|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| ***Kirkcaldy West Primary School and ELC***  **Standards and Quality Report 2023-2024**  ***Achieving Excellence and Equity*** | | | | | | | |
| **Context**   |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | | **Setting/School Roll (including ELC/ASC)** | Our overarching vision is for our learners to develop within the four capacities to ensure they grow and learn as Successful Learners, Confident Individuals, Effective Contributors and Responsible Citizens.  This will enable them to contribute to a modern Scotland as young people and adults.  To celebrate achievements, learners identify one of the four capacities to focus on, with pupils sharing their success in the identified capacity with their teacher.   Successes are celebrated in class as well as at assemblies.  Success is also shared on corridor display boards around the school.  Our recently refreshed values are now Respect + Knowledge + Wellbeing + Perseverance + Success underpin our ethos, expectations, positive behaviour approaches and classroom practice.  Pupils work throughout the school session to collect our RKWPS badges and proudly wear them to share their successful journey in showing our school values in practice.  Sitting alongside our values is our Aims which is a set of agreed aims and principles that we live our school lives by namely: showing respect, helping others, making good choices, showing good manners and looking after our school.  The language of our values is regularly used, discussed and incorporated into class charters.  In school, our 426 children are split across 15 classes and in our ELC we have one large playroom that children access. | | | | | | | **FME** | *31%* | | | | | | | **EAL** | *26* | | | | | | | **SIMD Profile for establishment** | *SIMD 1 and 2 =* 55%  *SIMD 3 and 4 = 13%*  *SIMD 5 and 6 = 2* %  *SIMD 7 and 8 =* 10 %  *SIMD 9 and 10 =20%* | | | | | | | **Attendance (%)** | **Overall** | **89.49%** | **Authorised** | **4.94%** | **Unauthorised** | **5.57%** | | **Exclusion (%)** | *2* | | | | | | | **Attainment Scotland Fund Allocation (PEF and SAC)** | *£166,000* | | | | | | | **Cost of the school day statement** | **Kirkcaldy West Primary School**  **Cost of the School Day Statement**  In our school we recognise the need to reduce the Cost of the school Day for all of our learners and particularly for our young people who are already experiencing poverty. We examine the school day through the following headings: Uniform, Learning, Travel, Friendship and Community, School Trips, Eating and Clubs. This does not include an exhaustive list of ways we reduce the school day as individual circumstances and provisions are always considered out with the broad headings. This work is ongoing.  **Uniform and Clothing**  Families who are entitled to the School Clothing Grant can seek support from our office staff in relation to the application process. We provide an interpreter if this is required.  We operate a second-hand uniform scheme (New to You Rail) where we accept donations from families that are then available to families free of charge. We also discreetly supply children with clothing that has been donated to the school. This includes clothing for P.E. and outdoor learning.  **Learning**  All core learning activities are paid for by the school. This includes all stationery, printing, science and technology resources.  **Travel**  Transport if provided for some of our pupils by the Local Authority. To minimise cost on school trips/activities staff or parents/carers transport children to and from the destination.  **Friendships and Community**  We work in partnership with The Cottage Family Centre to provide free clubs for children and families to participate in. These include health and Wellbeing Sessions, Mother and Toddler Group and a Family Time Group.  We work in partnership with The Big Hoose Project and discreetly place orders and provide families with essential household items, food and clothing.  We work in partnership with The Cottage Family Centre to provide a termly Fill a Bag Session where families can collect household items, food and clothing that has been donated from The Big Hoose Project.  Any events held during the school day e.g. Red Nose Day, Dress Down Days are either free or are on an optional donation basis. This ensures all children can be included and no expense to families.  **School Trips**  To ensure that all children participate in additional learning experiences we apply for grants, appeal to businesses and charities and subsidise or pay for trips using our Pupil Equity Funding in order to keep costs as low as possible.  **Eating**  This year we have just over 30% of children receiving Free School meals. Our newsletters and office staff have shared and offered guidance and support in the Free School Meals application process. This has included an interpreter if required.  We have a breakfast club that costs 60p. This provides toast, cereal and a drink each morning. We have paid for this provision using our pupil equity funding for a cohort of children.  Staff donate snacks to school. If any child requires breakfast or a snack when they arrive at school, this is provided free of charge.  **School Clubs**  We have various school clubs running after school. Many of these clubs are free if they are operated by a member of the school staff. Our paying clubs are funded by pupil equity funding for children in receipt of free school meals.  The cost of the school day is and will continue to be monitored at Kirkcaldy West Primary School. | | | | | | | | | | | | | | | | |
| **Improvement Priority Session 2023-2024** | | | | | | | | | |
| **Priority 1:** *All staff to ensure a consistent approach to high quality literacy experiences that meet the needs of all learners (including taking literacy outdoors)* | | | | | | | | | |
| Directorate Improvement Plan  Equality & Equity  **Achievement**  Health & Wellbeing  Positive Destinations  Attendance & Engagement | | | HGIOS 4 Quality Indicators  1.3 Leadership of change  1.2 Leadership of Learning  2.3 Learning, Teaching and Assessment  2.4 Personalised support  3.2 Raising Attainment  HGIOELC Quality Indicators  1.3 Leadership of change  1.2 Leadership of Learning  2.3 Learning, Teaching and Assessment  2.4 Personalised support  3.2 Raising Attainment | | | | | | |
| Has this priority been:  (please highlight) | Fully  Achieved | x | | Partially  achieved |  | Continued into next session |  | | |
