members – ongoing. Delivery by class teachers, throughout the session. Monitored by SLT – ongoing. Selected class teacher participation – ongoing. Selected class teacher participation, throughout the session. Led by SLT, throughout the session.	
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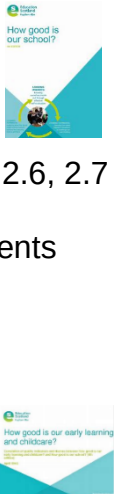
STEM Increase access to STEM activities throughout the school. Investment in new resources to support the development of staff confidence and skills levels. Progressive, whole school STEM planners.	Staff training. Provision of resources throughout school. Staff meeting to create risk assessment. Staff meeting to review progress, identify barriers and agree possible solutions. Woodwork requisition. Good practice meeting to raise confidence and skills level. Staff meetings to identify progression throughout the school. Staff group to create planner for implementation Session 2023-24.	Led by RACI Task Leader. Requisition of resources led by RACI Task Leader – November 2022. Led by SLT, contribution by all staff – November 2022. Led by SLT – November 2022. Led by staff trained in woodwork last session. Led by SLT, contributions by all staff. Led by RACI Task Leader, contribution by all staff.	
Ongoing evaluation/actual impact:			

Priority Area: 3 Embed the principles of Scotland's Play Strategy. Enable the implementation of this approach by developing staff awareness and understanding through training, dialogue and self-evaluation.	School leadership Teacher  professionalism Parental engagement Assessment of children's progress School improvement Performance information	Leadership and Management QI: 1.1, 1.2, 1.3, 1.4, 1.5 Learning Provision QI: 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7 Successes and Achievements QI: 3.1, 3.2, 3.3 	Meeting the needs of all learners  Quality provision Leadership and workforce development
What informs this priority? • Our year long review (2021-22) of our planning cycle, as well as our engagement with the Spaces Audit has led us to focus on continuous provision, resources and our approach to play pedagogy. • There have been many environmental and physical changes to our setting. We would like to ensure that all children have access to all spaces, as well as the time and opportunities to play, uninterrupted. • 75% of our enrolled children for Session 2022-23 are new to our setting. • Outdoor learning is embedded and children have access daily to the outdoors. We would like to audit the effectiveness of this provision and the suitability of the spaces available.			

What do you aim to achieve?	How will you achieve this priority?	Timescales and responsibilities	Measures of success (What on-going information will demonstrate progress? (Qualitative, Quantitative - short / medium / long term data)
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.	Training sessions, including in-service days and staff meetings which focus on: What is Play? Play types Play Types Toolkit Play Strategy: Our Vision Play Strategy Action Plan Audit of continuous provision Identify and implement actions arising from Spaces Audit Engagement with Play Audit Staff will engage with Good Practice visits to other settings. Good Practice meetings within our setting relating to Leadership Remits. Professional dialogue opportunities to showcase good practice and upskill colleagues.	Led by DHT / SEYO Attended by all staff members at various dates throughout the session. All staff will form RACI Task Group. Beginning of Terms 1 and 3. By October By October All staff, by December. Attended by all, ongoing. Leadership remits to be written by beginning of September. Ongoing throughout the session.	Evaluations from CLPL sessions. Written record of meetings i.e. Agenda and Minutes. Findings from Play Audit. Reflection and self-evaluation of curriculum, learning, teaching and assessment and developing creativity and skills for life and learning. Use of Leuven Scale to track levels of engagement. Preparation for, and engagement with tracking meetings (3 times per year). Feedback from parents using Microsoft Forms.

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.	Continuous provision will be reviewed in Terms 1 and 3 each year. Staff meetings and Daily Huddles provide opportunities for dialogue, suggestions for change and identifiable actions. Communication to be sent home to families. Staff will reference key rights through play interactions. Key rights will be displayed using visuals of the children within the setting. Stickers to be purchased which reference UNCRC rights i.e. 'Today I exercised my right to...' Information session for parents. Stay and Play sessions for parents throughout the year. Information leaflet for parents. Links and videos shared with parents through Twitter. Play Policy will be written by staff and shared with families.	Full staff participation. Ongoing. SEYO / DHT by December Led by SEYO by November By August Led by SEYO / DHT by January Throughout session (at least one per term). Responsibility of all, ongoing. Led by SEYO / DHT, participation of all. By March.	Informal feedback from parents through discussions at drop off and collection. Quality Assurance by DHT. Feedback from parents during six monthly consultations. Evaluated Leadership Remits. Written feedback from parents following attendance at an event i.e. Stay and Play, Information Session. Feedback from children. Observations of children (recorded in OLJs or within Floor book). Record of Special Interests Communication from families using OLJs.
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**Ongoing
evaluation/actual
impact:**

Priority Area: 4 Children in our setting will receive high quality universal support. Develop speech, language and communication skills within the ELC environment. Provision of individualised experiences informed by observations of children and strong partnerships with families and supported by effective working with external agencies.	School leadership Teacher professionalism Parental engagement Assessment of children's progress School improvement Performance information 	Leadership and Management QI: 1.1, 1.2, 1.3, 1.4, 1.5 Learning Provision QI: 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7 Successes and Achievements QI: 3.1, 3.2, 3.3 	Meeting the needs of all learners Quality provision Leadership and workforce development 
What informs this priority? - Recommended by Speech and Language Therapist following engagement with, and observations of, children within our ELC setting. 75% of our enrolled children for Session 2022-23, are new to our setting. 72% of these children are 3 years old. - Our children have been impacted greatly by the pandemic and the lack of opportunities to engage socially.			

