

COMMERCIAL PRIMARY SCHOOL



Standards and Quality Report *Achieving Excellence and Equity*

Context

School Roll	353				
Number of classes	13				
EAL	12%				
Care Experienced	0.6%				
ASN	21%				
FME	13%				
SIMD Profile for establishment	Average SIMD = 6				
Attendance (%)	Actual = 94.7%	Authorised	2.9%	Unauthorised	2.4%
	Target = 94.4%				
Exclusion (%)	Zero				
Pupil Equity Fund Allocation (PEF)	£41,650.00 (+£19,702 carry forward = £61,352)				

Commercial Primary School opened in 1970 following a move from the original site at Commercial School Lane. We have a strong and established vision of "Excellence for All". Our school motto is Confidence to Participate and Succeed. We support all pupils to work towards the motto through our deeply embedded values #INSPIRE (Individual, Nurturing, Successful, Proud, Inclusive, Respectful and Excellence). Evidence of this can be found at <https://www.facebook.com/CommercialPrimarySchool/>. We are a UNCRC Gold school, certified Eco School and we hold a Digital Schools Scotland certification. These awards, alongside our vision, motto and values shape who we are and what we do.

Improvement Priority Session 2022 – 2023

Priority 1 –

- Improve the quality of learning and teaching related to writing.
- Close the attainment gap for almost all learners off pace for writing.

Priority 2 –

- Moderation cycle related to the learning and teaching of writing.

NIF Priority

- Improvement in attainment, particularly in **literacy** and numeracy
- 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 Driver

Curriculum and assessment

HGIOS 4 Quality Indicators

- 1.1 Self Evaluation for self-improvement
- 1.2 Leadership of Learning
- 2.3 Learning, Teaching and Assessment
- 3.2 Raising Attainment and Achievement

Has this priority been:
(Please highlight)

Fully
Achieved

Partially
achieved

Continued into
next session

x

Progress:

In 2022-23 the teaching of writing had our whole school attention. We wanted to ensure programmes of teaching are progressive, thorough and are what our children need. Our aims were ambitious. These were to improve the quality of learning and teaching related to writing and close the attainment gap for almost all learners off pace. We have made significant progress towards our target and are exceeding our Fife Council set stretched target of 74.9%.

The below changes have been made in an effort to work towards our target.

- We have worked with Fife Council's Professional Learning Team and engaged with the Literacy Toolkit.
- Staff focussed on the teaching of writing during staff collegiate time. As a team we undertook professional learning to upskill our methods. This took the form of professional reading and dialogue.
- We have agreed a consistent approach to teaching writing across the whole school. This includes sharing the learning intention & success criteria at the start of the lesson and steps to success feedback. Every writing lesson now includes a set planning time at the start of the lesson and evaluation time at the end.
- We have ensured that each class has had access to a pupil support assistant during writing lessons. This ensured that those pupils who need extra adult support

can have access to it from either the class teacher or from a pupil support assistant (P.S.A.).

- We have introduced daily writing in each class.
- We have invested funds to improve the literacy areas in each classroom.

The impacts from these changes are being reported by pupils in our various “lucky numbers” meetings (pupils are selected at random from each class to meet with the Senior Leadership Team), from staff during our review meetings and from visitors to the school during our Learning Partnership Visit.

- Having access to a P.S.A. during writing lessons has enabled all pupils to work in smaller groups and almost all to remain focussed on task.
- Having more opportunities for writing in the week has helped all pupils practice their writing skills and the majority of pupils to grow in confidence with regards their ability to write.
- The improved quality of learning and teaching of writing has helped all pupils to have a clearer understanding of learning and how to achieve success.