| **Progress:**  **School**   * Staff in P4 and P7 have engaged in professional learning with cluster colleagues in writing moderation. * All teaching staff have engaged in professional learning in planning high quality experiences in literacy. * All teaching staff have quality examples of literacy learning shared and then worked collaboratively, during collegiate sessions, and planned literacy learning experiences using the experiences and outcomes and benchmarks. * All teaching staff have engaged in moderation activities with their stage partners to develop a shared understanding of standards and expectations. This has included planning, delivering learning and assessing learning. * All teaching staff are using Fife progressive pathway in literacy and the associated Fife writing assessments. * All teaching staff have engaged in professional learning about ‘What’s in a level’ specific to literacy. This highlighted planning for assessment and using the benchmarks to assess. * All classes are using whole class rich vocabulary text to teach literacy. * We have purchased PM writing resource to support the teaching of writing. * Four teachers observed Steven Graham (Effective Writing Instruction) model and teach how to plan for effective writing at early, first and second level. Their learning from this session has then been shared with all teaching staff at the in-set day in November. * All teachers have started using the structured planning format to support children’s writing. * Planning structure created and shared by class teacher for each stage and each genre to provide a consistent approach for children when planning their writing. * Led by a PSA and a volunteer, a school lending library has been set up for P1-4 to promote a love of reading and an interest in different authors. * All teachers and SLT engaging in professional dialogue regarding professional judgements. This has included using all assessment evidence and benchmarks to inform professional judgements.   **Nursery**   * All ELC staff have participated in training for helicopter stories which was led by a member of the team to gain more knowledge and understanding of the impact of language and communication can have on the children’s learning, attainment, and imagination of stories. * The lead ELC staff member has delivered helicopter sessions throughout the academic sessions with groups of children, in collaboration with other members of the team, to upskill staff and provide sustainability to support the children’s language and communication. * Collegiate time in ELC focussed on peer monitoring of PLJS with a focus on significant observations within literacy, providing feedback to peers on the language of learning within observations and supporting the moderation of the expectation of early level. * All ELC staff are using and implementing Kodaly within the ELC setting to extend literacy skills through music. * ELC staff are planning literacy focus of the moments both indoors and outdoors to ensure high quality learning within the core provision to support children’s learning. * Fortnightly literacy focusses within the ELC setting, e.g., rhyme of the week, sign along, word focus etc, to develop children’s language of learning new words. * ELC staff are continuing to use nursery narrative with targeted children as an intervention to support children’s early literacy/language development. * Staff are planning intentional promotions to support gaps in learning | | | | | | | | | |
| **Impact:**  **School**   * Our class observations highlighted quality literacy learning language being used by teachers and children. This is supporting children to be able to understand and talk about their learning. * All children in the literacy focus group reported that the PM structured plan supports their writing as they understand what has to be included. This is supporting children to meet the writing benchmarks at the level they are working at.   The following feedback from teachers provides evidence of high-quality learning, teaching and assessment in our school and therefore providing high quality learning experiences for our children.   * 64% of teachers reported being confident in their approaches to teaching writing. This is an increase from 27% the previous year. * 100% of teachers reported being confident in their approach to assessing writing and gathering assessment evidence. * 86% of teachers reported always using the benchmarks when assessing writing and to support professional judgements in comparison to 73% the previous year, * 86% report that children consistently write an extended piece of writing at least once per week. * 100% of teachers report that children are given the opportunity to write across the curriculum. * 100% of teachers report that they use Fife Literacy progressive pathways and the WfL approach to provide high quality learning experiences in literacy.   From a parent/carer questionnaire where 52 parents/carers responded:   * 94% of parents/carers agreed or strongly agreed that their child is appropriately challenged in literacy. * 99% agreed or strongly agreed that their child/children can talk about what they are learning.   We have seen a significant increase in attainment data in reading and writing over the last 3 years. Tracking the same cohort of children from P1 to P4 and similarly the same cohort of children from P4 to P7, the following impact on children’s attainment is evident:   * Less than half (44%) of children on track in P1 in June 2021 and now the majority (65%) on track in writing in P4 in June 2024 * The majority (53%) of children on track in P4 in June 2021 and now 70% on track in writing in P7 in June 2024 * Less than half (46%) of children on track in P1 in June 2021 and now the majority (62%) on track in reading in p4 in June 2024 * The majority (61%) of children on track in P4 in June 2021 and now most (76%) on track in reading in P7in June 2024   These declarations are based on robust assessment evidence and align with our NSA achievements (please see attainment section) and show the positive impact on children’s attainment our improvement work in literacy has had.  **Nursery**   * Through our recent Care Inspectorate report and visit, it was highlighted that all staff are committed to delivering high quality experiences for children and families. This has impacted on the children’s progress within their literacy attainment, engagement and family learning opportunities. * From self-evaluation and professional dialogue opportunities, almost all ELC staff feel more confident in delivering helicopter story sessions and almost all children who participated in sessions are more confident in retelling and acting out their stories, using more detailed language. * From observations and professional dialogue, almost all ELC staff have a clearer understanding of the importance of using songs and rhymes to support children’s literacy and language development. * During planning and tracking meetings and professional dialogue all staff are able to talk confidently about planning for children’s learning experiences. This planning is evident across the playroom, impacting on children’s engagement and learning experiences. * From PLJ monitoring, planning discussions and self-evaluation almost all staff have key literacy focus targets for all children, which is impacting positively on the pace and challenge for each child. * Through observations and PLJ monitoring, all children are more engaged in rhymes and songs and almost all children are recognising rhyming words and keeping the beat, which has impacted on their literacy skills. * From Elips data, almost children within the targeted groups have moved either one phrase or two phase from their original scoring. | | | | | | | | | |
