



## Balmerino Primary School and Nursery Class Standards and Quality Report 2023-24

*Achieving Excellence and Equity*

Draft: June 2024 Published: September 2024

### Context

<b>Setting/School Roll (including ELC/ASC)</b>	<p>At the September 2023 Census, 43 pupils were on the primary school roll, this rose to 47 by June 2024. The pupils have been arranged into 2 classes throughout session 2023-24. The projected roll for August 2024 is 54 pupils arranged in 3 classes.</p> <p>As of June 2024, there are 18 pupils on the nursery roll, 8 of whom will go into P1 in August. The projected nursery roll for August 2024 is 12 rising to 16 in January and 18 in April. The nursery is full for session 2024-5.</p> <p>In June 2024, there are 65 pupils across Nursery – P7:          15% speak more than one language at home          18% have an additional support need or are being monitored/assessed for a specific difficulty.</p>					
<b>FME</b>	<p>The Healthy Living Survey of February 2024 records 0% of P6/7s as having a free school meal entitlement.</p> <p>In June 2024, 6% of P1-7 pupils are registered for free school meals.</p>					
<b>SIMD Profile for establishment</b>	<p>11% of the roll live in SIMD decile 7          75% of the roll live in SIMD decile 8          The remaining pupils live in new building housing which has not yet been assigned a SIMD decile.</p> <p>The average SIMD decile is 7.9</p> <p>We continue to recognise the diverse socio-economic circumstances of rural communities.</p>					
<b>Attendance (%) as of 7/6/24</b>	<b>Overall</b>	<b>96.9</b>	<b>Authorised</b>	<b>2.45</b>	<b>Unauthorised</b>	<b>0.62</b>
<b>Exclusion (%)</b>	0%					
<b>Attainment Scotland Fund Allocation (PEF and SAC)</b>	£6125					
<b>Cost of the school day statement</b>	<p>We recognise the need to reduce the Cost of the School Day for all our pupils and particularly for our pupils who are already experiencing poverty. We encourage recycling of</p>					

	<p>school uniform and purchase from a range of suppliers to ensure best value. We cap all non-residential school trips at a maximum requested contribution of £5 and make it clear that no child will miss out if parents can't contribute. We give good notice of our residential trip and offer payment plans and grants. We encourage all Nursery-P5 pupils to take up the universal offer of free meals and we share information about free school meal registration as well as other information on cost of living support. We do not charge for any school clubs and we provide all school equipment at no charge. We reach out to parents and lend devices to ensure all pupils have access to suitable technology to support home learning. There is scope for us to increase the amount of fundraising done online so that attention is not drawn to who can and can't contribute. In the recent Parentwise survey, most parents responding gave a positive response to a question about the cost of the school day and none gave a negative response. The survey is referred to throughout this document and the full collation of results can be found here: <a href="https://www.glowscotland.org.uk/balmerino-parentwise-1.pdf">Balmerino-Parentwise-1.pdf (glowscotland.org.uk)</a></p>
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## **Vision, Values and Aims** **Our School. Our Future.**

We are Kind, Gentle and Helpful and have Ownership of our Learning.

We aim to provide:

- Opportunities
- Wellbeing
- Learning
- Support

We learn about the United Nations Convention on the Rights of the Child and the Wellbeing Indicators and about how these can support us as we grow up. We develop our understanding of sustainability, our impact on the environment and our responsibilities.

To support Wellbeing, our values are:

- Inclusion
- Friendship
- Respect
- Personal Achievement

To support Learning, our values are:

- Perseverance
- Independence
- Enthusiasm
- Curiosity
- Effort
- Teamwork

As we deliver our curriculum, we aim to provide quality resources and make use of the whole environment including the school grounds and the local and wider area. We embrace our rural

setting to enhance learners' experiences. We involve children in planning their own learning, in target setting and in discussing their progress and next steps in learning. We maintain good links with parents, carers and the community. We make opportunities to discuss feelings and how we act upon them and we know that we can learn from our mistakes. We celebrate our success. We respect and celebrate diversity and recognise individual needs. We prepare our learners for transition and develop skills for life and work.

Click here to read [The Story of Our Vision Values and Aims](#)

### **Key Contextual Information – June 2024**

Our School serves the village of Gauldry and the hamlets of Rathilet and Balmerino as well as a wide surrounding rural area. A few pupils (6%) attend from other areas of the Taybridgehead at their parents' request. Our roll has increase due to the completion of a new housing development at the eastern end of the village. SIMD data is not yet available for this new housing.