Impact:

We wanted to improve the quality, length and presentation of pupils writing for almost all learners. This year’s aim was to see writing attainment rise for

- P1/2 to 95% (actual attainment reported for this group in 2022-23 is 92.5%)
- P3-7 to 90% (actual attainment reported for this group in 2022-23 is 80.2%)

These were stretch targets identified by our school and far exceeded the ones set by Fife Council. Overall, we have increased by 2.6% from 81.2% of our pupils achieving expected levels in their writing attainment last year to 83.8% achieving the typical expected levels of attainment for their age in writing this academic year. The progress towards our self-set, ambitious targets has been hampered by an unsettled period in school due to staffing absences/changes and industrial action. We recognise that our targets for the learning area of writing have been partially met and will continue to be a focus for the next school year.

Next Steps:

Pupils

- Want to continue to have a focus on developing writing areas in class.
- Want to reduce distractions during writing times.
- Want a focus on reading because they believe that this will help to improve their writing.

Staff

- Want to look at the moderation of writing across levels and different schools.
- Want to make the planned progression of writing more suitable for our specific school setting.

Due to the number of next steps, writing will continue to be a focus for us next year.

Priority 3 –

- Revisit and refresh the five-part lesson model.

NIF Priority

- Improvement in attainment, particularly in **literacy** and numeracy
- Closing the attainment gap between the most and least disadvantaged children and young people

NIF Driver

Curriculum and assessment

HGIOS 4 Quality Indicators

- 1.2 Leadership of Learning
- 2.3 Learning, Teaching and Assessment

Has this priority been:

Fully

x

Partially

Continued into

(Please highlight)

Achieved

achieved

next session

Progress:

All staff have received training on skilful questioning techniques to use in lessons.

Impact:

High quality questions and co-constructed success criteria are evident in almost all lessons.

The use of this teaching method has improved the higher order thinking skills of almost all pupils. This is evidenced in pupil attainment figures increasing in the area of comprehension skills/reading in P1, 4 and 7 Base and NSA scores. This is also evidenced in our CfE data.

The focus on this area of professional development has increased the confidence of all teachers to effectively use the 5-part lesson model in almost all lessons.

Next Steps:

The use of the 5-part lesson model is now embedded across our school and will no longer be an area of focus on our School Improvement Plan. This now should be an expectation in the everyday learning and teaching happening in all classes.

Attainment of Pupils

Stage	Reading	Writing	Listening and Talking	Numeracy
P1	87%	87%	92%	94%
P4	77%	73%	85%	87%
P7	92%	87%	94%	98%

Overall Attainment for 2022 – 2023

	Literacy	Numeracy
P1	89%	94%
P4	78%	87%
P7	91%	98%

Literacy		Numeracy	
Stretch Target	Actual	Stretch Target	Actual
74.9%	86%	79.4%	93%

Evaluative statement of attainment over time.

Attainment at Commercial Primary School is very good. Pupils attending our school continue to perform well. Almost all children are making very good progress from their prior levels of attainment in literacy. By the end of P1, 89% of pupils achieve early level in literacy and 94% in numeracy. By the end of P4, 78% of pupils have achieved first level in literacy and 87% in numeracy. By the end of P7, 91% of pupils have achieved second level in literacy and 98% in numeracy.

Overall, attainment in literacy is good. Almost all children achieve CfE levels as expected at early level and second level. Most children achieve national expected levels of attainment at first level literacy. A similar picture can be seen when scrutinising the data for numeracy. Again, almost all children achieve CfE levels as expected at early level and

second level. Most children achieve national expected levels of attainment at first level numeracy.

The data shows that the level of attainment drops in P4, particularly in literacy. Targeted supports will be put in place in this area.

The average SIMD for Commercial is 6. Our literacy stretch target for 2022/2023 was 74.9% and 79.4% for Numeracy. Across all stages combined 86% of pupils have achieved the expected levels in Literacy. This is 11.1% over our set target. Across all stages combined 93% of pupils have achieved the expected levels in numeracy. This is 13.6% over our stretch target. We have exceeded our stretch targets across all year groups for this academic year.