| **Next Steps:**  **School**   * Further develop holistic planning (ensuring differentiation) for literacy learning to ensure high quality learning experiences in all literacy organisers.   **Nursery**   * Ensure all learning activities and experiences are differentiated to support all learners needs. * A more consistent approach is embedded within the delivering of Kodaly and Helicopter stories within the ELC setting. | | | | | | | | | |
| **Focussed Priority 2:** *All staff develop consistent health and wellbeing approaches and strategies to meet the needs of the whole school community.* | | | | | | | | | |
| Directorate Improvement Plan (delete as necessary)  Equality & Equity  Achievement  **Health & Wellbeing**  Positive Destinations  Attendance & Engagement | | | HGIOS 4 Quality Indicators  QI 2.2 Curriculum  QI 1.2 Leadership of Learning  QI 2.3 Learning, Teaching and Assessment  QI 3.1 Ensuring wellbeing, equality and inclusion  HGIOELC Quality Indicators  QI 2.2 Curriculum  QI 1.2 Leadership of Learning  QI 2.3 Learning, Teaching and Assessment  QI 3.1 Ensuring wellbeing, equality and inclusion | | | | | | |
| Has this priority been:  (please highlight) | Fully  Achieved | x | | Partially  achieved |  | Continued into next session |  | | |
| **Progress:**  **School**   * All staff have had the opportunity to participate in a variety of wellbeing activities throughout the session to support their own wellbeing. The majority of staff participated in an afterschool fitness session led by our PE teacher. All staff participated in 3 collegiate sessions learning about the 4 Pillar Plan and how it can support their own wellbeing. * KWPS have built links with The Cottage and the Family Support Worker who is now based part time at the school. Family and wellbeing groups are now offered to families. This ranges from mother and toddler groups to family time groups to learning groups. * In partnership with The Cottage, targeted families were invited to partake in The Decider Skills programme to support understanding of children’s development and regulation. * Referrals have been made by SLT on behalf of families, for wellbeing support. This includes therapeutic work with individual families and children. * Children are receiving training in wellbeing regulation strategies to support their wellbeing. The Pupil Wellbeing group meet every Monday morning and receive a brief training input on Breathing Techniques from members of the pupil support team. The HWB group share these breathing techniques with their class and again at assemblies. * All staff attended an input on Regulate, Relate, Reason to support understanding children’s emotions, brain development and strategies to support pupils. * All class teachers met with a DHT to jointly plan a maths/numeracy focussed learning outdoors opportunity and delivered this learning experience outdoors. All pupils have received subsequent learning outdoors opportunities. * All staff participated in discussion and suggestions in updating Our Vision, Values and Aims. * All staff have participated in 2 collegiate De-escalation inputs focussing on Relationships and Functional Analysis and Problem Solving * All PSAs attended Sensory Circuit training from DHT during In-Set Day. All class teachers have been provided with sensory circuit ideas and suggestions to support their pupils. * Fix it folders have been introduced and provided to all class teachers, with a structured approach to restorative conversations around the 4Rs. * Bikeability Level 1 has been delivered to all P6 pupils, followed by Level 2 to almost all pupils in P7 * Kit Bag and Lego Therapy are being used more consistently to support children. * Pupil voice group have contributed their views to developing health and wellbeing in our school and ELC * More after school club opportunities have been made available throughout the school including Twirling, Netball, Karate and Cross Country * Staff and children have been gathering evidence to achieve our Gold Sports Award. * Cost of the school day statement created and shared with the school community.   **Nursery**   * All staff have participated in nurturing approaches professional learning sessions both in person training and online sessions, to gain further knowledge and understanding on supporting children’s emotional regulation. * All staff have undertaken professional learning with the ASIST team around gaining a deeper understanding of autism and strategies to support individual children both universally and targeted. * All staff plan outdoor learning experiences across the academic session for all children to participate in. * ELC staff have implemented a calm sensory area within the ELC setting, which includes visual displays, emotion resources and de-escalation strategies to support all children within the setting. * ELC staff have introduced and implemented within the ELC setting SIMOA and children’s rights to support children with keeping themselves safe. * Staff have encouraged children to participate in yoga sessions both in the ELC setting and at home through sharing fortnightly yoga poses on Seesaw. * The vision, values and aims have been refreshed and teddy bears have been introduced to the children which include the value names, for example Respectful Remi. The ELC staff involved all children in the discussion and decision around this. | | | | | | | | | |