Balmerino Primary School has a joint head teacher. In session 2023-24, the two schools have worked closer together in aspects of school improvement which have benefitted both and we look forward to this greater partnership with Wormit PS.

### **P1-7 Attendance**

Supporting Attendance is important to us. We have an ambitious aim that all children's rate will be 95% or better across the year. As of 21<sup>st</sup> June 2024:

11% of P1-7s have achieved an attendance rate of 100%

74% of P1-7s have achieved an attendance rate of 95% or better.

94% of P1-7s have achieved an attendance rate of 93% or better.

96% P1-7s have achieved an attendance rate of 90% or better.

No pupils have an attendance rate below 88%.

The average attendance across the school (as of 7<sup>th</sup> June 2024) is 96.93 confidently achieving our Fife Council stretch target of 94.6%.

Attendance rates at Balmerino Primary School are significantly above the Fife and National averages.

Moving forward, we will no longer be routinely using the know your number approach but we will be checking attendance regularly and checking in with parents where we have concerns caused by reluctance to attend, unexplained absences or term time holidays.

### Improvement Priority Session 2022 – 2023

(Duplicate section to reflect number of priorities from 2022- 2023 improvement plan)

#### Priority 1 – Learning Teaching and Assessment in Writing P1-7

Directorate Improvement Plan (delete as necessary)  
Achievement

HGIOS 4 Quality Indicators  
HGIOELC Quality Indicators

3.2 Raising Attainment and Achievement  
2.3 Learning, Teaching and Assessment

Has this priority been:  
(please highlight)

Fully  
Achieved

X

Partially  
achieved

Continued into next  
session

#### Progress:

As planned we have Teamed up with Wormit PS staff to share good practice across the two settings with a view to establishing a suite of writing approaches:

- Model for Improvement
- The Write Stuff
- Workshop for Literacy approaches
- Writing for a Reason
- Use of Assessment Resources produced by Pedagogy Team
- Colourful Semantics
- Talk for Writing

Class Teachers across both schools have piloted one or more approach within their class and then have fed back to the whole team about the lessons learned and impact on progress and pupil engagement. This has allowed teachers to have insight into all approaches. All class teachers (in session 2023-4) have engaged with one of the model for improvement waves, as have both members of the SLT. Classroom visits have focussed on identifying good practice in writing across both schools and the staff at Balmerino have benefitted from the opportunity to engage with a broader range of colleagues through working on this in partnership with Wormit PS. As a group, teachers across the schools met to discuss good practice in writing and this has established a clear set of expectations, within the Writing Strategy which will guide staff towards good practice and be used as a focus for classroom visits with a writing focus in term 1 of session 2024-25.

This has led to the development of writing strategy which will be in place from August 2024: [click here to view](#) and we have also put a grammar and punctuation progression in place.

#### Impact:

While the writing strategy will not be implemented until 2024-25, the professional learning which staff have engaged with has already impacted positively on learner's experiences and on attainment. The learning partnership (reported on in full below), identified strengths in the pedagogy of writing and our data analysis (reported upon in full below), evidences gains in attainment and a closing of the gap between attainment in writing and in the other literacy organisers. All children have experienced a Model for Improvement led writing approach enhancing their understanding of expectations for tools for writing and attainment. Almost all parents completing a survey linked to the school improvement plan in May report that they see an improvement in at least one of their children's handwriting and presentation and that their child speaks positively about writing at home. All parents responding agreed that the school supports their child to be good at writing. An Attitudes to writing survey completed last year and again this year suggests that, for a consistent group of child now

in P5/6/7, their enjoyment and confidence in writing has increased and they feel better able to use correct punctuation, connectives and a range of vocabulary and openers.

**Next Steps:**

- Implement writing strategy and grammar and punctuation progression
- Ensure best quality presentation and tools for writing (a jotter policy is in place to support this)
- Develop effective systems of feedback to enhance learners knowledge of next steps and to further evidence progress.
- Carry out classroom observations in term 1 to evaluate implementation of the strategy and continue to monitor this through jotter samples and teachers' folders.

