



# Comrie Primary School and Nursery

## Standards and Quality Report 2022-2023



### Our School – Our context

Comrie Primary School, which was established in 1909 has a long tradition of being at the heart of the Comrie Community. The school roll is currently 122 children across 6 classes with catchment children attending from both Comrie, St Fillan's and outlying areas. We have an Early Learning and Child Care provision which is a 40-week nursery, in total we have 17 children accessing ELC at present. Within P1-7, 14% of the school's catchment sits within ACORN 4&5 . We currently have no children in SIMD 1 or 2. 30% of our pupils have an additional support need.

### School Values and Aims

This session our community reviewed of our school **Vision Values and Aims**. The outcome of this consultation has resulted in the following:

Teaching Hearts and Minds at Comrie remains our school motto.

OUR **Aim** is to ensure all our children learn in a **safe, fun and inspiring** learning environment and to foster an I CAN attitude. Making Comrie Primary School a place where everyone wants to be: pupils, parents and staff alike. Our learners deserve the very best educational experiences and a learning environment that allows them to GROW, learn, succeed and fulfil their potential in the world.

We will do this by supporting our children to follow these **Values**

Inclusive    Creative    Ambitious    Nurturing

### Consultation Process

In generating this report pupils, parents and staff were consulted. We used evidence from How Good Is OUR School consultation with our Pupil Council, staff self-evaluation using quality indicators, "What have we done well?" "Even better if?" consultation with parents and pupils, in addition to Glasgow Motivational Scale results for our whole school. This is in addition to informal conversations during open afternoons, and conversations at the school gates.

### Attendance

Comrie Primary School		2021/22	2022/23
	Attendance Authorised		90.0%
Absence Unauthorised		8.9%	5.7%
Absence		1.1%	1.2%

Attendance is tracked at weekly support staff meetings and targeted interventions implemented as a result. The final term of the session has seen an increase in emotionally based absences. These absences have been in children not previously identified with attendance below 80% and therefore not part of our targeted interventions. For targeted children, a partnership project with the Perth and Kinross outdoor learning team supported increased attendance and learning engagement for 95% of these children.

## Attainment & Achievement

### Literacy

- Most of our learners have achieved their expected or beyond their expected literacy levels in Listening and Talking and Reading from Primary 1- Primary 6.
- Most of our learners are on track with their early and first level writing, with the majority of learners on track to achieve second level writing.
- Using class tracking documents, pupils with literacy gaps were identified and various strategies and interventions implemented. These included Wave 3 and High Five 1:1 reading support, Fresh Start and more effective use of digital technology to support writing. All targeted children have made a minimum of a year's growth during the targeted intervention period varying from 12 – 20 weeks as measured by Single word spelling tests, Star reading assessments or verbal fluency assessments.
- There has been a whole school focus on increasing pupils' engagement in the writing process through the use of rubrics and whole school genre focus. This strategy in conjunction with whole school and learning community moderation has demonstrated an average of 10.5 % increase in writing attainment for children working towards first level and an average of a 12% increase in progress of children working towards second level.
- A member of the nursery team continues to work as the communication champion with the focus on supporting all of this session's Pre-school children reaching their literacy and communication milestones.

### Numeracy

- Almost all learners in Primary 1-3 are on track to achieve first level numeracy.
- Most Learners in Primary 4 – 6 are on track to achieve second level numeracy.
- Identified pupils in Primary 5,6 and 7 with numeracy gaps are working with support staff using Precision Teaching methods and concrete materials to support closing the numeracy attainment gap. Whilst this has worked in closing the numeracy attainment gap in Primary 5 and 6, with almost all children on track to achieve second level in numeracy and average of a 15% increase in attainment, it has not been sufficient progress for these children to confidently and consistently perform at second level and so there has been a drop in the second level numeracy attainment with only some of our primary 7 children achieving second level numeracy.
- The trialling of a new maths resource, White Rose maths, and concrete materials in Primary 3/ 4 alongside a more focussed look at play-based learning in numeracy in the early years has demonstrated a 29 % increase with most children now on track to achieve first level numeracy.

## Achievements

Our Breaducation project has been recognised locally and nationally as part of a thematic inspection as sector leading practice. This programme supports a high level of engagement and motivation amongst all participants and is the result of passionate collaboration with Wild Hearth Bakery and Parental Partnerships. A hidden benefit has been for children with a wide range of additional support needs who **all** choose to be involved in this project that supports contextualised learning opportunities for their literacy and numeracy.