| **Impact:**  **School**   * Through written evaluations and Microsoft Forms feedback almost all (78%) of staff expressed that they were more aware of wellbeing strategies and reported that they had changed at least 1 aspect of their behaviour. This impacts on children’s learning experience as they will have teachers who are feeling more mentally and physically healthy. * Through verbal feedback from the Pupil HWB group they expressed that the Breathing Techniques they are taught every Monday were now shared at all assemblies. All Pupils from the group were able to share examples of when they themselves have used the breathing techniques. This is supporting children to self-regulate and access more opportunities, including learning. * Teaching staff expressed that the majority of children were able to demonstrate a breathing technique in order to self-regulate, supporting children to access more opportunities, including learning. * Feedback from all of the HWB group showed that children enjoyed and felt empowered leading breathing techniques throughout the school and meeting with DHT to plan this. This is developing children’s leadership skills. * All pupils in the group expressed that the Learning Outdoors maths/numeracy focus was a positive learning experience and could talk about their learning. * Through Microsoft Forms feedback, almost all (91%) of class teachers expressed that their confidence in delivering learning outdoors had increased following the joint planning and supported class learning experience in Beveridge Park. 9% explained that their confidence was already high and therefore wasn’t increased through the support provided. All teaching staff had provided further learning outdoors experience following the supported lesson meaning children are experiencing quality learning experiences outdoors. * Through written evaluations, teaching staff expressed that through the ‘Reason, Relate and Regulate emotional regulation strategy all pupils were developing their skills in emotional regulation, and the majority of children are beginning to use these consistently to self-regulate and therefore more ready to learn. This was shown through class discussions, interactions and children’s drawings. * Through verbal feedback from the HWB pupil group children could give examples of regulation strategies in school and using these to support regulation and to focus in learning, but were not aware of the title ‘Reason, Relate and Regulate. * Almost all PSAs report having an increased knowledge and understanding of emotional regulation and how it can be supported. Through verbal feedback they expressed that most pupils are more open to discussion about their behaviour and planning a way forward and tools such as Lego Therapy, Kit Bag and Sensory Circuits were providing children with strategies to support self-regulation. * Through verbal evaluations almost all staff expressed that the De-escalation input on Relationships, did not provide new information, whereas all reported that the input on Functional Analysis provided good opportunities for discussion, problem solving and was beneficial in providing a format for sharing relevant pupil information in order to support children in school and to access learning. * Through written feedback teaching staff expressed that the refresh of the school Vision, Values and Aims had ensured that there is a more consistent approach to referring to the school values across the school, and as a result almost all children and all staff can talk about our school values. This is providing agreed high expectations for our school community. * Through verbal feedback following Level 1 Bikeability 82% of P6 pupils expressed that their cycling skills had improved over the course of the day. This is ensuring children’s safety whilst on their bike. Positive comments included ‘I wasn’t able to turn and signal, but now can’ – I have learned how important it is to observe what is around me’- ‘this morning I couldn’t ride a bike, but now I am a pro!’. * We have achieved our Gold Sports Award. This has impacted positively on children’s knowledge, awareness and consistent opportunities in partaking in physical exercise at KWPS.   From the Parentwise survey where 137 parent/carers responded:   * Almost all (92%) of parents reported that their child feels safe in school * Almost all (93%) of parents reported knowing who to contact if they are upset or worried about something * Most (86%) of parents reported that the school encourages their child to be healthy and take part in physical activity * Most (85%) reported that staff really know their child as an individual * Most (80%) report that they feel their child likes being at school/nursery most of the time * Most (78%) feel welcome in the school * Most (76%) felt he school supports their child’s emotional wellbeing * Most (75%) report that the school treats their children with respect * The majority (71%) agree that that their child is able to participate in all school activities. The school has measure in the place to minimise the cost of the school day   From a parent/carer questionnaire where 53 parents/carers responded:   * 83% strongly agreed or agreed that their child could talk through a strategy that supports their wellbeing * 85% agreed of strongly agreed that they knew what they school values are and discuss these with their child/children   **Nursery**   * Through professional dialogue and observations almost all staff feel more confident in their approach to support children who are emotional dysregulated and children who require additional planning around their needs. This is ensuring children’s emotional need are being met and supporting to access the provision in the ELC. * In our recent Care Inspectorate report it was highlighted that all children’s overall wellbeing was supported through the effective use of personal planning. This means all children experience a consistent and continuous approach to their care. * During observations with the Care Inspectorate Inspector, all staff members work well together to ensure children are busy, safe and having fun within the ELC.This means that all children are experiencing high quality learning experiences. * During Learning partnership visits all staff were reported to be nurturing and displaying positive interactions with children and each other, supporting them to access the provision. * During staff focus groups at our learning partnership, both ELC and PSA staff were able to share confidently the Supports and targets in place for individual children, which has impacted positively on the planning for identified children. * During pupil focus groups and self-evaluation activities the majority of children are able to talk about the school values and almost all children are able to share their understanding of keeping safe in reference to SIMOA. This is supporting children’s independence skills in and around the ELC and school community. | | | | | | | | | |
| **Next Steps**  **School**   * Further developpupil participation opportunities to lead health and wellbeing across the school * Provide further planning and support for teaching and PSA staff to increase their outdoor learning skills, in order to provide high quality outdoor learning opportunities for children.   **Nursery**   * Embedding de-escalation and regulation strategies throughout the ELC. | | | | | | | | | |
| **Focused Priority 3:** *Further develop the use of digital technology to enhance learning and teaching across the curriculum* | | | | | | | | | |
