



**Balmullo Primary School and Nursery Class  
Standards and Quality Report – 2023-2024**

*Achieving Excellence and Equity*

**Context**

<b>School Roll and Nursery Class</b>	School Roll - 115 Nursery Class - 30 Total – 145				
<b>FME (% of pupils entitled to Free School Meals)</b>	14%				
<b>SIMD Profile for Balmullo PS</b>	SIMD Decile 1 to 3 – 0% SIMD Decile 4 – 1.7% SIMD Decile 5 – 3.5% SIMD Decile 6 – 0.9%		SIMD Decile 7 – 26% SIMD Decile 8 – 3.5% SIMD Decile 9 – 58% SIMD Decile 10 – 6.1%		
<b>Attendance (%)</b>	<b>Overall</b>	92.51%	<b>Authorised</b>	4.67%	<b>Unauthorised</b> 2.82%
<b>Exclusion (%)</b>	0%				
<b>Attainment Scotland Fund Allocation (PEF and SAC)</b>	£11,200				
<b>Cost of the school day statement</b>	<p>At Balmullo School, we recognise the need to reduce the Cost of the School Day for all our young people and particularly for our young people who are already experiencing poverty. We examine the school day through the following headings: Uniform, Learning, School trips, Snacks, Clubs and Home learning.</p> <p><b>Uniform:</b> We promote the school clothing grant through our website and Parent Weekly Updates. We have an established uniform recycling point.</p> <p><b>Travel:</b> To support any costs connected to school excursions, where feasible, we try to use the Under 22s Free Travel Cards.</p> <p><b>Eating:</b> All children in Primary 1-5 have access to free school meals. Free school meal grants are promoted to all families. Fruit is available for children who do not have a snack, for whatever reason.</p> <p><b>Home Learning:</b> Digital Devices are provided for children who do not have access to them at home. Children requiring a device are identified through an annual digital access survey.</p>				

**Our Vision**

**We strive to create a school where...**

- Everyone feels safe, included, and valued
- Everyone believes in themselves, creating friendships that develop them personally, socially, and emotionally
- Everyone makes progress and feels that learning is fun!
- Everybody succeeds and everybody matters

**Our Values**

*'Be Friendly, Be Ambitious, Be Responsible, Show Respect'*

### Our Aims Statement

Relationships are based on honesty, trust, and respect where we value each other as individuals. Everyone is optimistic and proud of their achievements and those of others, in all aspects of school life.

There is a strong sense of belonging and identity in our school and wider community.

Children and adults take advantage of all possibilities for learning. Essential life skills are developed through first-hand experiences to enable children to become lifelong learners.

Learning meets everyone's needs for the future and enables them to become successful, happy, and contributing members of our society.

### Improvement Priority Session 2023 – 2024

#### Focused Priority: Using Assessment, Tracking and Moderation systems effectively to support improvement outcomes for ALL learners

##### Directorate Improvement Plan

Achievement

Attendance & Engagement

##### HGIOS 4 Quality Indicators

QI 1.2 Leadership of Learning

QI 2.2 Curriculum

QI 2.3 Learning, Teaching and Assessment

QI 3.2 Raising Attainment and Achievement

##### HGIOELC Quality Indicators

QI 1.2 Leadership of Learning

QI 2.2 Curriculum

QI 2.3 Learning, Teaching and Assessment

QI 3.2 Securing Children's Progress

Has this priority been:

