



FALKIRK COUNCIL CHILDREN'S SERVICES

Comely Park Primary School

Standards and Qualities Report

Session 2022-23



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 2022/23.

Staff at all levels continue to undertake and participate in a range of professional learning and development to support both the identified priorities of the improvement plan, as well as all our children and young people.

This report provides a helpful summary for parents/carers and other stakeholders, of successes and achievements in the academic session from August 2022 - June 2023, and outlines priorities for session 2023/24.



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.	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. 
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.	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 nine 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 2022-23

School Roll: 375					Nursery Roll: 39				
FME: (P6 and P7 pupils only) 3.4%									
Pupil Equity Funding: £25,725									
SIMD 1	SIMD 2	SIMD 3	SIMD 4	SIMD 5	SIMD 6	SIMD 7	SIMD 8	SIMD 9	SIMD 10
0.4%	5%	8%	2%	8%	8%	7%	19.5%	23%	18%

Review of progress for 2022 - 23

Priority 1:
Assessment of Reading, Writing and Numeracy

NIF Priority ➤ Improvement in attainment, particularly in literary and numeracy. ➤ Closing the attainment gap between the most and least disadvantaged children. NIF Drivers ➤ Teacher and practitioner professionalism ➤ Parental/carer involvement and engagement ➤ Curriculum and assessment ➤ Performance information	FC Service and School Improvement Priority ➤ Meeting the needs of all learners ➤ Quality provision
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HGIOS?4/HGIOELC? QIs (if appropriate HGIOURS themes 1- 5) ➤ QI.1.2 Leadership of Learning ➤ QI. 1.5 Management of resources to promote equity ➤ QI. 2.2 Curriculum ➤ QI. 2.3 Learning, Teaching and Assessment ➤ QI. 2.4 Personalised Support ➤ QI. 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
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Progress and impact (based on outcomes for learners) How well are you doing? How do you know?

Attainment:

	Reading		Writing		Listening and talking		Numeracy	
	2021-22	2022-23	2021-22	2022-23	2021-22	2022-23	2021-22	2022-23
P1	82%	82%	84%	86%	96%	94%	82%	82%
P4	85%	85%	70%	85%	96%	92%	94%	79%
P7	87%	92%	86%	90%	95%	100%	86%	85%

- ✓ Staff and Senior Leadership Team (SLT) engaged in regular tracking meetings to monitor individual pupil progress.
- ✓ Interventions and small tests of change were introduced by all class teachers to support targeted children.

- ✓ Quality assurance procedures enabled SLT to monitor planning, assessment and evaluation of learning by all class teachers.
- ✓ This session new reading books were introduced across the whole school and are now embedded in practice.
- ✓ Whole school planners have been created to ensure consistent information sharing between stages.
- ✓ Forward plans have been adapted to support the learning and teaching of reading including 'reading pressure points'.
- ✓ New reading comprehension resources were introduced to enhance the teaching of reading comprehension skills.
- ✓ Area libraries have been updated with texts, which more accurately reflect the diversity of our school and modern families.
- ✓ Home Learning at all stages continues to have reading as a focus.
- ✓ All P1-3 parents were invited to attend a gifting event for Read, Write, Count, at which book bags were distributed to every child.
- ✓ During our Meet the Teacher event, all staff raised awareness of the significance of reading at home, in particular reading for enjoyment.
- ✓ Attainment in writing increased across most stages, in some cohorts by as much as 14%.
- ✓ Staff at Primary 3 and 4 engaged in partnership working with our Speech and Language Therapist to deliver Colourful Semantics with a view to raising attainment in writing. This impacted positively on both year groups.
- ✓ Small tests of change were undertaken by staff in Primary 2 and 4 to develop pupils' sentence structure through the use of Colourful Semantics.
- ✓ Whole school focus on writing targets to ensure consistency across all stages.
- ✓ Core targets are displayed in every classroom throughout the school.
- ✓ Core targets form the expectation for all written work to ensure skills are transferred across the curriculum.
- ✓ In partnership with Falkirk High School, we have created Excellence in Learning, Teaching and Assessment criterion which will be implemented next session.
- ✓ A whole school Writing Policy was created for session 2023/24.
- ✓ Pupils were encouraged to write through the launch of our 'Wonderful Writer' award and display board.
- ✓ Targeted pupils, as supported by our Learning Support Teacher, engaged with Dyslexia Scotland and demonstrated leadership by raising awareness with pupils from Primary 4 to 7 through workshops and assemblies.
- ✓ All staff have received training, including access to resources, to increase confidence when supporting children with dyslexia.
- ✓ Pupil Equity Fund (PEF) money was used to provide additional support from our Learning Support Teacher. A noticeable benefit of this was engagement from pupils and families in Mission Superheroes.
- ✓ Primary 7 pupils were encouraged to engage in the Scottish Primary Maths Challenge competition. This session our pupils earned gold, silver and bronze accreditation, including one child who has been invited to attend the Awards Ceremony at St Andrew's University.
- ✓ PEF money was used to provide digital resources to enhance learning across the school, particularly with the use of iPads.