| Directorate Improvement Plan  Equality & Equity  **Achievement**  Health & Wellbeing  Positive Destinations  Attendance & Engagement | | | HGIOS 4 Quality Indicators  *QI 2.2 Curriculum*  *QI 2.3 Learning, Teaching and Assessment*  *QI 1.3 Leadership of Change*  QI 1.2 Leadership of Learning  HGIOELC Quality Indicators  *QI 2.2 Curriculum*  *QI 2.3 Learning, Teaching and Assessment*  *QI 1.3 Leadership of Change*  QI 1.2 Leadership of Learning | | | | | | |
| Has this priority been:  (please highlight) | Fully  Achieved | x | | Partially  achieved |  | Continued into next session |  | | |
| **Progress:**  **School**   * Our digital leads both participated in all of Fife Council’s Digital Cultures online training for session 23/24 * All teaching staff have engaged in the Digital Cultures inputs/workshops in school which were led by our digital leads as well as all teaching staff sharing good practice from within their own classes. * The majority of teaching staff have begun to work more collaboratively with each other in upskilling themselves on their own digital priorities. The Education Scotland documents ‘What Digital Learning might look like’ and ‘Teacher Digital Skills Toolkit’ has begun to support further professional dialogue. ‘How to’ cards are regularly used by almost all teachers to refresh or learn new skills. * A ‘Code Club’ progression has now been agreed with all children experiencing coding experiences across the school. * A family learning after school experience took place for a short time this session. This was focussed at the P5 year group. Sessions focussed on ipad apps including Chatterpix and also Stop Motion animation. * The Pupil Participation group have met termly to discuss how the use of digital enhances learning in class. A key aspect of these discussions was around the lack of cyber resiliency, with almost all children in the group identifying that this must improve in the future; frustrations arise when devices are not looked after or charged in readiness for class sessions and this needs to be more positively consistent across the school. * A P7 Tech Team has been established this session. The Tech Team have supported in almost all P1 and P2 classes. * Two teachers presented at a LIF, sharing our good practice in digital technology including our ‘How to Guides’.   **Nursery**   * A technology support planning guide has been developed for all staff to support their high-quality learning experiences for children, their knowledge of digital technology and the gathering of significant observations. * All ELC staff have undertaken the digital technology online training provided by the central ELC team to develop their knowledge and understanding of the importance of enhancing digital technology within the ELC setting. * Parent learning sessions were delivered by a member of the ELC staff to support parental understanding of digital technology. * ELC staff have incorporated visual displays to support children with accessing computers independently. * ELC staff have introduced a Yoto player within the ELC setting and children have been encouraged to upload songs and music independently.   Resources have been purchased such as talking pens and talking tins to support our children and families who have English as a second language. | | | | | | | | | |
| **Impact:**  **School**   * Our classroom observations highlighted that almost all classes were using digital technology to enhance learning, supporting children’s knowledge in digital technology. * Our classroom observations showed that almost all children can talk about their digital technology learning opportunities across the curriculum, enhancing their learning. * From self-evaluation all teachers have been up-skilled in the use of digital technology and have developed approaches to prioritising their own personal professional learning in digital technology which has led to increased confidence in the majority of teaching staff. This is impacting positively on children’s skills in digital technology. * From Parent/carer feedback where 53 parents responded. 93% reported that their children can talk about their learning and skills in digital technology.   **Nursery**   * Observations in the playroom and EYO focus groups showed that digital technology is now being used more consistently across the core provision impacting positively on learners’ experiences and skills. * Through planning, professional dialogue and monitoring of PLJS, almost all staff are planning and providing digital technology learning opportunities for the children, which has impacted on more children accessing computers were often. * Through observations within the playroom and monitoring of PLJs, majority of children are able to access computers and the Yoto player independently. | | | | | | | | | |
| **Next Steps:**  **School and Nursery**   * Further develop planning for digital technology using the updated Fife Digital Technology Progressive Pathways. * All staff, including PSAs, and children across the school to demonstrate an understanding of cyber resilience. | | | | | | | | | |
| **Attainment of Children and Young People (Primary and Secondary)** | | | | | | | | | |
| *Attainment evidence/Achievement within a level information from ELC/school from this session*  *Successes and gaps identified throughout session (this should link to improvement plan for session 2023- 2024)*   |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | | **Stage** | **Listening and Talking** | | **Reading** | | **Writing** | | **Numeracy** | | |  | **Actual** | | **Actual** | | **Actual** | | **Actual** | | | **P1** | **80%** | | **80%** | | **80%** | | **80% (1% off ST)** | | | **P4** | **65%** | | **62% (1% off ST)** | | **65%** | | **72%** | | | **P7** | **78%** | | **76%** | | **70%** | | **75%** | | | **Overall Attainment for 2023 – 2024** | | | | | | | | | |  | | **Literacy** | | | | **Numeracy** | | | |  | | **Stretch** | | **Actual** | | **Stretch** | | **Actual** | | **P1** | | **75%** | | **80%** | | **81%** | | **80% (1% off ST)** | | **P4** | | **63%** | | **59%** | | **70%** | | **73%** | | **P7** | | **68%** | | **70%** | | **73%** | | **75%** |   **SNSA 2023-2024**   |  |  |  |  | | --- | --- | --- | --- | | **SNSA 2024** | **Reading** | **Writing** | **Numeracy and Maths** | | **P4** | **67% (band 6 or above)** | **59% (band 6 or above)** | **63% (band 6 or above)** | | **P7** | **75% (band 8 or above)** | **76% (band 8 or above)** | **79% (band 8 or above)** |   **Evaluative statement of attainment over time.** | | | | | | | | | |