Fully  
Achieved

Partially  
achieved

✓

Continued into next  
session

✓

##### **Progress:**

- Whole school tracker created to record pace, progress and identify gaps in learning for individuals and cohorts
- All teaching staff participated in 'What's in a Level' professional learning to explore the range of evidence used, develop a shared understanding of what it means to be 'on track', discussed how we moderate the learning and make declarations of a child's level across the curriculum
- All teaching staff participated in National Standardised Assessment data analysis sessions for our learners, to build confidence in the interpretation of our NSA data and further support the planning of teaching episodes and/or interventions
- All teaching staff have trialled Fife Records of Understanding which include the relevant Benchmarks for each CfE level to support them with the recording and reporting of learners' progress in relation to national standards.
- All Nursery staff, Primary 1 teacher and Support for Learning teacher have participated in BASE/ELIPS data analysis to support transition and inform practice ensuring all staff have a raised awareness and understanding of the progression of core skills in both numeracy and literacy.
- All teaching staff have revisited Fife's approach to Numeracy teaching and learning including tracking documentation to build a greater shared understanding and confidence in the tracking of progress and identification of gaps in learning
- All teaching staff have revisited Fife's approach to Literacy teaching and learning including tracking documentation to build a greater shared understanding and confidence in the tracking of progress and identification of gaps in learning
- All Support Staff/Teaching Staff worked together to gather and record evidence of progress made through planned interventions and bespoke learning episodes for children with additional support needs
- All Support Staff have attended the PSA Workshop for Literacy training sessions to upskill their knowledge of and delivery of Phonological Awareness approaches
- Summary of Support documentation strengthened to record a robust and up-to-date profile for identified learners, providing key information, appropriate approaches, and strategies

- 'Child Timelines' have been created/updated to track significant information/interventions. This has ensured a more robust overview of a child's individual learning journey and strongly supports transitions and information sharing both at school level and with home
- A *draft* Assessment and Moderation Toolkit was created and contains a bank of assessment resources that are/can be used by teaching staff to support baseline and follow-up assessment of pupil progress; identify next steps and barriers to learning and moreover provide evidence to support the declaration of a level
- Following a collegiate session, all staff are becoming more familiar with the Fife Writing Assessment Resource and have access to the supporting resources. These have been trialled in a few classes this session.

Following our PupilWise Survey (109 responses)

→ 64.81% of pupils shared that, 'My parents/carers talk with me about my learning at home'

Following our ParentWise Survey (29 responses)

→ 86.21% of parents shared that, 'The school/nursery provides me with information about how I can engage in supporting my child's learning at home'

#### Impact:

##### As a result of our planned strategic interventions,

- Learners progress is planned, tracked, and recorded using a consistent, more robust whole school approach using Fife Records of Understanding
- All teachers have a strengthened understanding of the important role professional judgement plays when planning for assessment and gathering a variety of key evidence to indicate progress or emerging gaps in learning
- Robust tracking systems inform effective interventions and ensure continuous progress for our learners
- Creative approaches to gather evidence of progress have ensured that those children with an additional support need can show their learning experiences and understanding in a way which is relevant and meaningful for them, for example, annotated floorbooks have been used to capture learning through a life skills approach
- All Support Staff are fully involved in the planning and tracking of bespoke interventions to ensure all opportunities are used to capture a child's progress. Support Staff have been integral in identifying progress and collecting evidence
- Information gathered and recorded on a Summary of Support and/or Child Timeline has meant that the planning and tracking of support is robust, shared and understood by all teaching and support staff.

#### Next Steps:

- Continue to strengthen and build confidence in our assessment practices – using a variety of assessments which are valid and proportionate and lead to robust judgements for all areas of the curriculum
- Fully embed assessment cycle as part of our teaching/learning practice - plan for baseline assessments, collect evidence over a agreed period of time and measure impact
- Planned collegiate sessions to moderate children's writing alongside colleagues at Dairsie PS, to engage in professional dialogue and develop a shared understanding of the standards expected at and within a level; using Fife Writing Assessment Resource to support our professional learning and raise attainment in writing
- Continue to develop our 'Class Assessment Folder' and PEF folder for all learners, targeted groups and individuals to record/track our baseline assessments and evidence impact of interventions
- Continue to maintain robust record keeping, including 'new' Records of Understanding and ensure these are regularly updated across all classes so that planned learning and progress is evidenced, recorded and used to inform next steps for all our learners
- Continue to develop creative and alternative teaching and learning practices that capture learning in a way which best suits identified learners with an ASN