Next Steps: What are you going to do now? ✓ Create a Numeracy Assessment Strategy. ✓ Continue to promote the use of reading pressure points. ✓ Create a Reading Assessment Policy. ✓ Create a whole school skills based approach on the teaching of phonological awareness. ✓ Use of Active Literacy strategies to be refreshed across the school. ✓ Use of Colourful Semantics to be embedded across Early and First level. ✓ Further engagement opportunities for parents to support reading at home. ✓ Achieve Bronze Level Reading School.	
Review of progress for 2022 - 23	
Priority 2: Learning for Sustainability	
NIF Priority ➤ Improvement in children and young people's health and wellbeing ➤ Improvement in employability skills and sustained, positive school leaver destinations for all young people ➤ Improvement in attainment, particularly in literacy and numeracy ➤ Closing the attainment gap between the most and least disadvantaged children NIF Driver ➤ School leadership ➤ Teacher professionalism ➤ Parental engagement ➤ School improvement	FC Service and School Improvement Priority ➤ Meeting the needs of all learners ➤ Quality provision ➤ Leadership and workforce development
HGIOS?4/HGIOELC? QIs (if appropriate HGIOURS themes 1- 5) ➤ QI.1.2 Leadership of Learning ➤ QI. 1.3 Leadership of Change ➤ QI. 2.2 Curriculum ➤ QI. 2.3 Learning, Teaching and Assessment ➤ QI. 2.6 Transitions ➤ QI 2.7 Partnerships ➤ QI. 3.2 Raising Attainment and Achievement	Has this work been supported by PEF? ➤ No
Progress and impact (based on outcomes for learners) How well are you doing? How do you know?	

Rights Respecting Schools:

- ✓ All staff have engaged with online training on UNCRC Rights Respecting Schools.
- ✓ Every pupil is a Sustainable Hero. Sustainable Heroes meet monthly to make a difference to school life and the wider community. All actions demonstrate clear links to Sustainable Development Goals (SDGs) and UNCRC Articles.
- ✓ Whole school assemblies provide the opportunity for Sustainable Hero representatives to showcase learning.
- ✓ All pupils attend regular assemblies during which Articles of the Month are introduced.
- ✓ Articles of the Month are displayed throughout the school to promote whole school engagement.
- ✓ As a school we promote tolerance through the use of texts. New library books are available for all pupils, which raise awareness of issues such as discrimination, gender bias and LGBT+.
- ✓ Primary five pupils participated in the annual 'Show Racism the Red Card' event, in partnership with Forth Valley College.
- ✓ All pupils benefitted from our World of Work Week. This week long event promoted gender equality across more than 20 professions.
- ✓ UNCRC Articles are displayed in every classrooms and throughout the school. All staff and pupils are familiar with 'rights' vocabulary. All staff continue to support the use of 'rights' vocabulary in school.
- ✓ Every classroom has a rights based charter reflecting pupil voice.
- ✓ Dinner hall and playground charters have been created and are displayed for all pupils to view during break times.
- ✓ Planning documents which support learning and teaching make explicit links to the Global Goals and the UNCRC Articles.
- ✓ Child Action Plans now reflect UNCRC Articles, ensuring pupil views and rights continue to be captured and actioned.
- ✓ We hosted a Learning for Sustainability curricular event for parents to highlight achievements across all stages of the school.
- ✓ All pupils are provided with opportunities to play an active part in social justice initiatives, including Fairtrade Fortnight, Climate Action Week, Earth Day, Foodbank Friday and charity fundraising events.
- ✓ Every pupil had the opportunity to exercise their right to join a lunchtime or after school club run by staff members and partners throughout the academic session.
- ✓ All pupils had the opportunity to take part in 'Beat the Street' and 'Walk to School' campaigns.
- ✓ A small group of senior pupils, as members of Falkirk Council's Children and Young People's group, hosted an authority wide online event focusing on pupil voice and children's rights.
- ✓ All classes worked in partnership with the Social Enterprise Academy (SEA) to plan and implement a Social Enterprise event in order to raise funds. Money raised was used to purchase and install a Defibrillator for use by our local community.

