



FALKIRK COUNCIL CHILDREN'S SERVICES

Standards and Qualities Report 2023/24

Comely Park Primary School

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 2023/24.

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 2023 - June 2024, and outlines priorities for session 2024/25.



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



"We believe in ourselves."

Confidence



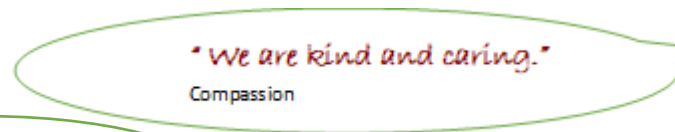
"We can share our ideas, everyone has a voice."

Communication



"We can use our imagination to solve problems."

Creativity



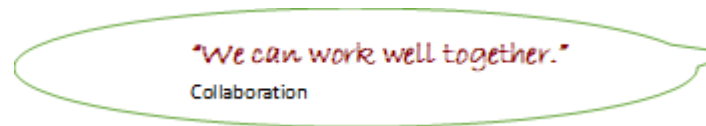
"We are kind and caring."

Compassion



"We are resilient."

Composure



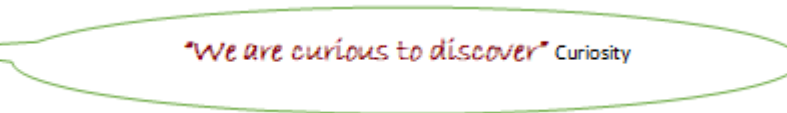
"We can work well together."

Collaboration



"We are curious to discover"

Curiosity



Our values:



Our Curriculum Rationale:

<u>Opportunities for Personal Achievement</u> 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.	<u>Interdisciplinary Learning</u> 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. 
<u>Ethos and Life of the School as a Community</u> 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.	<u>Curricular Areas and Subjects</u> 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. As a result 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 2023-24

School Roll: 388 Nursery Roll: 40

FME: 5.6%									
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%	7%	1.8%	9.3%	10%	6%	17%	24.7%	16.8%

Section 2

School Improvement Priority: Raising attainment in literacy			
NIF Priorities: Placing the human rights and needs of every child and young person at the centre of education. Improvement in children and young people's health and wellbeing. Closing the attainment gap between the most and least disadvantaged children and young people. Improvement in skills and sustained, positive school-leaver destinations for all young people.	NIF Drivers: School and ELC leadership. Teacher and practitioner professionalism. Parental/Carer involvement and engagement. Curriculum and assessment. School and ELC Improvement. Performance information.	Curriculum Learning and Teaching Inclusion and Equality Assessment 	HGIOS?4 1.1 Self evaluation for self-improvement 1.2 Leadership of Learning 1.3 Leadership of Change 2.2 Curriculum 2.3 Learning, teaching and assessment 2.4 Personalised support 2.5 Family Learning 3.2 Securing children's progress
Progress:			
✓ A whole school approach to the teaching of writing with progressive targets ensuring consistency and progression across the school. ✓ Our literacy and numeracy tracking and monitoring process tracks achievement from Early to Second Level through regular Progress and Impact meetings. ✓ Quality assurance visits from the SLT assessed teaching and learning approaches to writing and impact on learners as good or very good. ✓ Teaching staff are upskilled to better develop phonological awareness. ✓ Further investment in resources has allowed all children access to up to date comprehension and grammar resources. This is PEF funded. ✓ Staff from our Early Learning Centre to P3 were trained on Colour Coded Phonics. Staff from P4 to P7 had a refresh on Colourful Semantics and all staff had a refresh on Word Aware. ✓ Curricular Evening presentations to parents showcased the approaches to learning and teaching in literacy and numeracy at Comely Park Primary. ✓ All staff P3-P6 trialled a test of change to improve the quality of pupil writing in an identified area eg. Punctuation, connectives, openers and vocabulary. This had a positive impact on the quality of almost all pupils writing. ✓ Engagement with cluster and neighbourhood colleagues in an Improvement Methodology Cycle leading to our Cluster Learning Festival where good practice was shared in raising attainment with external colleagues. ✓ School applied for and received Bronze level accreditation in the Reading Schools Award. ✓ Enhanced cluster working with secondary colleagues through engagement with the Transition Teachers who supported key pupils in P7 in writing.			