### Focused Priority: Balmullo - A Rights Respecting School

#### Directorate Improvement Plan

Achievement

#### HGIOS 4 Quality Indicators

**QI 1.2 Leadership of Learning**

**QI 1.3 Leadership of Change**

**QI 2.2 Curriculum**

**QI 3.1 Ensuring wellbeing, equality, and inclusion**

#### HGIOELC Quality Indicators

**QI 1.2 Leadership of Learning**

**QI 1.3 Leadership of Change**

**QI 2.2 Curriculum**

**QI 3.1 Ensuring wellbeing, equality, and inclusion**

Has this priority been:	Fully Achieved		Partially Achieved	√	Continued into next session	√
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**Progress:**

- We have achieved our Rights Respecting Schools Bronze Award and are currently working towards achieving our Silver Award
- Following our PupilWise Survey,  
→ 81.48% of pupils shared that 'My school makes sure I know about my rights and responsibilities'
- As a whole staff we have successfully reviewed and updated our Positive Relationship and Behaviour Policy to ensure that it better reflects our School Values and The Rights of the Child. Our policy and accompanying documents reflect current research and Education Scotland guidance, providing all staff with a shared understanding of best practice and support strategies to develop a consistent approach to supporting positive relationships and behaviour across the school
- We have created a Balmullo Behaviour Blueprint and a child's version to summarise the key features of the strategies we all use to support positive relationships and behaviour within our school community
- Throughout the session we have looked at a variety of opportunities to raise awareness of the Rights of the Child. We have included updates in our Parent Weekly Updates, the children have planned and created their own Class Charters, reflecting key 'articles', whole school child led assemblies to share and inform parents on our progress and understanding of The Rights of the Child
- Using data gathered through the Glasgow Wellbeing and Motivation profile the children indicated a desire to have more opportunities to 'share their voice' and 'make a difference'. This session, all children have been included in a 'Making A Difference' group, where they have worked together to plan, implement and reflect on the difference they can make to the life of the school. Pupil led groups have reflected different themes important to the children and the UNCRC – supporting charities, reducing waste, learning sign language, technology and keeping fit and healthy

**Impact:**

- All staff have a greater understanding of the UNCRC through participation in RRS training courses and collegiate sessions
- Children across the school have a growing understanding of some of the key articles (UNCRC), with some older children able to make connections between children's rights and the world they live in
- Being part of a class team responsible for making a positive change has put 'pupil voice' at the centre and developed skills in collaborating, decision making, leading change, growing knowledge and raising awareness.

**Next Steps:**

- Continue on our Rights Respecting Schools journey and secure our Silver Award
- Continue to develop our 'MAD Pupil Groups' to further embed skills, deepen knowledge and raise awareness within the wider community
- Monitor the impact of our Positive Relationship and Behaviour Policy, seeking feedback from pupils, parents and staff

**NURSERY Focused Priority: Planning for challenge in our curriculum using quality interactions**

HGIOELC Quality Indicators

QI 1.2 Leadership of Learning

QI 1.3 Leadership of Change

QI 2.2 Curriculum

QI 2.3 Learning, Teaching and Assessment

Has the priority been:	Fully Achieved		Partially Achieved:	√	Continued into next session:	√
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**Progress:**

- Up Up and Away training course completed and framework in place; course evaluation and 'Literacy Rich Environment tool' have been completed
- The Nursery staff team have completed a Learning Wall audit conducted to evidence the opportunities children have for participating in challenging, motivating and engaging learning
- Core provision – numeracy learning has been developed to extend challenge with Ealy Maths audit completed
- Nursery teacher and EYO attended Education Scotland 'Supporting Mathematical Development' training
- All Nursery practitioners have had the opportunity to attend 'Quality Interactions' sessions
- All Nursery practitioners participated in Quality Observations refresher training, using a graffiti wall exercise to collate what quality observations at Balmullo Nursery class 'look like'
- PLJs have been monitored across the course of the session
- Promotion of literacy lending area for families to introduce literacy engagement day alongside opportunities to borrow books

