

# Balmerino Primary School and Nursery Class

## Standards and Quality Report 2024-25

Draft: June 2025

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### Context of the School

<b>Demographic</b>	<p>As of 23<sup>rd</sup> June, the P1-7 roll sits at 51 pupils arranged into 3 classes. Projection for 2025-26 is 47 pupils arranged into 2 classes. The nursery roll is 18, 7 of whom will go into P1 in August 2025 and the projected roll for August 2025 is 12, rising to 14 in January.</p> <p>There are no pupils who have a free school meal entitlement through registration. 23% have a factor giving rise to additional support needs. 10% speak a second language in the family home.</p> <p>99% of the Nursery-P7 cohort live in SIMD 7 and 8.</p>
<b>Vision, values and aims</b>	<p><b>Our School. Our Future.</b></p> <p>We are Kind, Gentle and Helpful and have Ownership of our Learning.</p> <p>We aim to provide:</p> <ul style="list-style-type: none"><li>• Opportunities</li><li>• Wellbeing</li><li>• Learning</li><li>• Support</li></ul> <p>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.</p> <p>To support Wellbeing, our values are:</p> <ul style="list-style-type: none"><li>• Inclusion</li><li>• Friendship</li><li>• Respect</li><li>• Personal Achievement</li></ul> <p>To support Learning, our values are:</p> <ul style="list-style-type: none"><li>• Perseverance</li><li>• Independence</li><li>• Enthusiasm</li><li>• Curiosity</li><li>• Effort</li><li>• Teamwork</li></ul>

	<p>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.</p> <p>Click here to read <a href="#">The Story of Our Vision Values and Aims</a></p>			
<b>Attendance</b>	<b>Authorised</b>	<b>3.15%</b>	<b>Unauthorised</b>	<b>1.21%</b>
<b>Exclusions</b>	0%			
<b>Summary of consultation with stakeholders</b>	<p>In term 1, we used a parental feedback form to gather views on the Standards and Quality Report and School Improvement Plan. We use assemblies to gather the views of pupils. We recognise there is more scope to capture and act upon pupil voice and we are taking this into account in planning our assembly programme for 2025/26. The school faced an unsettled period in 2024-25 due to staff absences and this reduced the opportunity for stakeholder consultation on School Improvement areas. This balance will be redressed in session 2025-26.</p>			
<b>Attainment Scotland Fund Allocation (PEF)</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 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.</p>			

## Summary of Progress and Impact from last session's Improvement Plan and Next Steps

School Improvement Priority 1: Conceptual Understanding of Numeracy

HGIOS 4/HGIOELC Quality Indicators:

Has this priority been: (please highlight)	Fully achieved		Partially achieved		Continued into next session	
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### Progress

Within the identified Strategic Actions, the training sessions have been delivered to all staff as planned. Opportunities to plan and moderate together with Wormit have not been able to go ahead and the planned pupil sampling has not been possible.

### Impact

The learning partnership visit of Feb 2025 provided evidence of conceptual understanding of numeracy strategies being embedded throughout the school.:

- Clear links to previous learning made by pupils and teachers.
- Verbal and visual sharing of Learning intentions.
- Clear and evident conceptual numeracy strategies and resources in place in lessons, through learning activities promoting independent learning and in play activities within classrooms designed to support learning.
- Pupils articulate in their explanation of conceptual numeracy strategies that support them, detailing how, why and where to find support within the classroom through resources or adult support.

Teaching staff report that the strategies and language developed through training this year are embedded consistently across the school and some self-evaluation work done with the Acting Headteacher has identified this as a strength. Classroom observations carried out in May 2025 noted differentiation and skilled questioning as well as engaged learners in all classrooms. A learning conversation with P6/7 pupils in July 2025 suggested that they have experienced a greater range of conceptual strategies in session 2024-25. The Numeracy raising attainment group has made the biggest gains this session with 60% of that group being on track compared to a baseline of 47%.

### Next Steps

An audit of resources and some work to skill PSAs up is still needed but the teaching staff report that this can be done through the life and work of the school so this area will not continue as a School Improvement Priority. There is a need to gather data to ensure an improved picture sustains over time. This will involve classroom observations, moderation work with Wormit PS and analysis of BASE, SNSA and CfE data over time.