| **Literacy**  By the end of P1, most children have achieved early level reading, writing, listening and talking. In all three literacy organisers our stretch target of 75% has been met.  By the end of P4, a majority of children have achieved first level in reading, writing, talking and listening. In listening and talking and writing we did meet our literacy target and in reading we didn’t reach it by only 1%. It should be noted that this particular year group have increased literacy attainment by 20% since the end of P1. This is due to targeted interventions and work around professional judgments.  By the end of P7, most children achieved listening and talking and reading at second level and a majority of children achieved writing. Across all three organisers the P7 cohort met our literacy stretch target.  Across P1, P4 and P7 in literacy a majority (69%) of children are on track which is an increase from last year when we had 64.5% of children on track and an increase from the year before where we had 65.0% on track.  **Numeracy and Maths**  By the end of P1, most children have achieved early level in numeracy. In all organisers across numeracy and maths our stretch target has not been met by only 1%,  By the end of P4, a majority of children have achieved first level in numeracy. This year group did meet the stretch targets across all organisers for numeracy and maths. It should be noted that, the attainment for this cohort of learners has increased by just over 30% since the end of P1. Professional judgements based on robust evidence and benchmarks and interventions have supported this significant increase.  By the end of P7, most children have achieved second level in numeracy. This year group did meet the stretch targets across all organisers for numeracy and maths.  Across P1, P4 and P7 in numeracy most (75%) of children are on track which is an increase from last year where 70% were on track and an increase from 67% the previous year  **NSA**  Our P7 NSA data shows that in September 2023 75% of children achieved band 8 or above in reading, showing they are on track in line with NSA assessment. Our CfE declarations for children achieving 2nd level in reading is 76%. Similarly, our NSA assessment in writing showed that 76% of our children achieved band 8 or above and we have declared 70% of our children on track to achieve 2nd level. In numeracy, there was a similar picture with 75% CfE declarations and 79% of children achieving band 8 or above in NSA. This alignment in CfE declarations and NSA assessments is a marked difference from last year’s data where we had over 10% discrepancy between the two declarations in both reading and writing.  Our P4 NSA data shows that in March 2024 67% of children achieved band 6 or above and our CfE declarations for P4 reading is 62%. Similarly in writing, 59% of our children achieved a band 6 or above and CfE declarations are 65%. In numeracy, 72% of children were declared as achieving first level at the end of P4 and 63% achieved band 6 or above in NSA, a 9% difference. We identify the children were who were declared as on track in CfE and identified that they had all achieved band 5, teachers had assessment evidence to support their CfE ‘on track’ declaration.  This shows a close alignment in NSA and CfE declarations and a significant difference from last year’s declarations where reading CfE declarations were 20% lower than NSA results.  Although, NSA does not offer a direct comparison it does offer another assessment lens to support professional judgements.  The ongoing professional learning and dialogue around moderation, using the benchmarks and gathering assessment evidence is impacting on, and ensuring that, professional judgements are a true reflection of children’s attainment. This work will continue throughout next session.  Overall, in literacy, most children have achieved CfE levels as expected at early level. A majority of children have achieved expected levels in all literacy organisers at first level and most children have achieved expected levels in listening and talking and reading and the majority have achieved 2nd level in writing.  Overall, in numeracy, most children have achieved CfE levels as expected at early levels. A majority of children have achieved expected levels in all numeracy and aths organisers at first level and most children have achieved expected levels by the end of P7.  **Elips**  Our Elips data is gathered at the start of a child’s entry into nursery after six weeks and then again six weeks before they finish their nursery education.   * Out of the 51 children within the cohort, 43% of children have continued to be on track. * 33% of the children have increased by either one or two phases. * 24% of the children have not been assessed due to individual needs * Most children have developed or continued to make progress within their language and communication development. | | | | | | | | | |
| **Evidence of significant wider achievements** | | | | | | | | |
| There has been a wide variety of wider achievement opportunities across the ELC/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 and linked to our school values of Respect, Knowledge, Wellbeing, Perseverance and Success.  These have been shared throughout the session through newsletters and our school Facebook page and celebrated through assemblies and displays around our school.  As a school we achieved our Gold Sports Award  Our P7 team won the Cluster Netball Competition and then went onto win the Fife Netball Competition  Our P7 children raised over £1000 to support people of Brechin when they were hit by floods.  Our P7 enterprise group raised money and donated £600 to animal charities.  We have had P6 and P7 children participate and achieve some great positions in cross country running.  Our children throughout the school from P1-P6 who attend the New Generation Twirling after school club performed on stage at The Adam Smith Theatre  Almost all of our children performed on stage at Balwearie High School at the Dance Festival  Almost all of our P6 and P7 children have achieved Level 1 or Level 2 of Bikeability  Almost all of our children took part in an Olympics Day (28 different sporting activities to try) at Stark’s Park, celebrating the Olympics this year.  We have a few children in P6 and P7 who have participated and achieved in Tennis competitions throughout Fife and beyond. | | | | | | | | |
| **Feedback from External Scrutiny** | | | | | | | | |
| **Extended Learning Partnership** | | | | | | | | |