- ✓ Dyslexia Awareness Week was an opportunity for trained Mission Superheroes to lead workshops with other pupils, supported by staff. This is supported by PEF.
- ✓ P3 parents were invited to attend a workshop to raise awareness of dyslexia. Feedback from this was overwhelmingly positive.
- ✓ We appointed a part time support assistant to assist with targeted individuals. This PEF initiative has supported their engagement in learning.

Impact:

- ✓ Revised forward plans have improved consistency in planning and teaching and ensure teacher judgement is robust.
- ✓ Whole school, progressive writing targets have ensured consistency in teaching and supported pupil understanding of strengths and next steps.
- ✓ Robust tracking and monitoring processes have made progress more visible ensures the needs of all pupils are met.
- ✓ All pupils benefit from an integrated active literacy programme, combining the teaching of phonics, spelling, reading, writing, talking and listening with a strong metacognitive thread.
- ✓ All staff have increased confidence in teaching phonological skills.
- ✓ A phonological skills progression added to staff planning folders to ensure taught at all stages. All pupils now access learning on this at every stage.
- ✓ All pupils have daily/weekly active literacy lessons which have significantly improved the spelling age of almost all pupils.
- ✓ A bank of activities have been created and are available for all staff with accompanying list of wordless books from Falkirk Library resources.
- ✓ A bank of activities have been created to support the teaching of critical literacy and shared with staff in term four.
- ✓ Tests of change indicated an improvement in the quality of writing from all pupils in the identified area.
- ✓ Parents who attended our Curricular Evening all reported an increased understanding and confidence in supporting their child with learning.
- ✓ Reading School Bronze Level achieved.
- ✓ Cluster Transition Teachers supported targeted pupils in achieving Second Level Writing at the end of P7.
- ✓ Dyslexia Champions (neurodiverse and neurotypical pupils) have supported sessions about dyslexia in classes P3 to P7. This allowed for open discussion with and between pupils on dyslexic traits and supports. This impacted positively on the confidence and self esteem of all our Champions and pupil agency of those involved.
- ✓ Feedback from parents indicates increased knowledge and understanding of dyslexia and the strategies used to support it.
- ✓ We will further develop the use of the Ladybird Room to support pupils with additional support needs.

Next Steps:

- ✓ Maintain consistent tracking and monitoring principles and ensure they are embedded in our Impact and Progress meetings.
- ✓ Following the success of the writing targets, develop progressive targets for the teaching of reading.
- ✓ Create phonological awareness videos for parents.

- ✓ Develop phonological awareness with our Early Years Officers through our ELC improvement plan.
- ✓ Train all staff in implementing the activities to support critical literacy.
- ✓ Build on the success of our Curricular Evening by using parental feedback which identified other areas parents would like further advice and information on to support their child's learning.
- ✓ Agree on our next improvement cycle methodology.
- ✓ Attain Silver Level in the Reading School Award
- ✓ Cluster Improvement Plan to incorporate the Transition Teachers in further work to improve cultural capital for some of our pupils (eg. being able to learn about and name things that are outside their daily experience).
- ✓ Further develop our approaches to supporting dyslexic pupils and their parents/carers.
- ✓ Expand the use of the Ladybird Room to support pupils with social, emotional and mental health needs.

School Improvement Priority: Inclusion and Equality

NIF Priorities: Promote inclusion and equality to improve outcomes for all learners.	NIF Drivers: School and ELC leadership. Teacher and practitioner professionalism. School and ELC Improvement. Performance information.	Curriculum Learning and Teaching Inclusion and Equality Assessment 	HGIOS?4 1.3 Leadership of Change 1.5 Management of resources to promote equity. 2.2 Curriculum 2.4 Personalised support 2.6 Transitions 3.1 Ensuring wellbeing, equality and inclusion.
---	---	---	--

Progress:

- ✓ Training for staff on Children's Action Plans to improve the quality and consistency of smart targets.
- ✓ Promote the use of digital tools to meet the needs of targeted pupils (Connected Falkirk). This is supported by PEF.
- ✓ New SHANARRI (safe, healthy, achieving, nurtured, active, respected, responsible and included) overview and planning paperwork launched, including assessment and evaluation paperwork
- ✓ Staff planned and delivered weekly lessons using the new health and wellbeing planners, incorporating UNCRC articles and SHANARRI indicators. Embedding SHANARRI indicators across the whole school. This is supported by PEF.
- ✓ All pupils participate in Sustainable Hero groups.
- ✓ Dyslexia Champions lead and deliver sessions for pupils from P3 to P7 on dyslexia. Dyslexia Champions delivered a whole assembly on the Mission Superheroes. This is supported by PEF.