What do you aim to achieve?	How will you achieve this priority?	Timescales and responsibilities	Measures of success (What on-going information will demonstrate progress? (Qualitative, Quantitative - short / medium / long term data)
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.	Training for staff (EYO and SfLA) delivered by Iona Smith, Speech and Language Therapist. Responsibility of these staff to train colleagues and model good practice. Resources purchased and accessible to staff. Information will be shared with parents. Parents can request children are considered for this approach. Children identified through parental requests and staff observations. SALT to provide initial staff training and ongoing support. SALT to model good practice to staff.	Led by SALT. Initial training to begin in September. Throughout the session. June 2022. Led by SEYO / DHT by end of August. Contribution of all staff, SEYO, DHT and parents. September. Led by SALT. September 2022.	Evaluations from CLPL sessions. Written record of meetings i.e. Agenda and Minutes. Reflection and self-evaluation of leadership of change, personalised support, family learning and ensuring wellbeing, equality and inclusion. Feedback from parents using Microsoft Forms. Informal feedback from parents through discussions at drop off and collection. Feedback from children. Baseline and post-engagement assessments (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	Staff to engage ACI skills. Word Aware wall display to be reinstated. Staff to model correct speech. Use of Makaton throughout nursery to support all children. Conversations with parents, as appropriate. Completion and submission of Assistance Request paperwork. Information session for parents. Relevant Nursery Narrative resources issued to parents (a children engage with sessions in setting). Information on how to support children shared with all parents. Signposting to relevant services. Use of Microsoft Forms to gather feedback from parents.	Responsibility of all, ongoing. Led by SEYO. Engagement by all staff. Responsibility of all, ongoing. Individual keyworkers , SEYO, DHT. Throughout the session. Individual keyworkers, ongoing Led by SEYO / DHT, by January. Responsibility of trained staff members. From September Led by SEYO / DHT, by January. Responsibility of all, ongoing. Led by DHT, by November. Responsibility of all, ongoing.	Quality Assurance by DHT. Feedback from parents during six monthly consultations. Observations of children.
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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.	Engagement with relevant CLPL. Good Practice visits to other setting to review approach to What Matters to Me. Use of Microsoft Forms to request feedback from parents. As a team, evaluate effectiveness. Good Practice visits to explore alternative means of communicating with parents. Seek feedback from children. Engagement with relevant CLPL.	Responsibility of all, throughout the session. Led by DHT, by December. Responsibility of all, by December. Responsibility of all, throughout the session. Led by SEYO. Responsibility of all, throughout the session.	
Ongoing evaluation/actual impact:			

PEF Financial Context						
Historic PEF Allocation		Identified spend for this plan 2022 -23			Cost	
2017-18:						
2018-19:						
2019-20:						
2020-21:						
2021-22:						
Carry Forward 2022-23:						
PEF Plan	Year:					
Inputs	Outputs		Outcomes - Impact			Stretch Aims
	Activities	Participation	Short	Medium	Long	
What we Invest Staff Volunteers Time Money Materials Equipment Technology Partners	What we do Conduct workshops, meetings Deliver services Develop products, curriculum, resources Training/CLPL Provide counselling Assess Facilitate Work with media	Who we reach Participants Parents/Carers Agencies Learners	What the short-term results are Learning Awareness Knowledge Attitudes Skills Opinions Aspirations Motivations	What the medium-term results are Action Behaviour Practice Decision making Policies Social Action	What the ultimate impact(s) is Attainment Achievement	Please identify which number of stretch aim this intervention contributes to Stretch aims are in the page following this table
<i>e.g. 1FTE family support worker</i>	<i>To provide support to targeted families to improve attendance</i>	<i>Parents/carers, learners</i>	<i>A 5% improvement in attainment of targeted children in P4</i>	<i>An increased understanding of the importance of attendance</i> <i>Established positive relationships with families</i>	<i>Attendance rates gap between identified children and other learners has reduced</i>	<i>Number to match the stretch aims</i>

<i>e.g. Establish a 1 FTE Raising attainment teacher to close the gap for children in SIMD 1 -2 by 5%</i>	<i>To identify barriers to learning for identified children</i> <i>To coordinate interventions for identified children with class teachers and other agencies</i> <i>To engage with families, offer bespoke support to further improve children's attainment</i>	<i>Learners</i> <i>Staff</i> <i>Parents and carers</i>	<i>Data is used effectively to identify children where interventions will impact positively on their progress</i> <i>Across all staff there is a shared understating of identified children's barriers to learning and appropriate interventions in place to support continued progress</i> <i>Positive relationships are established with identified families</i>	<i>Team around the child meetings are in place to support the academic and wellbeing needs of identified children</i> <i>Regular review of interventions are in place to ensure impact and changes made where necessary</i>	<i>There is a shared ownership of interventions to support identified children's attainment</i> <i>The gap between children's attainment has decreased in all areas by 5%</i> <i>Identified families have a clearer understanding of expectations for their children and have a better understanding of how they can support their children's learning</i>	<i>Number to match the stretch aims</i>
Ongoing evaluation/actual impact:						

Page for Falkirk Council Stretch Aims.