- Nursery team have planned for smaller, mixed age group of children to participate in a range of interactive story experiences

#### Impact:

- As a result of using 'Up Up and Away' framework partnership and relationships with parents has been strengthened as they work together to share ideas and build children's vocabulary, developing the foundations of literacy.
- Planned, appropriate support strategies for children who are presenting with developmental needs have been developed with the use of Up Up and Away targeted tools. As a result Summary of Supports have been created in conjunction with the Support for Learning teacher to record key information for identified children who require targeted planning and support
- Almost all observations recorded in PLJs inform the reader of what the child has said/done and explained the learning. Learning is recorded more consistently.
- Almost all observations recorded in the PLJ consistently use the language of learning, with targets in place/ acted upon and dated observations used to plan next steps. As a result, the pace and challenge of learning is more evident
- All parents now have access to the literacy learning library, which will bring benefits to the range of texts which they can use with their children at home.

#### Next Steps:

- Reflect on the Initial Literacy Rich Environment Tool and repeat at the start of session 24/25
- Ensure all Nursery practitioners (and new members of our nursery team) are confidently and regularly using high quality interactions and observations in a consistent way across the team
- Ensure intentional planning includes opportunities for other aspects of maths to be explored and developed, e.g. symmetry, shape etc
- Use interactions to ensure deeper understanding of a child's thinking by allowing 'thinking time' through exploring different types of quality questions – thinking out loud, reflecting back...

#### Attainment of children (June 2024)

Stage	Listening and Talking	Reading	Writing	Numeracy
	Actual	Actual	Actual	Actual
P1 (17 learners)	88.2%	88.2%	88.2%	88.2%
P4 (15 learners)	93%	86.6%	66.6%	73%
P7 (10 learners)	100%	100%	100%	100%
P1, P4 and P7 Average	93.7%	91.6%	84.9%	87%

*Note: Our small cohorts at Balmullo PS dictate that our data sample is very small, which impacts on the percentage recorded as having achieved a level. The data does not consider that for a few children the progress that they do make is not able to be recorded in the same way, despite them making very real individual progress. For example, in a cohort with 15 pupils, each pupil equates to 6.6%; so, three children who are 'not on track' reduces the overall attainment for the cohort by 20%*

#### Overall Attainment for 2023 - 2024

Stage	Literacy		Numeracy	
	Stretch	Actual	Stretch	Actual
P1 (17 learners)	89%	88.2%	94%	88.2%
P4 (15 learners)	81%	82%	88%	73%
P7 (10 learners)	82%	100%	91%	100%

#### Evaluative Statement of attainment overtime – P1, P4 and P7 cohorts

Session	On Track Literacy (P1/4/7)	On Track Numeracy (P1/4/7)
End of 20/21	82.6%	80.4%
End of 21/22	89.3%	84.2%
End of 22/23	74.3%	83%
End of 23/24	90%	87%

Overall, we are seeing a gradual, improving attainment picture in both Literacy and Numeracy overtime. Focussing on this sessions attainment,

- By the end of P1, **most** children have achieved early level in reading, writing, talking and listening and numeracy.
- By the end of P4, **most** children have achieved first level in reading and numeracy. **Almost all** P4 learners achieved first level in talking and listening with the **majority** of P4 learners achieving first level in writing

- By the end of P7, all learners have achieved second level in numeracy, reading, writing, talking and listening.

## Evidence of significant wider achievements

There has been a wide variety of wider achievement opportunities across our school this session. All opportunities have developed a range of skills linked to the 4 capacities: Effective Contributor, Successful Learner, Responsible Citizens and Confident Individuals. In planning these opportunities, we always look for strong connections with our own school values, learning skills and have also been aware of The Rights of the Child which has been an overarching theme for us this session.