| **Key Strengths**  **School and ELC (where identified in bold)**   * In all classes there is evidence of plenaries to support learning, teaching and assessment. In a few classes, this included the use of digital technology to support plenaries. This was giving good opportunities for children to self-evaluate and staff to assess learning. * From classroom observations, all children being exposed to the same language of learning throughout the school. This is being achieved through consistent expectations for all staff. * All staff in teacher focus group spoke about using assessment information more robustly to inform professional judgements. This included CfE declarations, NSA and the assessment included in the assessment calendar overview. * A variety of additional planning is in place including summary support plans, positive behaviour plans and child’s plans and this was evident in all classes and **playrooms.** * All teachers in focus group had a clear understanding of the interventions that they have in place to support children with the learning, teaching and assessment. * All PSA staff in focus group reported that they have benefitted from professional learning including clicker, restorative approaches and nurturing approaches and they feel more equipped to support children * All staff in teacher focus group were able to talk about the improvement priorities and being involved in these. * All staff in focus group report that systems and processes that are now in place to support learning, teaching and assessment are more robust and rigorous and this is positively impacting on their practice in the classroom. * All staff in teacher focus groups reported that the professional learning has further developed their knowledge and practice within the classroom. * Senior leadership team, led by the Headteacher have a very clear focus on the strategic priority work for the school and ensuring evidence is being gathered and views are being sought to measure the impact of all work on outcomes for children.   **ELC**   * Observations in the playroom and EYO focus groups showed that digital technology is now being used more consistently across the core provision impacting positively on learners’ experiences and skills. * All staff were able to talk confidently about planning for children’s learning experiences and this planning was evident across the playroom. * Observations in the playroom and EYO focus groups showed that digital technology is now being used more consistently across the core provision impacting positively on learners’ experiences and skills. * PSA was able to share confidently the Supports and targets in place for individual children.   **Areas for Improvement**  **School and ELC**  **QI 2.3 Learning, Teaching and Assessment**   * Digital technology to be used to enhance learning across the curriculum * Learning activities/experiences to match learners’ abilities and provide high quality literacy learning experiences, this will ensure that all children make very good progress from prior levels of attainment and be fully engaged in their learning throughout learning activities.   **QI 2.4 Personalised Support**   * Further develop PSA support that is provided for individuals and groups of children, this will ensure that children’s needs are being met and they are more fully engaged in their learning. * Wellbeing indicators used more consistently with children to ensure children have a better understanding of wellbeing indicators and approaches to support their wellbeing   **QI 3.2 Attainment and Achievement**   * Consider how we are supporting children impacted by poverty who are on track * Drill down into EAL cohort of learners to track attainment over time   **Specific to ELC**  **QI 1.3 Leadership of Change**   * Develop the use of the four capacities and the school values with children and parents | | | | | | | | |
| **Care Inspectorate – Strengths and Areas for Improvement** | | | | | | | | |
| **Key Strengths**   * Children experience kind, nurturing approaches to their care * Children have free flow access to the outdoor areas throughout the day * Children’s overall wellbeing was supported through the effective use of personal planning * The staff team were committed to delivering high quality experiences for children and families * The playroom layout had been well considered with children’s needs and interest in mind * Staff worked well together to ensure that children were busy, safe and having fun   **Areas for Improvements**   * As an extra safety measure, continue to risk assess the nursery garden gate. * Further develop hand washing and dignity around toileting when children are at outdoor learning. | | | | | | | | |
| **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/carers had the opportunity to feedback on improvement priority work through a Microsoft form questionnaire  All parent/carers had the opportunity to feedback on what improvement priorities we should focus on this academic session  Pupils on-going feedback gathered through termly pupil house groups and pupil leadership groups  Pupil wise and parent wise survey  Parent council discussion termly | | | | | | | | |
| **How is SQR, IP and PEF Plan shared with stakeholders?** | | | | | | | | |
| IP and SQR are shared with all parents/carers through groupcall email and on our website  Display within school for all visitors – updated throughout year with evidence  Termly newsletters share with parents/carers progress throughout session  Parent council meeting are given a progress update at each meeting. This is then available for all parents/carers through PC minutes. | | | | | | | | |
| **PEF Evaluation/Impact *(primary, special and secondary sector only)*** | | | | | | | | |
| **Targeted Interventions 1:**  We have identified a group of 25 children across the school living in SIMD 1 or 2 and/or FME and who have attendance between 75%-85% | | | | | | | | |
| **Progress:**   * PEF DHT liaised with the families of the identified children throughout the year either by phone call, email of letter to identify and remove barriers to attendance. * Attendance policy updated and shared with all parents and carers.This provided clear and concise communication regarding the importance of attendance, the protocol for reporting a child’s absence and how school monitor and support attendance. Percentage levels of attendance were broken down into the number of school days missed. * Attendance statistics shared with parents in monthly newsletters * Weekly SLT attendance meetings to monitor attendance rates across the identified children and the school as a whole. * Through analysis of attendance trends, it was identified that within the cohort of identified children, it was difficult to communicate with families with English as an Additional Language, in particular Romanian families. Fife Interpreters’ Service was used to communicate the offer of breakfast club and to share the importance of school attendance with these families. * Attendance was discussed with targeted families during review meetings and well-being meetings. This helped identify barriers to attendance and how families can be supported. * Families were offered support from DHT and PEF DHT in the form of lifts to school in the morning, especially those children in P7 as a way of supporting transitions to high school. * Breakfast club funded for all children who are entitled to FME and/or live in SIMD 1 or 2 and who are in the targeted groups.   A Microsoft form was sent out to targeted families detailing the Walking Bus proposal. From the responses received, no families felt that this intervention would be needed or support their child’s attendance. | | | | | | | | |