- ✓ Dyslexia Champions delivered sessions on strengths and difficulties with literacy, Mission Superheroes, designed a school dyslexia mascot (the winning design was made by a pupil's grandmother), created their dyslexia toolkit and trained pupils in accessibility features on ipads which support pupils. This is supported by PEF.
- ✓ All pupils have access to lunchtime and after school clubs.
- ✓ Rights Respecting Schools Silver accreditation awarded.
- ✓ Following the work of last session's outdoor learning improvement group, a bank of outdoor learning activity cards were created and have been used to support classes in their termly visits to Calendar Park.
- ✓ Following the work of last session's STEM improvement group, tuff trays have been provided in each area to support STEM activities. In addition, P4-7 pupils have regular access to the woodwork trolley. This is supported by PEF.
- ✓ Raise awareness with staff of racial literacy in conjunction with professional learning from Education Scotland.
- ✓ Raise awareness and understanding of anti-racist approaches to curriculum development.

Impact:

- ✓ A more consistent approach to writing Children's Action Plans, including pupil voice and links to UNCRC articles, SHANARRI indicators and sustainable development goals.
- ✓ An increased number of pupils are accessing digital tools to support their learning. An additional class set of ipads were purchased (by our PTA) to enable a greater number of pupils to access digital tools. Staff training sessions were provided focusing on how digital tools can help with writing and support EAL (English as a second language) learners.
- ✓ Pupils are self evaluating themselves against SHANARRI indicators and staff are tracking pupil progress. This is now recorded as part of quality assurance processes.
 - 97% of pupils feel respected by adults and their peers
 - 83% of pupils feel confident they could speak to a staff member if they did not feel safe
 - 98% of pupils feel listened to by staff
- ✓ Staff have responsibility for vertically streamed activist groups (Sustainable Heroes) to take a role in the wider school community. Pupils created an action plan for the session to address identified sustainable development goals.
- ✓ Dyslexia Champions have allowed for open discussion with and between pupils on dyslexic traits and supports. This impacted positively on the confidence and self esteem of all our Champions and pupil agency of those involved.
- ✓ All staff, in addition to external providers and in collaboration with parents, have provided a wide range of lunchtime and after school clubs. Staff have also supported pupil interest clubs which have been led by pupils. Staff tracked pupil engagement in activities and targeted those who have been reluctant or unable to access these experiences.
- ✓ Rights Respecting School Silver Award achieved. This evidenced:
 - 100% of staff feel comfortable talking about children's rights
 - 98% of pupils agree that they learn about their rights at school
 - 96% of pupils feel they have the right to influence decisions made in school
 - 98% of parents feel pupils are actively engaged in the life of the school
 - 90% of pupils feel they can do things to help others in the local community

✓ All pupils have regular outdoor learning sessions in our local community facilitated by staff members and supported by parents. The use of activity cards has increased staff confidence. ✓ All pupils ELC to P3 have access to STEM activities daily through a play approach to learning. Teachers plan and deliver weekly STEM lessons. A whole school World of Work week has focused particularly on jobs connected to STEM. This has been well supported by our parent body and wider community. ✓ Established a staff wakelet of resources to support and develop racial literacy. ✓ Staff participated in professional learning training on anti-racist education.
Next Steps:
✓ Ensure Children's Action Plans identify the associated staged intervention level. Use the action plans to inform a contextual analysis of additional support needs across the Falkirk Cluster schools. ✓ Inclusive learning environments will be created where the values of inclusion and respect are uniformly applied to all learners and their families. ✓ Pupils will remain in their chosen Sustainable Hero group for a second year to allow for breadth and depth of actions. ✓ Continue to offer a range of lunchtime and after school clubs to all pupils. ✓ Create action plan to achieve Gold Level accreditation of the Rights Respecting School Award. ✓ In response to our work on UNCRC, Rights Respecting School and racial literacy, review our school Vision and Values and Curriculum Rationale. Create a Relationships Policy. ✓ Increase the number of staff trained in the use of fire pits. ✓ Develop progression of STEM activities further and provide more opportunities for all pupils to engage in woodwork. ✓ Continue to provide World of Work focus group. ✓ Ensure racial literacy a key driver in the School Improvement Plan 2024/25. Further develop staff knowledge and understanding of racial literacy through professional learning. ✓ Inclusive learning environments will be created where the values of inclusion and respect are uniformly applied to all learners and their families.