School Improvement Priority 2: Evidencing pupil progress across all 8 curricular areas and ensuring continued rigor in tracking and interventions in Maths and Literacy						
HGIOS 4/HGIOELC Quality Indicators:						
Has this priority been: (please highlight)	Fully achieved		Partially achieved		Continued into next session	
<b>Progress</b>						
The new Tracking and Reporting System has been used to input Tracking Data for all P1-7 children in all areas and to report to parents in late June 2025.						
<b>Impact</b>						
This was planned as a three year improvement priority. At the end of this first year, it is not possible to evidence impact on learners.						
<b>Next Steps</b>						
Work on the three year plan will continue in session 2025-26 and will be recorded and monitored through the School Improvement Plan. In session 2025-26, the focus will be upon adapting current H&W planning to allow for tracking progress through the level, further developing practice which supports children to articulate their next step and set and evaluate targets and agree a draft strategy for feedback, assessment and target setting. We will explore Progress as a tool to record interventions in place for specific pupils and move away from using our school based system to using it.						

School Improvement Priority 3: Pupil Voice, Leadership of Learning and Wider Achievement						
HGIOS 4/HGIOELC Quality Indicators:						
Has this priority been: (please highlight)	Fully achieved		Partially achieved		Continued into next session	
<b>Progress</b>						
A system of committees has been established which gives all pupils in P1-7 a chance to take on a leadership role in school.						
<b>Impact</b>						
All children in P1-7 have taken on a leadership role through committee membership. A learning conversation with P6/7 pupils in July 2025 indicates that they recognise and can articulate the positive impact of the committee system upon their experiences and skills development at school.						
<b>Next Steps</b>						
Further develop assemblies as a vehicle for allowing pupil voice to be heard and acted upon and to teach children to respect others' opinions within pupil voice and to compromise. Continue to develop methods of tracking planned and celebrated wider achievement. Make increased use of Meta-Skills language to support pupils understanding of achievement. This will be part of the life and work of the school, it no longer needs to be planned for as a school improvement priority although development of meta skills will be developed alongside school values in the improvement plan for 2025-26.						

School Improvement Priority 4: Further develop use of Sign-a-long in Nursery with a view to creating progress in this learning through the school

HGIOS 4/HGIOELC Quality Indicators:

Has this priority been: (please highlight)	Fully achieved		Partially achieved		Continued into next session	
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**Progress**

Sign-a-long has continued to be used in Nursery with children being actively involved both in signing but also in collecting a record of their learning in a floor book.

**Impact**

Sign-a-long has impacted positively on the experience of specific learners and all children are confident in signing to support their own and others' communication. There are examples of pupils being able to lead learning in sharing their signing skills with peers.

**Next Steps**

Further develop sign-a-long in Nursery alongside other universal strategies and develop into P1-7 as possible – this will be part of the life and work of the school, it no longer needs to be planned for as a school improvement priority. The nursery team make good use of a School Improvement Journey display and they will continue to monitor using this.

## Improving Outcomes

This attainment picture has been written based on the data for 51 P1-7 learners loaded into Progress Software as of 23<sup>rd</sup> June 2025. P1, 4 and 7 are key year groups because this is the stage at which the national expectation is that children will achieve Early, First and Second Level respectively. It is also helpful to look at trends across the whole school.

Attainment in June 2025	Listening and Talking	Reading	Writing	Numeracy
P1/4/7	97%	87%	87%	90%
P1-7	98%	90%	90%	88%

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 continue to see a narrowing of the gap between attainment in Writing and in the other areas of Literacy which was a significant area for improvement in 2021. We are beginning to see a narrowing of the gap between Literacy and Numeracy though this will need to continue to be monitored over time.

**Raising Attainment**

This section reports on the plan made in June 2024 to raise attainment through the deployment of additional staff funded through our allocation of Pupil Equity Funding. The original plan is available here: [PEF Balmerino.pdf](#) Roll changes have led to changes in the group and therefore in the baseline:

Numeracy Target Group – 60% on track, baseline was 47%

Reading Target Group – 60% on track, baseline was 60%

Writing Target Group – 71% on track, baseline was 59%

All pupils in the target group had an intervention in place

**Achievements**

In line with our new reporting system, these achievements are being grouped under the three headings within the meta-skills progression framework and the achievements described make links to the skills themselves.