STEM (Science, Technology, Engineering and Maths):

- ✓ All pupils participated in a STEM House Challenge.
- ✓ All Primary 5 to 7 pupils participated in a STEM transition event in partnership Falkirk High School.

- ✓ STEM stories are available for use across all stages.
- ✓ Woodwork opportunities have been provided for all Primary 6 and P7 pupils.
- ✓ Some staff have undertaken woodwork training to enhance experiences for pupils.

Outdoor Learning:

- ✓ An audit of outdoor learning resources identified areas for development, including the purchase of additional materials and storage facilities.
- ✓ Resource cards and lesson plans have been created for staff to use support outdoor learning.
- ✓ Staff engaged in professional learning activities to increase knowledge and confidence in planning and implementing outdoor learning experiences.
- ✓ Outdoor learning is embedded in practice and classes visit the local community, including, Callendar Woods on a regular basis.

Next Steps: What are you going to do now?

- ✓ Achieve Silver accreditation in the Rights Respecting School programme.
- ✓ Establish a Junior Leadership Team to increase pupil participation in school improvement.
- ✓ First Aid training for all pupils and staff in partnership with Chris Gunn of Falkirk Football Foundation.
- ✓ Establish 'Resource of the Month' to promote loose part play.
- ✓ Opportunities for regular pupil involvement (P1-P5) in woodwork activities to further develop pupil confidence when using tools and assessing risk.
- ✓ Tinker tables to be created in each area.

Review of progress for 2022 - 23	
Priority 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.	
NIF Priority ➤ Improvement in attainment, particularly in literacy and numeracy ➤ Improvement in children and young people's health and wellbeing NIF Drivers ➤ Teacher and practitioner professionalism ➤ Parental / carer involvement and engagement ➤ Curriculum and Assessment	FC Service and School Improvement Priority ➤ Quality provision ➤ Leadership and workforce development
HGIOS?4/HGIOELC? QIs (if appropriate HGIOURS themes 1- 5) HGIOELC ➤ QI 1.1 Self-evaluation for self-improvement ➤ QI 1.2 Leadership of learning ➤ QI 2.2 Curriculum ➤ QI 2.3 Learning, teaching and assessment ➤ QI 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?	
✓ All staff have engaged in training to develop play experiences through career long professional learning opportunities. ✓ All staff have engaged in professional reading to support the development of our play pedagogy. ✓ All staff demonstrate an awareness of the Vision, Principles and Outcomes of Scotland's Play Strategy. ✓ Through engagement with self-evaluation tools such as the Spaces Audit and the Play Toolkit, we are confident our setting offers well designed and inclusive spaces for play which support high quality play experiences. ✓ 100% of parents who replied to a recent survey, agreed that their child's learning environment supports and offers different types of play experiences. Furthermore, their child is developing a positive attitude to learning through an active learning approach using real-life and imaginary situations. ✓ 75% of parents believe through exploratory play, their child has the opportunity to develop and apply investigative, problem-solving and thinking skills.	