**Priority 2 – Development of a P1-7 Relationships, Sexual Health and Parenthood Programme of Study**

<u>Directorate Improvement Plan (delete as necessary)</u> Health & Wellbeing		<u>HGIOS 4 Quality Indicators</u> 2.2 Curriculum 3.1 Ensuring Wellbeing , Equality and Inclusion			
Has this priority been: (please highlight)	Fully Achieved	X	Partially achieved		Continued into next session

**Progress:**

As planned we have engaged with the RSHP website and the work being done at Wormit PS to create a programme which meets the needs of our school and community. We used the three year rolling programme established at Wormit PS, our partner school and we adapted it to our context as a small school with multi-composites. We have adapted the powerpoints on the website to ensure they are appropriate for the age and stage of the pupils in our class and so that in almost all case the lessons can be delivered to a mixed age group without the class needing to be separated into year groups. Using the three year programme established at Wormit gave us a starting point and reduced workload but the finished programme is bespoke to our needs and all teachers have been involved in checking the powerpoints to ensure suitability of resources at each stage. The programme ensures coverage of all the Es and Os across a three year period. [Click here for further information.](#) The programme and all teaching resources are available on the school website so tha it can be accessed by all parents and there is good transparency regarding this important area of the Health and Wellbeing Curriculum.

**Impact:**

In a recent parental survey almost all parents completing reported they have seen the programme and have no concerns. We have engaged with the few parents who have come to us with questions and concerns and will continue to do so. As a result all children are accessing the P1-7 RSHP programme which supports progress through this area of the wellbeing curriculum. All parents have access to the programme and teaching resources via the school website and almost all are accessing it. All P1-7 children are receiving their entitlement to learning in this curricular area and teachers report that almost all can articulate ways to keep themselves safe, hygienic and healthy in relationships and as they approach puberty as well as displaying knowledge of reproduction and how to be a parent (age and stage appropriate). This knowledge is also evident in the end of year reports across the school. In the parentwise survey the majority of parents agreed with the statement that the school teaches their child to make healthy life choices – relationships, sexual health and parenthood, none responded negatively.

**Next Steps:**

Implement the programme and keep the website up to date.

At the start of each session, share the work to be undertaken that year and seek parental feedback. This may lead to changes to the programme in the future.

**Priority 3 – Further Development of a positive Relationships and Behaviour and Rights Respecting Ethos (Nursery-P7)**

Directorate Improvement Plan (delete as necessary)

Health & Wellbeing

HGIOS 4 Quality Indicators  
HGIOELC Quality Indicators

3.1 Ensuring Wellbeing, Equality and Inclusion

Has this priority been:  
(please highlight)

Fully  
Achieved

X

Partially  
achieved

X

Continued into next  
session

X

**Progress:**

As planned, we have worked to further develop strategies to promote positive behaviour and good regulation at a universal and targeted level. The focus has been on 5 point scale, social stories, Circle resource and Decider Skills. As a staff we have explored rights respecting ethos using the 'What would your workplace feel like if...' approach and we have made regular reference to rights to build children's understanding. We have engaged with children and sought feedback regarding this area in assembly.

**Impact:**

Pleasingly, in the parentwise survey, few parents report that the school does not listen to bullying concerns and no parent responded negatively to a question asking if the school takes action on bullying. This matches responses within a school survey where all parents responding agreed that children learn about their rights in school and that the school has high standards of behaviour expectations. Almost all agreed that children are treated fairly and that the school promotes positive behaviour. In the pupilwise survey, most children report feeling safe at school, that they know who they can go to if they need help. Only a few children felt they aren't listened to regarding bullying and only a few disagreed that the school takes action on bullying. Our aim has to be that no children feel like this but given the otherwise good feedback and the good feedback on this area within the Education Scotland report on the inspection of March 2023, this will now become part of the life and work of the school, not an improvement priority.

**Next Steps:**

- Continue to put policy into practice
- Engage with Circle resources as appropriate
- Continue to put a focus of Relationships, Behaviour, Anti-Bullying, UNCRC and Wellbeing indicators into the assembly programme.
- Revisit and update policies every two years.

**Priority 4 – Develop Use of Sign-a-long in Nursery**

Directorate Improvement Plan (delete as necessary)  
Equality & Equity  
Achievement

HGIOS 4 Quality Indicators  
HGIOELC Quality Indicators

Has this priority been: (please highlight)	Fully Achieved		Partially achieved	X	Continued into next session	X
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**Progress:**  
As planned EYO's have sourced and engaged with Sign-a-Long training materials and introduced 'sign of the week' to embed use of specific signs.