Evidence of significant wider achievements

All Commercial Primary School pupils have planned, tracked and celebrated wider achievement in school. Out of school achievements are also celebrated on a weekly basis and recorded in the tracker. Both of these are celebrated at Fantastic Friday and posted on our school Facebook page. www.facebook.com/CommercialPrimarySchool This tracking information is used to provide targeted opportunities.

The five broad areas of generic skills for learning, life and work are celebrated at Commercial Primary School. We look beyond learning that happens in school and encourage pupils to share their out of school achievements with us. We link this to the idea of lifelong learning and positive destinations after school.

Our school has UNCRC Rights Respecting Schools Gold status. This means that every child in our school is aware of their rights as a child as enshrined in law. All classes have a representative who leads the work of the classes related to UNCRC.

Almost all P7 pupils attended Ardroy Outdoor Education Centre (free to all in receipt of FSM). The week-long residential supported the learners' two-year programme of study related to the John Muir Award. As a result, almost all P7 pupils will leave Commercial PS with this nationally accredited award.

Almost all P6 pupils attended a 2-night residential experience at Fordell Firs Outdoor Education Centre. This experience enabled pupils to be;

- Successful learners – pupils set their own challenge levels and were encouraged to achieve their full potential in each activity.
- Confident individuals – the adventurous nature of the activities inspired confidence as pupils achieved their personal goals.
- Responsible citizens – The pupils worked as a team throughout the residential experience. They worked on their communication and co-operation skills.

- Effective contributors – all pupils were encouraged to contribute to each activity. Barriers to participation were challenged and pupils were given appropriate roles to fulfil.

Our Pupil Support Assistant team have attending de-escalation training, prioritising kitbag sessions and nurture groups. This has helped to foster positive emotional wellbeing and resilience in our pupils.

All pupils from P1-5 took part in the Natural Connections programme. This means that almost all learners are developing essential skills of:

- Discovering nature
- Working together
- Adventure skills
- Finding your way
- Journeying
- Helping the environment

All pupils have taken part in a performance that has been shared with a real audience. Our school has a clear performance progression. All classes lead an assembly in front of a real audience over the course of the school year. In addition, P1 and P7 pupils have the opportunity to take part in a scripted play.

All pupils are encouraged to develop a positive attitude toward sport and activity. We link with outside agencies and participate in local sporting events to help us achieve this goal. In addition to this, our Room 7 pupils chose to set up lunch clubs as part of their enterprise topic this year. These “Sporty 7s” clubs were Monday – gymnastics, Tuesdays – running, Wednesdays – football, Thursdays – tennis, Fridays – basketball. Pupils from across the school had an opportunity to attend these clubs and room 7 developed their leadership skills when delivering the activities.

Outside sporting clubs who have linked with Commercial Primary School	Destination Judo, PARS football club, Little Tiger Cubs Taekwondo, Dunfermline Cricket Club, Dunfermline Hockey Club
Competitions and events attended by Commercial Primary School Pupils	P7 Fife football finals, Fife Primary Schools Cross Country tournament, P6 Kwik Cricket, West Fife School’s hockey festival, West Fife School’s Badminton Festival, Basketball NBA Jr tournament, West Fife Indoor Athletics Festival, West Fife Netball competition.

We also have a keen interest in developing our pupils’ S.T.E.M. skills. One of our teachers has a lead role in developing S.T.E.M. across the school. We have invested heavily in resources to aid this, and every teacher has participated in professional learning in this area. We have linked with S.T.E.M. tutors from Dundee University and P6 & 7 pupils have taken part in workshops delivered by the tutors.

In recognition of the cost-of-living crisis we have linked with "The Big Hoose project". This is both a sustainability and anti-poverty project. We have a trolley outside school reception stocked with free of charge items for anyone who needs them. These include non-perishable food items, household items and recycled school uniform.

Learning Partnership Visit

Overview of focus/format of LP visit:

The focus of the visit was to gather feedback around our SIP target - Improve the quality of learning and teaching related to writing.