We have regularly shared our achievements with parents through our weekly Parent Weekly Update and Class Teams pages. Our Achievement Wall serves as a prominent focal point at the front of our school and showcases a wide variety of personal achievements that the children have shared with us throughout the session. Visitors, parents and children all enjoy looking at our school successes. Celebrating at assemblies and within the classes provide other opportunities to share and feel proud as individuals, as classes and a school.

- Our P7 team took part in the Rotary Quiz and worked together as a team to claim third place in the Bell Baxter Cluster
- Primary 7 attended Ardroy Outdoor Education Centre for their residential week. The value of this experience for all the children has been huge. The opportunity to engage in a wide range of outdoor skills-based activities as well as learning about the local environment developed their skills of perseverance, leadership, teambuilding, problem solving and overall confidence.
- We continued our link with The University of St Andrews music department who delivered a 16-week block of learning for our P6 cohort. The children learned how to play the natural trumpet and developed their music skills, including performing together, keeping a rhythm, reading simple music scores and culminating in a collective musical performance at The Rothes Halls, Glenrothes
- As a school community we have strengthened our links and continued our support for local foodbanks through regular collections, reflecting our school values of responsibility and respect for others
- This session we have raised money for several charities including Poppy Appeal, Comic Relief, Children in Need, MacMillan Cancer, Guide Dogs and the Rotary Shoebox Appeal. In doing so the children have learned about the work of the charities and shown themselves to be Responsible Citizens
- We have continued to strengthen our links with Guide Dogs for the Blind and enjoy regular visits from 'Laddy', an ex-guide dog who provides a calming presence and support for the children's wellbeing
- The children have enjoyed participating in many sporting events and festivals throughout the session including taking part in the Fife Schools cross country event. These experiences have built resilience, sportsmanship and stamina
- We have welcomed visitors and parents into school to share the work they do with the children; helping to make links with their learning
- We enjoyed another successful input from The University of St Andrews medical students, who delivered a range of 'human body' workshops to our younger children, making links with our science curriculum and the world of work
- Opportunities to share learning through Open Afternoon, school performances, and assemblies have helped to build a sense of pride in their learning, confidence and the ability to perform for an audience
- The University Planetarium provided an inspiring and engaging workshop for children in P2/3 and P5/6 making connections with topic work thus securing their knowledge and understanding
- Our senior pupils benefitted from 'Basic Life Support and CPR' workshops delivered by medical students to raise awareness and develop key life skills
- The children have enjoyed participating in Active Schools sessions in rugby, physical literacy and fitness.
- Our Primary 7 pupils participated in Peer Readers weekly sessions with P2/3 to support reading skills and the joy of sharing a story together. This very successful intervention benefitted both age groups, raising reading confidence, developing reading strategies and leadership skills
- Planned class visits to the Forth Bridges Education Centre and Michelin Innovation Park brought opportunities for P3/4 and P5/6 to participate in hands-on STEM workshops, making connections with the world of work, learning to problem solve and work as part of a team

Following our PupilWise Survey (109 responses),

- 88% of our pupils shared that 'school encourages me to be healthy and take part in physical activity'
- 85.19% of our pupils shared that 'school teaches me to make healthy choices'
- 62.9% of our pupils shared that 'school is helping me to become more resilient and able to cope with challenges'
- 74.07% of our pupils shared that 'people in my school help me with my learning when I need it'

## Feedback from External Scrutiny: Extended Learning Partnership - 21<sup>st</sup> November 2023

**The focus 'Quality Indicators' (QIs) for our Extended Learning Partnership visit were Learning, Teaching and Assessment (QI 2.3) and Raising Attainment (QI 3.2) – HGIOS 4**

**Our School Improvement Plan for this session detailed our commitment to securing consistency of practice across the school, ensuring progress for all learners, and raising of attainment.**

**Our plan included a review of how we tracked learners' progress, the planning of detailed interventions for targeted learners, a shared understanding and renewed commitment to pedagogical practices and the analysis of evidence, to provide a holistic picture of a child's progress**