ELC Improvement Priority: Parental Engagement		
NIF Priorities: Placing the human rights and needs of every child and young person at the centre of education. Closing the attainment gap between the most and least disadvantaged children and young people.	NIF Drivers: School and ELC leadership. Parental/Carer involvement and engagement. Curriculum and assessment	HGIOS?4 1.3 Leadership of Change 2.4 Personalised support 2.5 Family Learning 2.7 Partnerships 3.2 Securing children's progress

Improvement in attainment, particularly in literacy and numeracy.		
Progress:		
✓ Induction visits were carried out for all new pupils. ✓ All pupils within the ELC had the opportunity for two parent consultations throughout the academic year. ✓ A monthly comment card/suggestion box was made available to parents to provide feedback on identified areas. ✓ ELC Noticeboard was updated regularly to display important dates and events. ✓ A calendar of events was shared with parents (bi-annually) to encourage parental engagement in planned sessions. ✓ Throughout all parental engagement sessions, opportunities to give feedback was provided through various methods. ✓ Information sessions focusing on Nursery Narrative, STEM, Outdoor Learning, UNCRC and Book Bug allowed the opportunity for staff to lead on identified areas. ✓ Outdoor Learning, positive behaviour and UNCRC workshops were carried out with parents throughout the session. ✓ Drop in sessions were provided for parents to view floor books and learning journals. ✓ Learning journals updated to include an opportunity for parent feedback. ✓ Pupils and parents took part in weekly outdoor learning sessions in Callendar Woods. ✓ A group of identified pupils became French Champions and attended fortnightly French sessions with a volunteering parent. ✓ SHANARRI indicators re-introduced to all pupils. Rosie the Mascot created by a pupil to highlight the importance of SHANARRI within the ELC setting. ✓ SHANARRI indicators and UNCRC articles displayed around the ELC, with Rosie the Mascot visual used to help pupils identify the indicator/article and create discussions. ✓ SHANARRI wall display created and evident for pupils and parents to see.		
Impact:		
✓ All pupils transitioned successfully into the ELC. Identified pupils were provided with an enhanced transition to ensure individual pupil's needs were met. Positive relationships with new families were fostered during transition events. ✓ Most parents took up the opportunity to attend parent consultations with key workers to discuss pupil's progress and identify next steps. Conversations recorded on pupils GIRFEC and WMTM paperwork. Parent consultations ensured there was a consistent approach to learning in Home and within the ELC setting. ✓ Three consultations were carried out with parents seeking feedback on communication, parental engagement opportunities and supports available within the ELC. Most parents engaged positively with the 'question of the month' and feedback was acted upon to ensure communication methods were consistent. All staff ensured notice boards within the ELC were updated weekly and shared with parents, in addition to adding reminders to ELC X page. ✓ Identified staff planned and offered an information session(s) / workshops on their lead area. Most parents and pupils took part in sessions. Feedback showed that parent confidence was increased from attending information sessions in how to support their child's learning.		