- ✓ 88% of parents are confident their child's play experiences provide opportunities to play and learn with others, share ideas, reconcile differences and develop a sense of fairness.
- ✓ High quality play experiences are evident throughout our planning and recording processes.
- ✓ All children and young people experience high quality play opportunities, including outdoor free play, in stimulating spaces with access to nature, on a daily basis.
- ✓ Our continuous provision is reviewed and updated on a termly basis to ensure we are meeting the needs of all our learners.
- ✓ All staff have engaged in Good Practice visits to other Falkirk Council settings. Observations from such visits have been used to inform practice, including developing our outdoor space, as well as changes to how we record observations.
- ✓ Following an audit of our outdoor space and resources, our Garden Action Plan has been created in partnership with external agencies and parents.
- ✓ As supported by our families, we have fundraised more than £1000 towards developing our outdoor space.
- ✓ All parents have had the opportunity to attend numerous Stay and Play sessions throughout the year.
- ✓ All staff have engaged in training to raise awareness of SHANARRI (Safe, Healthy, Achieving, Nurtured, Active, Respected, Responsible and Included) Wellbeing indicators.
- ✓ Our children have been responsible for naming each of the SHANARRI characters including Safe Stanley, Healthy Hetty and Achieving Alice to name a few!
- ✓ Our characters are displayed throughout the nursery and children are encouraged to make the connection between choices and action and each of the characters.
- ✓ Characters have been shared with parents via Twitter throughout the session.
- ✓ Parent Consultation paperwork has been updated to include the SHANARRI wellbeing indicators. Staff will now report to parents and carers with reference to each of the SHANARRI indicators. This will provide a more holistic view of the child and their experiences within our setting.
- ✓ Children's Personal Plans have been updated in line with Falkirk Council guidance issued in February 2023.
- ✓ Home Visits have been offered to all children joining our setting in Session 2023-24. This will allow for staff and families to play in an environment which is familiar to the child.

Next Steps: What are you going to do now?

- ✓ Create and share our Play Policy.
- ✓ 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.
- ✓ Provide family learning opportunities to support and encourage parents and carers to engage with the life of the nursery.
- ✓ Develop our children's experiences of the outdoors, including upgrading our garden area and making better use of our local woodlands.

Review of progress for 2022 - 23	
Priority 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.	
NIF Priority ➤ Improvement in attainment, particularly in literacy and numeracy ➤ Closing the attainment gap between the most and least disadvantaged children and young people ➤ Improvement in children and young people's health and wellbeing NIF Drivers ➤ Teacher and practitioner professionalism ➤ Parental / carer involvement and engagement ➤ Curriculum and Assessment	FC Service and School Improvement Priority ➤ Meeting the needs of all learners ➤ Quality provision ➤ Leadership and workforce development
HGIOS?4/HGIOELC? QIs (if appropriate HGIOURS themes 1- 5) HGIOELC QI 1.3 Leadership of change QI 2.1 Safeguarding and child protection QI 2.4 Personalised support QI 2.5 Family learning QI 3.1 Ensuring wellbeing, equality and inclusion QI 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?	
✓ This session, 75% of our Early Years Officers have been trained to deliver Nursery Narrative sessions. ✓ This session, 50% of our children have engaged with Nursery Narrative sessions. ✓ Our staff have worked in partnership with our link Speech and Language Therapist, which has supported the successful implementation of Nursery Narrative in our setting. ✓ All parents received information regarding the benefits of this approach to develop communication skills. ✓ Of the invited children, 100% of parents provided permission for their child to participate. ✓ Information sessions were provided for parents whose children were due to participate in Nursery Narrative sessions.	

- ✓ Of the parents who attended information sessions, 100% found them to be informative and 67% reported any questions they had were addressed during the session.
- ✓ Levels of understanding by parents, pre and post information session, rose from an average of 2.3 to 4.7.
- ✓ Resources were shared and support was provided for parents in order to promote the development of speech, language and communication skills at home.
- ✓ Makaton continues to be embedded in our setting to support communication skills.
- ✓ Twitter is used to communicate our Sign of the Week in order for children to practise this at home.
- ✓ Partnership working with our link SALT ensured children who required it received targeted, as well as universal support.
- ✓ Parents of children receiving targeted support benefitted from one to one sessions with SALT.
- ✓ In Cohort One, pre and post assessment data demonstrated an increase in the percentage of verbs achieved rose from 41% to 62%.
- ✓ Our remaining two Early Years Officers, Senior Early Years Officer and Support for Learning Assistant will be trained to deliver Nursery Narrative in Session 2023-24.
- ✓ The remaining 50% of children will be offered Nursery Narrative in Session 2023-24.
- ✓ Information will be made available to all new parents and information sessions will be provided for those parents whose children will participate in each of the two cohorts.
- ✓ All staff have engaged in training delivered by our link SALT, including visual environments, strategies to support children with speech, language and communication needs and intensive interactions.
- ✓ All staff have engaged in professional dialogue, reading and online sessions to raise awareness of speech, language and communication barriers, as well as strategies to support the development of these skills.
- ✓ All staff have engaged in good practice visits, focusing on alternative methods to online learning journals.
- ✓ Whilst 75% of parents agreed that through engagement with their child's online learning journal, it was apparent that high quality observations were taking place, 47% of parents last logged in more than 20 days prior to the date information was gathered.
- ✓ On further analysis, more than half of parents had never commented on their child's learning journal.
- ✓ Preparation is under way to launch our new learning profiles in conjunction with our updated Personal Plans.
- ✓ Self-evaluation by the staff team rated our practice as Very Good for HGIOELC QI, 2.1 Safeguarding and child protection, QI 2.5 Family learning and QI 3.1. Ensuring wellbeing, equality and inclusion.