**To support this priority, we planned a review of our tracking and recording systems to ensure they captured key information about our learners and identified any gaps in learning.**

**Strengths identified:**

- A whole school overview tracker has been created to capture and monitor attainment progress throughout the session with significant wellbeing and ASN information included. The tracker is reviewed and updated as part of forward planning/tracking meetings held jointly with class teachers, the Support for Learning teacher and the Headteacher. Interventions are discussed, planned and progress reviewed jointly to ensure there is impact
- To strengthen our record keeping systems we continue to update our 'Child Timeline's (chronologies), ensuring that 'significant' information about a child's learning journey is noted. This may include interventions of support by SaLT, DAPL, SfL and Lego/KitBag sessions for example.
- Standardised Assessments – eLips, BASE and NSA have been planned and delivered throughout the session. Data has been analysed and discussed with relevant staff. Together with ongoing observations and other assessment evidence, staff have analysed the information to plan next steps/interventions accordingly. All staff have a greater understanding of both our current data and data over time; as a result, staff confidence in analysing data has grown
- All staff have revisited Fife Workshop for Literacy documentation to build greater shared understanding and confidence in teaching, learning and assessment approaches. The impact of this has improved planning for all learners and those identified with gaps in their learning
- All staff are trialling the Records of Understanding to record, track and plan teaching and learning episodes. This ensures planning for shared cohorts across composite classes is closely tracked and 'learner journeys' are monitored
- Our Support Staff Team have all received Workshop for Literacy and Conceptual Numeracy training and are supporting the delivery of Phonological Awareness and WfL activities to those children with an identified gap in their literacy learning. Staff development opportunities continues on a weekly basis for PSAs; this has been used to plan/develop resources to support the delivery of Project X reading sessions, Phonological Awareness activities and resources for our ASD learners
- The Headteacher and Support for Learning Teacher work closely together to monitor planning, tracking, and recording of interventions in consultation with Support Staff and class teachers
- All Nursery staff engaged in warm and caring interactions. Interactions were at an appropriate level with staff actively asking probing questions and using interactions to ensure deeper understanding of children's thinking
- The Nursery indoor environment showed clear evidence of improvement and focus on Numeracy with good use made of digital resources
- Nursery children were observed engaging with their PLJs and sharing it with each other. The children could speak about their folder and their learning

**Key Areas for Improvement/Planned Next Steps**

**SCHOOL-**

- Continue to strengthen the recording/tracking and analysis of a range of data ensuring that this is having a positive impact on teaching and learning
- Continue to strengthen staff confidence in the delivery of Workshop for Literacy and Conceptual Numeracy approaches
- Develop staff expertise in the delivery of quality writing sessions using the 9 text types to ensure consistency and progression across all classes
- Continue to develop alternative programmes of intervention to support individual learners needs

**NURSERY-**

- Continue to develop greater consistency in tracking children's progress and next steps (specific targets) across Nursery PLJs using the 'language of learning'

- Ensure development time is used to build shared knowledge and understanding, strengthening a consistent and cohesive approach within the Nursery team
- Develop the outdoor environment further to promote literacy and numeracy learning potential

**Consultation with Stakeholders** *please detail how stakeholders have been involved in reviewing 2023-2024 and how they have contributed to identifying priorities for Session 2024-2025*

- All parents had the opportunity to feedback on a wide range of aspects of school life through the ParentWise Survey
- Our Parent Council met termly and received updates on School Improvement Priorities from the Headteacher
- Pupils participated in on-going feedback gathered through pupil focus groups, assemblies and the PupilWise survey

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

In September our IP and SQR are shared directly with all parents/carers who receive a full copies of our Standards and Quality Report, School Improvement Plan and PEF Plan. We keep parents informed of our progress throughout the session on our Weekly Parent Updates which are emailed to all parents.