- ✓ Fortnightly opportunities for parents to view pupil learning journals and floor books provided a further insight into individual pupil progress and group interests. Pupils displayed an increased confidence when sharing and reflecting upon their learning with the parents. Parents verbalised a greater awareness of their child's learning through these opportunities.
- ✓ The majority of parents commented on their child's learning in their learning journals.
- ✓ Weekly outdoor learning sessions have run throughout the year due to the high uptake of parental volunteers.
- ✓ French champions shared their learning with their peer and families. An interactive French wall display created to share learning with peers and families. Pupils using French words with increased confidence in the ELC.
- ✓ Increased awareness of SHANARRI and UNCRC amongst pupils and parents through wall displays created.
- ✓ Rosie Rabbit the Mascot is displayed throughout the ELC to generate discussions around SHANARRI and the links to UNCRC between staff and pupils.
- ✓ Learning experiences provided for pupils by ELC staff focused on SHANARRI and UNCRC.
- ✓ SHANARRI indicators are evident on floor books to show areas in which it has been a focus and to identify next steps.
- ✓ Proud clouds are displayed in ELC to celebrate and share pupil achievement.

Next Steps:

- ✓ Develop Stay and Play sessions to focus on identified areas.
- ✓ Create a bank of parent volunteers to assist with sessions/ trips.
- ✓ Create a play policy to reflect SHANARRI indicators and UNCRC articles.
- ✓ Introduce SHANARRI indicator focus of the month.
- ✓ Update our ELC rationale to reflect SHANARRI and UNCRC vocabulary.
- ✓ Further develop Tuff tray opportunities to provide focused experiences on SHANARRI/UNCRC
- ✓ Update rationale to incorporate SHANARRI and UNCRC articles.
- ✓ Develop links with the wider community / outside agencies.
- ✓ Attain Rights Respecting Schools gold accreditation.

ELC Improvement Priority: Outdoor Learning

NIF Priorities: Placing the human rights and needs of every child and young person at the centre of education. Improvement in attainment, particularly in literacy and numeracy.	NIF Drivers: School and ELC improvement Parental/Carer involvement and engagement. Curriculum and assessment	HGIOS?4 1.3 Leadership of Change 2.2 Curriculum 2.3 Learning, teaching and assessment 2.5 Family Learning 2.7 Partnerships
---	--	--

		3.1 Ensuring wellbeing, equality and inclusion
Progress:		
✓ All children take part in regular outdoor learning session in Callendar Woods with supporting staff. ✓ All children took part in whole ELC outdoor learning sessions in October, April and June. ✓ Staff have an increased confidence when running outdoor learning sessions from attendance at CLPL courses. ✓ Termly staff meetings focused on outdoor learning to develop pedagogy. ✓ A rota was created to ensure all children attended outdoor learning sessions. ✓ 60% of parents attended an outdoor learning information session to support outdoor learning sessions in Callendar Woods. ✓ A Power Point presentation was shared with parents to raise awareness of risky play and loose parts. ✓ ELC children have visited Thorntree Mews termly to craft with residents. ✓ Children have visited local shops and businesses to support children's interest noted through observations. ✓ Children are given the opportunity to engage in free choice and exploratory play when at Callendar Park. ✓ All children have attended at least one fire pit session to introduce fire safety. ✓ All children have engaged in singing, cooking and story telling around a campfire at least once throughout this academic year. ✓ All staff have participated in den building training. ✓ All pupils are encouraged to engage in loose part play using nature and the local environment. ✓ The ELC garden has a loose part trolley to encourage children to extend their play outdoors. ✓ Outdoor learning sessions encourage a slow pedagogical approach using natural loose parts from the environment. ✓ Children engage in weekly STEM experiences through play outdoors. ✓ Most parents attended a family STEM event in the ELC. ✓ Staff attended the 'STEM Best Practise' event to further develop knowledge and understanding. ✓ A mud kitchen area was developed in the ELC garden.		
Impact:		
✓ All children visit the woods on a regular basis experiencing high quality outdoor learning sessions. ✓ All children have developed their understanding of fire safety and are able to identify risks around a campfire. ✓ A slow pedagogical approach is used during outdoor learning sessions. Children are developing their knowledge and appreciation of nature, risk assessing, learning about the world around them and improving their social and emotional wellbeing. ✓ Staff have an increased confidence when planning and delivering outdoor learning sessions resulting in more high quality learning experiences for children. ✓ There has been a rise in family engagement levels with many attending woodland visits. ✓ Surveys indicated most parents/carers have an increased level of confidence using loose parts and the outdoors to support their child's development. ✓ Links with the wider community have been made as children visited local shops and businesses to develop their interests.		

