



Comrie Primary School

Standards and Quality Report



2024-2025



School Values and Aims

Teaching Hearts and Minds at Comrie is our school motto. 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. 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 I CAN **Values**; Inclusive **Creative Ambitious Nurturing** are embedded and this session our Changemaker groups are organised so that pupil voice is an integral part of promoting our values. Children who demonstrate these values continue to be celebrated at assembly sharing learning they are proud of at the Headteacher tea party.

Consultation Process

In generating this report pupils, parents and staff were consulted. We used evidence from staff and pupil surveys, How Good Is OUR School consultation with our Pupil Council and staff self-evaluation of learning and teaching. Our comprehensive pupil tracking information and rigorous analysis has also supported the evaluation of our progress this session. This is in addition to informal conversations during open afternoons Parents and Friends Association Meetings, Parent focus groups, and conversations at the school gates.

Attendance

Comrie Primary School	2022/23		2023/24		2024/2025	
	Attendance	Authorised Absence	Attendance	Authorised Absence	Attendance	Authorised Absence
	93.1%	5.7%	93.4%	5.3%	94.73%	3.81%
		1.2%		1.3%		1.46%

Attendance is tracked at weekly support staff meetings and targeted interventions, using the staged intervention guidance for emotionally based absence, implemented. For targeted children we created an adapted curriculum designed to engage children, improve self esteem and confidence. Our community link worker and community link worker assistant have worked with all of our P5-7 children completing the decider skills programme alongside in excess of 20 of our children to support their wellbeing and engagement in learning. All children speak positively of their engagement and the impact of working with Ms Grieve and Mr Graham is seen with improved classroom engagement and children's emotional literacy.

Attainment & Achievement Predictions

Based on staff predictions and SNSA results we have made very good progress in closing the attainment gap in literacy and numeracy in early, first and second level with almost all of our stretch children reaching their revised benchmarks.

Play Based Learning

We have seen an improving attainment trend in the early years with almost all children achieving early level literacy and numeracy and most children are on track to achieve first level literacy and numeracy. Continuing with the play - based learning approach and additional staffing in the early years should support the continuous improvement. Additional staffing has also allowed early intervention of Precision Teaching of phonics and number for targeted children in Primary 1 and 2 following ongoing observations and assessments.

Literacy

- Writing attainment in Primary 4/5 has increased through participation in the National Writing programme and we have made progress in closing the attainment gap. Our writing attainment in Primary 4 now sits at 81% from 66% last session a 15% increase on last years P4 attainment. We are also closing the p5 attainment gap.
- Universal support and the use of digital technologies has supported improved writing attainment at first level and we have seen a closing of the writing attainment gap.
- Our support for learning teacher has been instrumental in completing dyslexia assessments and a collaborative summary of need. This summary ensures that Targeted support for learners is identified; supporting class teachers in meeting learners needs and as a result improving attainment.

Numeracy

- Almost all children achieved early level at the end of Primary 1 .
- There has been an improvement in our P5 and 6 progress towards second level numeracy with most children now predicted to attain second level when they get to the end of P7
- This session we participated in the numeracy school project supporting the professional development of all staff. More time is required to embed practices but staff have begun the journey of improving teaching and learning of numeracy and adopting a concrete, pictorial, abstract progression in numeracy.
- All staff will participate in an action research project next session that will result in improved numeracy attainment in their class.

Achievements

Our school celebrated the achievement of our Gold School sports award one of the only Primary schools in Perth and Kinross Council.

Our school has established partnerships with Toma'ha market garden, Abercairney and Comrie Croft this session in order to develop their understanding of food, farming and sustainability. We hope to build on this partnership next session. Our Primary 5 and 6 children embarked on the Harmony project, writing and recording their song in partnership with Richmond House Care Home.

We are delighted that we have maintained our girls football team this year and bike club and work continues to establish a parent run climbing club. Having worked alongside artist Charlotte Brayley our school now have a Wee Coo. This wee coo will continue its work of raising money for the Strathcarron hospice as he visits homes and families in our community.

Our bikeability programme now starts at Primary 4 and offers a progression of skills into Primary 7. Our Primary 6 children have all completed their Hi Five award this session with our P7s completing their JASS awards following their return from their residential trip.