This session the Headteacher and Parent Council have worked closely together with opportunities to share the work and progress of the school through termly Parent Council Meetings. Minutes of the Parent Council meetings are posted on the Parent Council Facebook page and are also available on the Parent Council noticeboard in school and Nursery

#### **PEF Evaluation/Impact**

We have used the funding allocated for session 23/24 (£11,200) to 'top up' the hours we have available for support staff (additional 19.5hours of PSA support) to provide focussed support for identified children. Support for Learning planning has allowed us to maximise the support hours we have available across the school, ensuring that planned targeted interventions are responsive and linked to the changing needs of our learners.

#### **Targeted Interventions**

- We have a continued focus on supporting 'readiness to learn' for identified children to help them manage transitions; building strategies to allow better engagement with learning and the ability to return more quickly to work tasks following an episode of dysregulation
- Through the planning of bespoke packages of intervention for individual learners, we are now better able to track and record small steps in learning, ensuring that even 'micro' episodes of learning/engagement are captured and used to plan/extend learning
- During an INSET day our PSA joined teaching staff to participate in training by ASIST, where we explored how best to meet the needs of learners with an Autism Spectrum Disorder
- Support Staff have also used their protected planning time to further their own professional development (phonological awareness approaches, de-escalation training and trauma informed practice), plan for learning activities as part of the life skills curriculum and evaluate the impact
- We have continued to grow our targeted supports this session including the development of a Life Skills curriculum, KitBag sessions, tailored one to one nurture sessions, daily mindfulness sessions and our ongoing commitment to the Emotion Works approach used universally across the school and Nursery class which support the development of emotional literacy

#### **Progress:**

- Almost all of our children are arriving promptly for the start of the school day. The majority of unauthorised absences (4.67%) recorded this session reflect parents who have requested time to take holidays with their family during term-time
- Teaching and Support Staff have continued to use the CIRCLE framework to audit/plan for the engagement and motivation of identified learners and ensure we are creating the best learning environment, routines and structures to support their learning.
- Regular and ongoing consultation with teaching staff, Support Staff and outside agencies (Educational Psychology, EAL Support Teacher, DAPL, PMHW/CAMHS, Speech and Language Therapists, Health Visitors, Community Paediatrician) has ensured 'the team around the child' is fully informed and updated on progress.
- Where appropriate Wellbeing Meetings have been held to share information and coordinate a plan/action points to both recognise and ensure progress.
- Regular meetings/updates with parents to help discuss support for their child has strengthened family/school partnership and informed everyone of progress that was being made



<ul style="list-style-type: none"> <li>Regular review of the Support for Learning timetable supports a responsive approach to the changing needs across the school plus changes in staffing.</li> <li>Our nurture space ('Mully Meadow') continues to evolve and welcomes children who need a space out with the classroom to regulate their behaviours, continue their learning, engage in support for their emotional wellbeing and participate in a variety of support groups</li> </ul>
<b>Impact:</b> <ul style="list-style-type: none"> <li>A life skills approach to support learner engagement has made a measurable difference for individual learners</li> <li>Support Staff's growing skill set has ensured that relationships, trust and connection remain central to the support they offer for individual children experiencing dysregulation</li> <li>Phonological Awareness activities and one to one reading sessions have supported learner's confidence, the building of reading strategies and positive attitude to reading, helping to reduce the gap in reading for targets groups/individuals</li> </ul>
<b>Next Steps:</b> <ul style="list-style-type: none"> <li>Our allocated PSA hours have increased for Session 24-25 which was provide even greater scope to expand our well-established offer of support</li> <li>Review how best to use 'Mully Meadow' as a learning base and provide the best support for those learners who are disengaged and/or dysregulated</li> <li>To develop our 'life skills' curriculum</li> <li>Further embed Phonological Awareness interventions for those children who are identified as 'not on track' or at risk of becoming 'off track'</li> </ul>

### Balmullo Primary School and Nursery Class

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

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

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

**Headteacher** – Mrs Anna Coggins