**Impact:**  
Signing is in regular use in Nursery by staff and children and is displayed in the environment as appropriate. Most children know that some people use signing to communicate.

**Next Steps:**  
Further embed and make opportunities for children to lead learning at assemblies by sharing signs learnt with older children. This will support progression as children will continue to learn sign-a-long as they move into P1 and beyond. Older children currently learn British Sign Language as part of their Modern Language learning (in line with the 1+2 approach) and this will give a natural progression and over time will allow opportunities for children to understand the difference between sign-a-long and BSL and who might benefit from which to support their communication.

**Attainment of Pupils**

**Not all data is being shared in this public document as we are a small school and to do risks individual children being identified.**

**Achievement of National Expectation in P1/4/7 June 2024**

Stage	Listening and Talking	Reading	Writing	Numeracy
P1	All	All	All	All
P4	Most	Most	Most	Majority
P7	Most	Majority	Majority	Majority

**Evaluative statement of attainment over time.**

We look carefully at projections for each year group to gain an idea of future attainment patterns.

All children across P1-6 who are not currently on track will be included in next year's attainment raising target group.

Looking at attainment over time, we see a generally improving pattern and we see a narrowing of the gap between attainment in Writing and in the other areas of Literacy.

Looking at the members of our current P4 cohort who have attended our school since P2, there have been an improvement in attainment for that specific group in all areas for literacy and numeracy.

Looking at the members of our current P7 cohort who have attended our school since P5, there has been an improvement in attainment for that specific group in Listening and Talking and Numeracy.

The declaration of levels achieved in June 2024 has been triangulated by SNSA and BASE data and by moderation exercises within and beyond the school. A close analysis of SNSA over time for the current P7 cohorts shows a 2.8 average gain in reading between P4 and P7 whereas 2 would be the expectation. It shows a 2.7 average gain for numeracy. A close analysis of P1 BASE and P4 SNSA shows all pupils with the current P4 cohort have made the expected progress in reading with 45% having made better than expected progress. The same close analysis showed the majority of pupils to have made the expected progress in Numeracy with less than half making better than expected progress.

Looking at data over time suggests that pupils are making faster progress in Literacy than in Numeracy and this has led to us deciding to include Conceptual Understanding of Numeracy as an improvement priority in 2024-25.

### **Evidence of significant wider achievements**

There has been a wide variety of wider achievement opportunities across the School and Nursery this session. These have been linked to the skills for life and work. We recognise there is scope to further develop leadership in our pupils and to further develop tracking of and planning for wider achievements.

#### **Working with Others**

All children have developed team work skills through Outdoor Learning Activities and regular trips to local woodlands.

About half of the P5-7 children have developed team work skills by representing the school in a football match or tournament.

Selected P6/7s developed team work skills through representing the school at football matches, rotary quiz and/or at Techo-challenge.

Active Schools have run tasters and clubs for pupils in Rugby and Football.

Almost all P5-7s built teamwork skills at a hockey festival and a running event.

All P6/7 children developed teamwork, independence and resilience on their residential trip to Ardroy.

All P1-3 children built skills through participation in a lunchtime physical literacy club.

#### **Enterprise/Employability**

All Nursery children had the experience of setting up and running a café for their parents and family members.

All Nursery-P7 pupils have had the experience of setting up and running stalls at the summer fair.

All Nursery-P7 children have experienced STEM activities and P1-7 parents had the opportunity to join their child at a STEM workshop.

#### **Problem Solving**

All Nursery – P7 children have developed problem solving skills through the context of Outdoor learning.



All Nursery-P7 children have experienced enhanced Loose Parts play experiences through our partnership with Scrap Antics and this has led to increased Problems Solving Activities.

### **Leadership**

Older pupils have developed their leaderships skills by taking on roles as house captains and buddies.

### **Cultural Activities**

All Nursery-P7 children rehearsed and/or performed in a Christmas Talent Show

All P7 children have taken the opportunity to have lunch at Thursday Café – meeting local residents and developing life skills. P6 children have attended one session as a taster for P7

All Nursery-P7 children have explored the local area through outings and planned experiences:

Nursery children have travelled by Public Bus to Wormit PS and to the Deer Centre and

Newport Library. P1/3/4 have further developed their social subjects learning by a visit to Verdant Works and P5/6/7 have developed theirs through a visit to Stirling Castle. All P5s have achieved Level 1 Bikeability and almost all P6s have achieved level 2. P7s have enhanced their cycling experience with a Mountain Biking experience at Lochore Meadows.