The format of the visit was split into 2;

1) Classroom visits. 3 pupils in each class were chosen to guide the visitor round the class literacy walls, answer pre-set questions and show their writing jotters.

2) A staff focus group. 5 members of staff met with one visiting HT and engaged in professional dialogue about our Writing target outlined in our SIP.

Strengths identified:

Pupil feedback/Class Visits

- Positive and purposeful learning environments.
- Confident, articulate pupils who are ready and enthusiastic to speak about their learning and next steps.
- Pupils are proud of their school and recognise that they are part of a nurturing culture. Pupils specifically spoke about kindness being very important.
- Differentiation is evident in most expectations and tasks.

Staff meeting

- Staff working on need for consistency across school in writing L&T
- Staff spoke of the positive impact from PSAs offering targeted support during writing lessons.
- Staff spoke about why this area was chosen as a focus for SIP and action taken so far, impact on L&T and their next steps. Very clear rationale and understanding of progress/next steps.

Areas for Improvement

Pupil feedback/Class Visits

- Co-create S.C.
- Have examples of successful pieces of work displayed to show pupils how to succeed.
- Consistent approach across classes; building on all the positives above and ensuring they are evident in all learning.

Staff meeting

- Work to be done around area of moderation in L&T in writing and how to give consistent feedback to pupils.

PEF Evaluation/Impact

Targeted Interventions

Intervention 1 (Writing)

By June 2023, 7 identified learners across P2-7 will have made very good progress towards their individual target (this will be set following baseline assessment in August)

Intervention 2 (Common words)

By June 2023 90% of the target learners (15 pupils) in P1-3 will know 90% of the first 100/200/300 (as appropriate) common words

Intervention 3 (Focus and attention)

By June 2023 90% of the identified group (17 pupils) of P2/3/4 children will show improved focused and attention skills which are improved by 30%

Progress:

- Baseline assessments were completed with identified learners, and these were used to identify gaps and plan next steps.
- Identified learners received extra teaching block of 6 weeks covering the areas identified in the base line assessment.
- Identified pupils also received daily extra support from a Pupil Support Assistant to help consolidate the new learning.
- Regular attainment meetings were held to ensure that planned progress was being achieved and necessary changes were made to the plan.

Impact:

Intervention 1 (Writing)

All of the identified pupils have made good progress towards their individually set targets.

Intervention 2 (Common words)

Over 90% of the targeted pupils know almost all of their set number of common words.

Intervention 3 (Focus and attention)

Almost all of the identified pupils have shown improved focused and attention skills, and this is positively impacting their attainment levels.

Commercial Primary School

Quality Indicator	2020 -2021	2021- 2022	2022-2023
1.3 Leadership of change	Very good	Very good	Very good
2.3 Learning, teaching and assessment	Good	Good	Good
3.1 Ensuring wellbeing, equity and inclusion	Very good	Very good	Very good
3.2 Raising attainment and achievement	Very good	Very good	Very good