Our school participated again in both the Rotary and Euro Quiz, enjoying the opportunity to represent our school.

Pupil Equity Fund Spending

This year's PEF funding was deployed to improve the wellbeing of our children, increase attendance and engagement in learning. For targeted children we created an adapted curriculum that improved their wellbeing and engagement. This was tracked using the readiness to learn checklist and has resulted in increased engagement for all. PEF was also used to improve children's regulation spaces and learning environments. This was tracked at impact meetings to ensure progress for targeted children. Pupil Equity Fund has been used to purchase Nessy Spelling and Reading which been used in a universal fashion in Primary 3 and 4 and in a targeted fashion in P5 to support children with literacy attainment gaps.

Evaluation of Schools Capacity for Continuous Improvement

With the additional pupil support staff allocation for next session we will ensure that our closing the gap interventions are targeted. We would expect to see increased pace of raised attainment in these targeted pupils with improved consistency of interventions. Our Community partnerships continue to strengthen and be key in allowing us to provide a flexible curriculum offering for many of children with additional support needs; most notable our Nature Nurtures Comrie Project.

Our Parent Council saw a change to all office bearer positions this session and we continue to benefit from the productive partnerships with our parent forum, most notably contributing to enhancing our learning environment in nursery this session. Pupil voice remains central to the school as we work to empower our young people in becoming future change makers. Children take on many leadership roles in the school and this session all pupils had the opportunity to support in delivering on our I CAN values making Comrie Primary School an Inclusive, Creative, Ambitious and Nurturing environment to learn in.

Summary of Progress Session 2024- 2025

Quality Indicator	Progress	Improvement Goals for session 2025-2026
1.1 Self Evaluation for Self-Improvement	<p>We have made very good progress this session with our approach to self-evaluation with a particular focus on learning and teaching and evaluating support for learners. All most all staff have a depth of understanding around their class data.</p> <p>5</p>	<ul style="list-style-type: none"> Take the next step from knowing your data to using it to inform planning and next steps for the class and individual child level. Continue to use improvement methodology practices, such as those used in National Writing Programme, to involve children in their improvement journey Evaluate why we are not raising attainment in numeracy
1.2 Leadership of change	<p>We have made good progress this session with leadership of change with more opportunities created for children to be Changemakers and lead on improvement projects in the school</p> <p>4</p>	<ul style="list-style-type: none"> Build on pupil involvement in leading their learning in all curricular context areas Staff leading on project based learning in the school and LMG <ul style="list-style-type: none"> 1 staff member to be trained in co-operative learning practices on behalf of the LMG Implementing creative approaches to learning in the upper school with staff attendance at dream believers. Maintain leadership at all levels and embed change projects that have pupil, staff and parental representation e.g. Inclusion Project and Values passports
2.3 Learning Teaching and Assessment	<p>We have made good progress this session with learning teaching and assessment. Creation of Comrie differentiation protocol has provided increased clarity on how to improve the pace, challenge and support in the classroom</p> <p>4</p>	<ul style="list-style-type: none"> Develop the HOW of excellent learning and teaching through clear cyclical planning processes that make best use of pupils assessment data Deliver assessment snapshot information to support children and families understanding of, why, what and how we assess at Comrie across a range of curricular areas. Embed I CAN protocols of what, why and how we deliver an inclusive, creative, ambitious and nurturing curriculum at Comrie Primary and Nursery. Develop capacity to deliver high quality numeracy learning experiences for all children
3.1 Ensuring wellbeing equality and inclusion	<p>We have made very good progress this session with ensuring wellbeing equality and inclusion.</p> <p>Introduction of the Decider skills, Massage in schools ad Peer mediators has increased children skills and capacity to employ strategies to support their own wellbeing</p> <p>5</p>	<ul style="list-style-type: none"> Evaluate Nurturing Comrie Framework in line with Perth and Kinross Relationships and Behaviour Policy Continue the language of rights and respect to strengthen school systems for resolving conflict and the promotion of positive attitudes and actions for rights
3.2 Raising Attainment and Achievement	<p>We have made good progress with raising attainment and achievement.</p> <p>4</p>	<ul style="list-style-type: none"> Evaluate and establish cyclical focus child model with learners and families to support specific feedback on children's learning progress and next steps.