All P1-7 children learnt Scots Poems and Dance in the context of planning and hosting a Ceilidh. Almost all children attended the Ceilidh to display these skills and more than half had a parent or other family member share the experience with them.

Almost all children in Nursery-P7 experienced the excitement of attending a Pantomime.

### **Feedback from External Scrutiny**

#### **Learning Partnership**

The focus was upon 3.2 Raising Attainment (P1-7) and 3.2 Securing Children's Progress (Nursery)

#### Summary of Strengths:

- Evidence of close monitoring of all pupils' progress
- Manageable and effective tracking systems
- Agreed timeline to deliver, analyse and act upon elips, BASE and SNSA standardised assessments
- Data analysis is in place for all cohorts and there is evidence of progress over time
- Class Teachers and EYOs take responsibility for the attainment and nurture of all children in their class/key group supported well by PSAs and SfL teacher.
- PSAs are able to speak very well about the interventions they deliver and the learning/skills the pupils are developing.
- Teachers and PSAs work well together to make good use of PSA time for targeted interventions.
- There is good evidence in nursery of children's involvement in setting their next steps and of staff intervening when a next step is not reached to secure children's progress.
- Teachers make use of improvement methodology and data to inform planning and there is good evidence of early intervention. Their individual professional learning is impacting positively on practice (Steven Graham, Write Stuff, Mfl writing bundle, decider skills, anxiety strategies). –
- PSA time is focussed well on delivering interventions.
- Almost all pupils were observed to be engaged in their learning almost all of the time. –
- Effective learning and teaching in Writing
- Where there is teacher written feedback in place, this clarifies strengths and next steps for learners.
- Children were able to use their jotters to show their progress.
- Strong evidence of peer and self-assessment

### Summary of Next Steps

- Continue to evolve Tracking systems and Support for Learning paperwork to be manageable and effective
- Further develop use of eLips, NSA and BASE data to inform planning for individuals and class
- continue to develop consistency of approach to writing across the school
- Further develop nurturing interventions – kitbag and Lego Therapy
- Implement agreed writing progression from August 2024
- Further develop the language of learning and systems to involve pupils in planning to support pupils to articulate their learning and next steps in all areas
- Further develop consistent approaches to giving feedback and evidencing its impact
- Develop effective systems to develop pupil voice, leadership and track wider achievement

The full report is available here: [Learning Partnership February 2024](#)

### Consultation with Stakeholders

We use parental surveys to gather views on specific school improvement priorities as well as on wider issues to inform the school improvement plan. We use assemblies to seek children's views. This year the Parentwise/Pupilwise survey has been our main consultation tool and it has helped us to evaluate the relationships and behaviour and anti-bullying elements of the School Improvement Plan. We have also carried out a survey to specifically evaluate elements of the School Improvement Plan and consult on next year's priorities which all parents responding agreed with.

### How is SQR, IP and PEF Plan shared with stakeholders?

In September the School Improvement Plan and Standards and Quality Report are published on the school website and a summary is sent home via Groupcall along with a link to the full documents on the website. A paper copy is also sent home. A display is put up and discussed with pupils at a dedicated assembly. We revisit and gather their views through the year. Updates are given to parents as appropriate through the year via the weekly update blog on the website and discussed at Parent Council when the agenda allows. The parent council are supportive to our school improvement work through their fundraising. This year they have supported the purchase of a new reading scheme and setting up a lending library financed by a Tesco Grant. The cost of the reading scheme has been further supported by grants from Peacehill Gas Community Fund and the St Andrews Ball.

### PEF Evaluation/Impact

We identified a target group of P3-7 pupils who were off track or at risk of being off track. We analysed the group to help identify barriers:

Of the target group:

EAL: 29%

Poverty: 14%

Specific Difficulty: 64%

Attendance Concern: 14%

The EAL, Poverty and Attendance percentages are close to the proportion of the whole cohort. This implies that specific difficulty is the biggest barrier to attainment at our school and highlights the need to deliver interventions to address difficulties as well as ongoing assessment to identify and monitor those who are not making the same progress as their peers.