Headteacher: Lyndsay Strang

Session 2023 -2024 Commercial Primary School Improvement Plan

<ul style="list-style-type: none"> • National Improvement Framework Priority: <ul style="list-style-type: none"> • Improvement in attainment, particularly in literacy and numeracy. • Closing the attainment gap between the most and least disadvantaged children and young people. 				
<p>Focused Priority: Close the attainment gap for almost all pupils off pace in writing attainment.</p>				
<p>HGIOS4 Quality Indicators:</p> <ul style="list-style-type: none"> • 1.1 Self-evaluation for self-improvement • 1.2 Leadership of learning • 1.3 Leadership of change • 1.5 Management of resources to promote equity • 2.3 Learning, teaching and assessment • 3.2 Raising attainment and achievement 				
Expected Impact	Strategic Actions Planned	Responsibilities	Measure of Success (Triangulation of Evidence/QI Methodology)	Timescales
<p>Attainment in writing for all year groups will exceed the Fife set stretch target of 74.9%.</p> <p>We will reach our self-set targets of attainment in writing.</p> <ul style="list-style-type: none"> • P1/2 = 95% • P3-7 = 90% 	<p>We plan to link with staff across our cluster and learning partnership group to engage in professional learning and dialogue with other staff. This will focus on the moderation of the learning, teaching and assessment of writing.</p> <p>In recognition of the strong link between reading and writing, we plan to undertake an audit of our existing literacy reading books and teaching resources.</p> <p>We plan to create a clear progression of reading materials across all stages and provide quality reading materials in class libraries.</p>	<p>A class teacher (M. McCouig) has volunteered to lead this area of the school improvement plan.</p>	<p>Data</p> <ul style="list-style-type: none"> • P1 Base • P4 & P7 SNSA • TRAMS attainment tracking • Pupils' Steps to success records • Teacher planning and evaluation documents • Planning meetings <p>Views</p> <ul style="list-style-type: none"> • Discussions at staff meetings. • Feedback from cluster and L.P.V. collegiate sessions. • Feedback from pupils during "Lucky Numbers" meetings. <p>Observations</p> <ul style="list-style-type: none"> • SLT classroom observations • Learning Partnership Visits 	<p>Time during the 2 August In-Service Days to introduce the S.I.P. to new members of staff and revisit plan with existing staff.</p> <p>Collegiate sessions agreed in the working time agreement spread across the academic year.</p> <p>P1 BASE to be completed in August '23 and May '24. P7 SNSA to be completed Nov. '23. P4 SNSA to be completed March '24.</p> <p>Planning and tracking of attainment meetings to take place between C.T. and S.L.T. once per term.</p>

Ongoing Evaluation

This will be updated as part of on-going cycle of self-evaluation.

Session 2023 -2024 Commercial Primary School Improvement Plan

<p>National Improvement Framework Priority:</p> <ul style="list-style-type: none"> 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. 				
<p>Focused Priority: Improving the mental wellbeing of pupils</p>				
<p>HGIOS4 Quality Indicators:</p> <ul style="list-style-type: none"> 3.1 Improving wellbeing, equality and inclusion 2.2 Curriculum 2.7 Partnerships 				
Expected Impact	Strategic Actions Planned	Responsibilities	Measure of Success (Triangulation of Evidence/QI Methodology)	Timescales
<p>Improved pupil emotional wellbeing.</p> <p>Pupils to have increased levels of resilience and be able to talk through and problem solve situations.</p> <p>Pupils to have a more positive attitude to dealing with emotions.</p> <p>Improvement in attendance for targeted group.</p> <p>Increased family engagement with the targeted group.</p>	<p>Embed the consistent use of Tree of Knowledge resource across all stages.</p> <p>Implement developments in mental health with a focus on building resilience and share with wider community/families through family workshops run by staff and children.</p> <p>Implement homework tasks with a focus on HWB curriculum.</p> <p>Adjust our existing Fantastic Friday awards to include a focus on HWB (perhaps linked to INSPIRE)</p> <p>Continue to use wellbeing indicators as a means of encouraging children to express their feelings and needs.</p> <p>Continue to work effectively with SfL teacher and EP to develop staff knowledge and understanding on HWB benchmarks.</p> <p>Revise our Positive Relationships and Anti-Bullying Policy in line with consultation with pupil, parents, staff and link EP.</p>	<p>Working party led by D. Burns (SfL) and H. Brown (Class teacher)</p>	<p>Stakeholder feedback is positive about the new Positive Relationships and Anti-Bullying Policy.</p> <p>Increased family engagement. Pupils/Staff will have worked with targeted families.</p> <p>Reduced behavioural issues and increased resilience observed in school and reported from home.</p> <p>Improved attendance figures for targeted group.</p> <p>Staff have an increased knowledge and understanding of the health and wellbeing benchmarks and use them to track progress.</p> <p>Staff to have an increased knowledge and understanding of The Promise and how this affects our care experienced children.</p>	<p>Time during the 2 August In-Service Days to introduce the S.I.P. to new members of staff and revisit plan with existing staff.</p> <p>Family engagement started by Dec 2023.</p> <p>Revised Positive and Relationships Policy by April 2024.</p> <p>Improved attendance figures recorded by May 2024.</p>

Ongoing Evaluation

This will be updated as part of on-going cycle of self-evaluation.