Next Steps:

- ✓ Develop Stay and Play sessions to focus on identified areas.
- ✓ Develop garden area to increase outdoor learning opportunities within the ELC.
- ✓ Develop links with the wider community / outside agencies.
- ✓ Provide termly den building experiences for all children.
- ✓ Provide termly camp fire experiences for all children.
- ✓ Embed slow pedagogical approaches to outdoor learning experiences.

Section 3

Key priorities for School Improvement Planning 2024- 2025

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 – Improving learning, teaching and assessment in literacy.

Priority 2: Promote inclusion and equality, with particular reference to racial literacy, to improve outcomes for all learners.

Priority 3 (ELC): Embed a rights based approach within the Early Years to ensure pupils experience their UNCRC rights through meaningful, everyday experiences.

Priority 4 (ELC): Enhance Literacy experiences for children, including developing phonological awareness, language and communication skills within the ELC environment.

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.

We achieved our Bronze Reading School Award this session and have made a commitment to attaining the Silver Award next session. Our pupils are well resourced with high quality, diverse reading materials. We will now focus on how we can enhance our assessment of

progress in reading. It is our intention to support parents to better support their child's learning through the opportunity to participate in a series of learning cafes.

The development of phonological skills is vital in learning to read and manipulate words and text. Having enhanced staff knowledge and understanding of this, we will further develop parent understanding of these key skills.

As a whole school, we have embedded Learning for Sustainability across the curriculum, including embedding Sustainable development goals and UNCRC Articles. We successfully achieved the Silver Rights Respecting School Award and plan to build on this next session. We have continued to strengthen the connections between UNCRC and SHANARRI indicators and have implemented new SHANARRI planners to better ensure the pupils understand more about their wellbeing.

Supporting pupils with dyslexia has continued to be a priority with us. By participating in the Mission Superhero programme we have ensured continuity in our Dyslexia Champions team. Together with Mrs Switzer (Learning Support Teacher), they have delivered lessons to parents and all pupils from P3 to P7 on dyslexia, the strengths and challenges this can bring and the strategies used to support it. Pupils across the school are comfortable speaking about this neurodivergence. .

Following the improvements we have made in the teaching and assessment of writing, we intend to develop similar strategies to support the teaching and assessment of reading. All staff will participate in the improvement cycle methodology and will engage with cluster and neighbourhood colleagues to support this work. A key aspect of this will be focusing on challenge and differentiation.

As an ELC, we have further fostered and developed positive relationships with our families. We have supported parents to support their child in their learning. Parents engaged positively with the 'question of the month' and feedback was acted upon to ensure communication methods were consistent with our families.

All ELC children attend regular outdoor learning session where staff use a slow pedagogical approach Children are developing their knowledge and appreciation of nature, risk assessing, learning about the world around them and improving their social and emotional wellbeing. All Staff have an increased confidence when planning and delivering outdoor learning sessions resulting in more high quality learning experiences for children.

We have come to the end of another fabulous school year with an abundance of learning and the development and mastery of many new skills. We endeavour to make learning fun, providing challenge and provocation and stimulating curiosity. Joy, laughter and humour are

fundamental to successful learning. Together we have supported one another to complete challenges and competition, celebrating our successes and learning from our failures.

Frequently we have visited Callendar Park to participate in outdoor learning in a more natural environment, activities which have been possible through ongoing parental support. We enjoy learning through play which provides opportunities for us to extend our learning and supports the development of lasting friendships and positive relationships. Collaborative learning enables us to develop good interpersonal skills, encourages resilience and develops independence.

Along with the fun and friendship has been true kindness. Our values of Friendship, Respect and Trying Your Best are demonstrated by us all as we work together to make Comely Park Primary a welcoming and inclusive school where all our children thrive.

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 Framework			
	Self-Evaluation Grading		Self-Evaluation Grading
1.3 Leadership of change	Very Good	1.1 Nurturing Care & Support	Very Good
2.3 Learning, Teaching & Assessment	Very Good	1.3 Play & Learning	Very Good
3.1 Ensuring Wellbeing, Equality & Inclusion	Very Good	2.2 Children Experience High Quality Facilities	Very Good

3.2 Securing Children's Progress	Very Good	3.1 Quality Assurance & Improvements Are Well Led	Very Good
		4.3 Staff Deployment	Very Good