Next Steps: What are you going to do now?

- ✓ Implement Year 2 of Nursery Narrative delivery programme.
- ✓ Develop a sustainable model of delivery to ensure all children benefit from this universal support.
- ✓ Continue to work in partnership with link SALT.
- ✓ Information session for parents to launch new learning profile format.
- ✓ Launch new Personal Plan paperwork with families.
- ✓ Report to parents at six monthly consultations using SHANARRI wellbeing indicators.

Section 3

Key priorities for School Improvement Planning 2023- 2024

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).

Priority 1: Raise attainment in Literacy by developing phonological awareness skills and the assessment of reading accuracy and comprehension.

Priority 2: All pupils are included, engaged and involved in the life of our school. We are committed to ensuring that inclusion and equality lead to improved outcomes for all our learners.

Priority 3 (ELC): Develop opportunities for parental engagement, including family learning, personalised support for children and families and partnership working.

Priority 4 (ELC): Enhance outdoor learning experiences for children, including developing skills and values through real life contexts.

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.

As a whole school we have embraced Learning for Sustainability, including raising awareness of SDGs and UNCRC Articles. These are visible throughout our school and embody our values. This will be a continued focus for us next session as we work to achieve our Silver Rights Respecting School Award.

This session we achieved our Bronze Rights Respecting Schools accreditation. This achievement was supported by our whole school engagement with Sustainable Heroes action groups and work undertaken to strengthen the connections between UNCRC and SHANARRI indicators. Alongside the launch of Falkirk Council's Staged Intervention Framework, we have updated our GIRFEC Action Plans to include children's rights. Current practice indicates an opportunity to increase pupil voice and participation in the life of our school. This identified area for development will be supported by the launch of Falkirk Council's 'What Equality and Inclusion Look Like in Falkirk'.

Our ongoing, whole school focus on the development of learning and teaching in writing, has enabled us, to not only create a consistency of approach, but identify areas for development in reading. More specifically the teaching of phonological awareness. Our Support for Learning Teacher will facilitate staff training to raise awareness and confidence across all stages of the school. All staff will engage in teacher learning communities to share good practice and create consistency.

All staff within the nursery have experience of leading on their own development remit. In addition to this, some staff have undertaken responsibility for delivering improvements priorities, as detailed in Section 2. Staff have undertaken further study in a variety of areas

pertinent to early years and demonstrate ongoing commitment to our service, our learners and their families.

Several staff are First Aid trained which supports our outdoor improvement priority and the skills we intend to deliver. In addition, three staff have fire safety qualifications and two staff attended Woodlands Outdoor Hub in Session 2022-23.

All staff exceed statutory CPD requirements each year and are highly skilled in identifying learning opportunities which enhance their knowledge and support the delivery and implementation of leadership remits each year.

Summary of Self-Evaluation – Reference QIs

Primary / Secondary

Self-Evaluation of the Core HGIOS?4

	Self-Evaluation Grading
1.3 Leadership of change	Good
2.3 Learning, Teaching & Assessment	Good
3.1 Ensuring Equality, Inclusion & Wellbeing	Very Good
3.2 Raising Attainment & Achievement	Good

ELC Classes / ELC Centres

Self-Evaluation of the Core HGIOELC? / Quality Themes

	Self-Evaluation Grading	Self-Evaluation Grading	Self-Evaluation Grading
1.3 Leadership of change	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	Very Good