Our Primary 4 maths team became the cluster maths quiz winners, and we were also delighted to be involved with the Scottish maths challenge this session too. Our school participated in both the Rotary and Euro Quiz, enjoying the opportunity to represent our school locally.

Three grants awarded this session from Local Heritage, Biodiversity and Health and Wellbeing funds, allowed us to run sustainable, contextualised learning experiences that have all resulted in increased parental and business partnerships. As part of the thematic Curriculum Inspection, we were praised for the community collaboration and the school's inclusive approach ensuring that there is no poverty of experience for any of our children.

### **Pupil Equity Fund Spending**

This year's funding was deployed in staffing to increase our Support Teacher hours and Pupil Support Assistant hours. We provided targeted support for pupils in literacy, numeracy and health and wellbeing. Detailed scrutiny of dyslexia pathways ensured an improved level of targeted and additional support. We trialled a P3/4 play based learning project two afternoons a week supporting targeted children to improve their learning and engagement.

### **Evaluation of School's Capacity for Continuous Improvement**

Our school continues to increase its capacity for all stakeholders to contribute to the cycle of self-improvement. Change in our nursery and school staff team will impact on the school's capacity to manage and lead change, so session 2023-2024's collegiate session will take a practitioner enquiry approach to support all staff in developing their capacity to lead change. One of the Head Teachers has embarked on her Excellence in Headship Stretch programme. Our Parent Council continue to benefit from the additional support provided by Connect and this is supporting them in developing their leadership roles. Pupil voice remains central to all of the work of the school as we work to empower our young people with children taking on many leadership roles in the school.

**Summary of Progress Session 2022- 2023**

<b>Quality Indicator</b>	<b>Progress</b>	<b>Improvement Goals for session 2023-2024</b>
<p>1.1 Self Evaluation for Self-Improvement</p> <p><b>5</b></p>	<p>We have made very good progress this session with our approach to self-evaluation.</p> <p>Care Inspectorate, Curriculum Thematic Inspection and Local Authority Validation visit has supported school's own self-evaluation.</p>	<ul style="list-style-type: none"> <li>Using improvement methodology practices with all staff to improve self-evaluation and quality assurance practices</li> </ul>
<p>1.3 Leadership of change</p> <p><b>4</b></p>	<p>We have made good progress this session with leadership of change.</p> <p>Almost all staff have led an improvement at either class or whole school level. Children have been at the heart of all improvements and been empowered to take action.</p>	<ul style="list-style-type: none"> <li>Maintain leadership at all levels and embed change projects that have pupil, staff and parental representation. (Rewilding, Breaducation, Heritage Project)</li> <li>Build understanding of pupil voice in leading learning journeys</li> <li>Empower nursery colleagues to take on leadership roles</li> </ul>
<p>2.3 Learning Teaching and Assessment</p> <p><b>3</b></p>	<p>We have made satisfactory progress this session with learning teaching and assessment. Ensuring consistent support, challenge and motivation for learning for all pupils remains a focus.</p>	<ul style="list-style-type: none"> <li>Creating Inspiring classrooms that ensure support and challenge for all</li> <li>Develop capacity to deliver high quality numeracy learning experiences for early years children</li> </ul>
<p>3.1 Ensuring wellbeing equality and inclusion</p> <p><b>5</b></p>	<p>We have made very good progress this session with ensuring wellbeing equality and inclusion. Our journey towards GOLD UNCRC accreditation continues and this session the focus was on revisiting our Vision Values and Aims.</p> <p>Use of the Glasgow Motivation and Wellbeing Profile has allowed us to identify individual, class and school wellbeing needs. Increased use of the child participation scale has supported improved support for children in nursery and school.</p>	<ul style="list-style-type: none"> <li>Ensure vision and values are used to provide moral compass for ethos of the school. Participation in positive behaviour and relationships CLPL will strengthen whole school systems for resolving conflict and the promotion of positive attitudes and actions for rights</li> <li>Build on opportunities for children to influence their learning about neurodiversity</li> <li>Continue to create opportunities to explore the concepts of fairness and equity within our wider community</li> </ul>
<p>3.2 Raising Attainment and Achievement</p> <p><b>4</b></p>	<p>We have made good progress with raising attainment and achievement.</p>	<ul style="list-style-type: none"> <li>Participation in Inspiring Schools Programme ensuring support and challenge for all learners</li> <li>Develop understanding of Pupil Participation in all aspects of learning</li> <li>Explore pedagogical practices when teaching numeracy</li> </ul>