Session 2023- 2024 Commercial Primary School Pupil Equity Fund (P.E.F.) Plan

Attainment Fund Rationale Improve attainment in writing	Amount of Fund £7560		
Our attainment in writing continues to be a target for the entire school. We have a particular need in our current P4 (will be P5 in 2023-24). This year group is achieving significantly below the rest of the school's average. They are achieving 74% in writing compared to P1 and P7 who are achieving 87% in writing. We have identified a group of pupils across this year group who are living in Q1-3 & or receiving FME and will receive targeted support.			
Expected Impact	Interventions Planned	Measure of Success <i>(Triangulation of Evidence/QI Methodology)</i>	Impact on learners Ongoing evaluation Dec/June
<p><u>Intervention 1</u> By June 2024, the identified learners across P5 will have increased attainment levels in writing. Our aim is that they will have raised from 73% to 86% in line with the school average.</p>	<ol style="list-style-type: none"> 1. Baseline SNSA data from P4 to be used as a starting point. 2. Pupil Support Assistant to liaise with class teacher to identify and remove barriers to learning. 3. Targeted pupils will receive learning input with a specific focus on the core skills identified as missing from the SNSA results. 4. On going formative assessment will identify progress and next steps. 5. Regular meetings between PSA, CT and PT to review attainment levels and adjust plans as needed. 6. Monthly updated to S.L.T. 	<ol style="list-style-type: none"> 1. Attendance and engagement data will be gathered weekly and discussed at the PSA, CT and PT meeting. 2. Pupil Support Assistant will identify and collate potential barriers to attainment in writing. 3. Parents' and pupils' views on progress will be gathered termly. 	<p style="color: red;">This will be updated as part of on-going cycle of self-evaluation.</p>

Session 2023- 2024 Commercial Primary School Pupil Equity Fund (P.E.F.) Plan

Attainment Fund Rationale Improve attainment in literacy	Amount of Fund £36,190 (class teacher) + £5,949 (P.T. differential)		
Our attainment in literacy continues to be a target for the entire school. We are partially funding a class teacher to ensure reduced class sizes and to enable us to release an experienced teacher as P.T. to oversee development of literacy across the whole school. We have identified 30 pupils across the school who are living in Q1-3 & or receiving FME. These pupils will receive targeted support with their literacy learning.			
Expected Impact	Interventions Planned	Measure of Success <i>(Triangulation of Evidence/QI Methodology)</i>	Impact on learners Ongoing evaluation Dec/June
<p><u>Intervention 2</u> By June 2024, the 30 identified learners across the school will have increased attainment levels in literacy. Our aim is that they will have raised to being on track for their age in all areas of literacy.</p>	<ol style="list-style-type: none"> 1. Baseline data will be gathered from the target group and used as a starting point for improvement. 2. P.T. to liaise with class teachers to identify and remove barriers to learning for the targeted group. 3. Targeted pupils will receive an intense learning input with a specific focus on the core skills identified as missing from the base results. 4. On going formative assessment will identify progress and next steps. 5. Regular meetings between PSA, CTs and PT to review attainment levels and adjust plans as needed. 6. Monthly updated to S.L.T. 	<ol style="list-style-type: none"> 1. Attendance and engagement data will be gathered weekly and discussed at the PSA, CT and PT meeting. 2. Staff will identify and collate potential barriers to attainment in writing. 3. Parents’ and pupils’ views on progress will be gathered termly. 	<p style="color: red;">This will be updated as part of on-going cycle of self-evaluation.</p>