### **Targeted**

- Numeracy
- Literacy

### **Progress:**

As planned, we have provided regular interventions to our target group of pupils not on track in Numeracy and Literacy and our delivery of this has been enhanced by additional PSA hours (funded by PEF). These interventions have included:

- Additional reading using Project X and Barrington Stoke (developing reading fluency)
- Use of Assistive Technologies (Writing)
- Additional use of universal ICT packages (Spelling Frame for Spelling and Sumdog for Numeracy) and a targeted package (Nessy for Reading)
- Targeted Numeracy practice/overlearning opportunities
- Targeted Literacy practice/overlearning opportunities
- Numeracy coaching manuals (Plus 1 and power of 2)
- Highland Literacy Intervention (Phonological awareness)
- Colourful Semantics (sentence building)
- Alpha to Omega Spelling approach
- Calculator work and enhanced understanding of dyscalculia

### **Impact:**

The Target Group for Numeracy comprised 28% of the P3-7 cohort. Our aim was that by June 2024, 64% of this group would be on track (or have narrowed the gap) towards the national expectation. Baseline: 45%

By December 2023, 55% of the group were on track. By June 2024, 55% were on track and if we include those pupils not on track but for whom the gap has been narrowed, the total is 73%.

The Target Group for Literacy comprised 36% of the P3-7 cohort. The aim was that by June 2024, 79% of this group will be on track (or have narrowed the gap) towards the national expectation. Baseline: 36%

By December 29% of the group were on track. By June 2024, 57% were on track and if we include those for whom the gap has been narrowed the total is 71%.

Our aim for literacy was ambitious because to be counted as on track, a pupil had to be on track in all three organisers. Next session will set a separate target group for Writing and for Reading as this will allow for more personalisation of interventions and more accurate reporting.

In the recent Parentwise survey, the majority of parents responding agreed that their child is making progress at school and only a few responses were negative. The majority of parents agreed that their child has access to the relevant support to help them achieve and there were no negative response to this question. In the Pupilwise survey, most pupils agreed that they are making progress in school, and the majority agreed that they can access support to help them achieve and that they agreed that they get help in school when they need it. No pupils disagreed with these statements.

<b>NIF Quality Indicators (HGIOS 4) School Self- Evaluation</b>				
<b>Quality Indicator</b>	<b>2021-2022</b>	<b>2022-2023</b>	<b>2023-2024</b>	<b>Inspection Evaluation (since August 2023)</b>
<b>1.3 Leadership of change</b>	3	4	4	
<b>2.3 Learning, teaching and assessment</b>	4	4	4	
<b>3.1 Ensuring wellbeing, equity and inclusion</b>	4	4	4	
<b>3.2 Raising attainment and achievement</b>	4	4	4	

<b>NIF Quality Indicators (HGIOS ELC) Early Years Self- Evaluation (Nursery)</b>				
<b>Quality Indicator</b>	<b>2021-2022</b>	<b>2022-2023</b>	<b>2023-2024</b>	<b>Inspection Evaluation (since August 2023)</b>
<b>1.3 Leadership of change</b>	3	4	4	
<b>2.3 Learning, teaching and assessment</b>	4	5	5	
<b>3.1 Ensuring wellbeing, equity and inclusion</b>	4	4	4	
<b>3.2 Securing children's progress</b>	4	5	5	

To move from Good to very good across the school from nursery to P7, we recognise the need to:

- Further develop our engagement with the UNCRC, including by widening opportunities for pupil voice and leadership throughout the school (1.3 and 3.1)
- Develop a consistency of approach in the teaching of numeracy and to develop a consistency of approach and language (2.3, 3.2)
- Track and monitor pupil's wider achievement and their attainment across the full BGE (3.1 and 3.2)
- Further develop and embed routines for monitoring and tracking progress (Nursery-P7) (3.2)
- Develop our use of effective feedback to support children to recognise and achieve their next steps (2.3 and 3.2)
- Further involve children in the school improvement planning process and through this further develop the leadership of our PSA team (1.3)

Care Inspectorate (within last 3 years)	Grade (if applicable)		
	2022-2023	2023-2024	
How good is our care, play and learning?			
How good is our setting?			
How good is our leadership?			
How good is our staff team?			

**Headteacher: Lucy Jess**