Self Management	Social Intelligence	Innovation
<ul style="list-style-type: none"> <li>• The children on the Eco Committee have had the opportunity to be adaptive by changing the ‘beach’ area into a flower bed.</li> <li>• All P1-7 children have had the chance to be adaptive in learning in the outdoor environment of the woods. P4/5 extended this with an outing to Craigtoun Park.</li> <li>• All P5 children had an experience of pipe band drumming which built focus.</li> <li>• A few P7 pupils had the opportunity to lead as transition ambassadors.</li> <li>• A few pupils took on opportunities to lead clubs.</li> </ul>	<ul style="list-style-type: none"> <li>• All P1-7 children have had the chance to lead and collaborate through our committees.</li> <li>• All P1-7 children engaged in collaborative soup making at harvest time to emphasise the value of sharing</li> <li>• The children on the Sports Committee had the chance to lead by planning and implementing a Fun Run.</li> <li>• Pupils have been involved in discussions on school values and wellbeing indicators during assemblies</li> <li>• All Nursery pupils have developed their communication skills through learning sign-a-long.</li> <li>• All children had the experience of collaborating to set up and run stalls at the summer fair. A few children extending this by running their own stalls in the community at the Gauldry Gala.</li> <li>• All P4-7 pupils had the chance to collaborate by taking part in Football Tournaments and about half took that opportunity up.</li> </ul>	<ul style="list-style-type: none"> <li>• All children had the opportunity to be creative in the Christmas Show</li> <li>• All Nursery children have had enhanced opportunities for curious play through their trips to the shore and forest.</li> <li>• Pupils have been given the opportunity to present their own interests to an audience as part of assembly</li> <li>• Creativity has been celebrated through sharing artwork and designs at whole-school assembly</li> <li>•</li> </ul>

	<ul style="list-style-type: none"> <li>All children experienced the excitement of being in the audience of a pantomime.</li> </ul>		
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<b>Evaluations (School)</b>				
	<b>2022-23</b>	<b>2023-24</b>	<b>2024-25</b>	<b>Inspection Evaluations</b> (since August 2024)
1.3 Leadership of Change	Good	Good	Good	
2.3 Learning, teaching and assessment	Good	Good	Good	
3.1 Ensuring wellbeing, equity and inclusion	Good	Good	Good	
3.2 Raising attainment and achievement	Good	Good	Good	
<b>Evaluations (ELC)</b>				
	<b>2022-23</b>	<b>2023-24</b>	<b>2024-25</b>	<b>Inspection Evaluations</b>
1.3 Leadership of Change	Good	Good	Good	
2.3 Learning, teaching and assessment	Very Good	Very Good	Very Good	
3.1 Ensuring wellbeing, equity and inclusion	Good	Good	Good	
3.2 Securing children's progress	Very Good	Very Good	Very Good	
<p>In June 2024 – we added the following context to our gradings: to move from Good to Very Good across the school from nursery to P7, we recognise the need to:</p> <p>To move from Good to very good across the school from nursery to P7, we recognise the need to:</p> <ul style="list-style-type: none"> <li>- Further develop our engagement with the UNCRC, including by widening opportunities for pupil voice and leadership throughout the school (1.3 and 3.1)</li> <li>- Develop a consistency of approach in the teaching of numeracy and to develop a consistency of approach and language (2.3, 3.2)</li> <li>- Track and monitor pupil's wider achievement and their attainment across the full BGE (3.1 and 3.2)</li> <li>- Further develop and embed routines for monitoring and tracking progress (Nursery-P7) (3.2)</li> <li>- Develop our use of effective feedback to support children to recognise and achieve their next steps (2.3 and 3.2)</li> </ul> <p>All of these are still relevant, progress has been made around leadership and numeracy but we need to gather evidence to be able to inform our evaluative grade.</p>				

### Care Inspectorate Evaluations (ELC)

	2022-23	2023-24	2024-25	
How good is our care, play and learning?			Very Good	
How good is our setting?			Very Good	
How good is our leadership?			Good	
How good is our staff team?			Very Good	
Statement about feedback from Education Scotland/Care Inspectorate if inspected this session.	<p>Care Inspectorate February 2025:</p> <p>Children were very happy, confident and having lots of fun. Children experienced very warm, caring, and nurturing support from staff who knew their individual personalities and needs very well. This contributed to children feeling safe, listened to and loved. Children's needs were very well supported by effective personal planning. This ensured staff caring for children had a clear overview of their individual needs and preferences. Staff felt very supported and valued by the acting headteacher and each other. This had contributed to a strong and positive team ethos Play spaces both indoors and outdoors enabled children to lead their own learning, making choices in their play and to move freely between the two spaces. Staff and the Acting Head Teacher recognized the need to develop and strengthen their quality assurance system to help to bring about change and continue to support positive outcomes for all.</p>			