| **Impact:**   * The majority of the children in this targeted group attendance either increased or stayed the same from November 2023-May 2024, meaning the children were accessing and progressing in their education * Attendance for a P7 child who was collected by a member of staff increased month by month from 60% in Dec 2023 to 66% in May 2024 meaning he was accessing and progressing in their education and supported with his high school transition * A few children who were offered a fully funded place at breakfast club attended regularly which had a positive impact on their attendance, meaning the children were accessing and progressing in their education * For those children with increased attendance, it increased by at least 3% with the highest increase being 12%. | | | | | | | | |
| **Next Steps:**   * Use the BOXALL profile with targeted pupils to identify needs, interventions and measure success. * Work alongside interpreter to support monthly parent/carer group to promote engagement and importance of attendance at school | | | | | | | | |
| **Targeted Intervention 2:**  Writing attainment for pupils in P4 and P6 is significantly lower than our current stretch target (70.8%). We have identified 13 children in P4 and 9 in P6 who are 6-12 months behind who are entitled to FME and/or who live in SIMD 1 or 2 | | | | | | | | |
| **Progress:**   * Implemented Fife writing pack and guidance and used this alongside the teachers when planning. * Professional learning and support and intervention to teachers to improve outcomes   Professional learning to better understanding of how to analyse data to identify targeted groups to raise attainment and to achieve a better understanding of what strategies can be used to support identified learners.   * Targetted children tracked across all skills in all genres taught | | | | | | | | |
| **Impact:**   * 4 out of the 14 children are now on track in writing and have achieved 1st level by the end of p4 * All children had moved from amber to green or red to amber across the skills in all genres taught * Teachers report having more knowledge of supports both in reading and writing to meet children’s needs * Teachers report using tracking system when assessing work supported planning for children’s next steps in writing. | | | | | | | | |
| **Targeted Interventions 3**: We have identified a group of 7 children who are displaying increased distressed and deregulated behaviours. This is having a negative impact on their attainment and achievement especially in reading, writing and numeracy. | | | | | | | | |
| **Progress:**   * Partnership created with the FOLA (Forset Outdoor Learning) to offer an alternative curriculum. * All identified children had protected time with their class teacher and PSA to create and individualised regulation support plan using Relate, Reason, Regulate and Regulate as a structure. * During a planned HWB session, all teaching staff were introduced to and given a ‘Fix it Folder’. This gives staff and children a structure to support restorative conversations about conflict using the Reason, Regulate and Regulate structure. * During a planned HWB session, all teaching staff were given a class based Sensory Circuit folder. This supports children who need planned and structured movement breaks. * All PSAs had an input from ASSIST to develop their understanding of supporting neurodivergent children. * All PSAs had input from PEF DHT to support their understanding of sensory circuits and how they can support sensory needs and regulation. * 3 separate lunch clubs set up to support children over lunch break – P1-2. P3-4 and P5-7. * 2 children were given opportunities to work with either the PEF DHT or PSA to decide on 2 personalised targets per week. These targets were evaluated using red, amber and green traffic lights to measure success. * DHT supported 2 identified children participate in outdoor learning activities at Beveridge Park * BOXALL profile was purchased as a evidence based tool supporting a whole school approach to assessing and addressing children and young people’s social, emotional and behavioural development to positively impact learning, behaviour, attendance and wellbeing. The initial assessment was trialled with 2 pupils * Funded after school Twirling and Karate clubs were offered to targeted children to promote and encourage pupil wellbeing. | | | | | | | | |
| **Impact:**   * Almost all of the children who attend lunch club report that lunch club supports their emotional wellbeing and allows them to be ready to learn after lunch * A parent has reported that her child has build a very good relationships with a member of staff. This will support this child in building further trusting relationships with adults * Almost all PSAs feel they have a better understanding of neurodivergence and as a result feel more confident in supporting children with deregulated behaviour * Most of the targeted children have responded well to universal supports to support their emotional regulation. This means they are accessing high quality learning experiences in their classroom and feeling more regulated. * The 2 children supported by DHT have increased their engagement in learning in school and have had increased periods of feeling regulated at school. * A few of the targeted children have attended Karate and Twirling classes. This has resulted in positive experiences in and out of school e.g. performing on stage at the Adam Smith Theatre for a twirling show. | | | | | | | | |
| **Next Steps**   * Use the BOXALL profile with targeted pupils to identify needs, interventions, and measure success.   Continue with partnership with FOLA as well as building more community links. | | | | | | | | |
| **Targeted Intervention 4:**  Reading attainment in P4 and P6 is significantly below our current stretch target of 70.8%. We have identified 14 children in P4 and 9 children in P6 who are 6-12 months off track who are entitled to FME and/or live in SIMD 1or 2 | | | | | | | | |
| **Progress:**  Primary 4:   * In discussion with class teachers and from data it was identified that reading fluency and comprehension were the areas that should be targeted. * Professional reading of ‘The Intervention Toolkit from the Education Endowment Fund’, highlighted that explicitly teaching reading fluency and comprehension strategies have the highest impact on reading success, particularly pre-teaching vocabulary that children will encounter. * Choral reading was also highlighted as a high impact strategy that supported lower attaining readers to support their reading fluency. * Blanks Levels of Questioning taxonomy was used as a way of planning and measuring success. The main aim of this is to develop children’s reasoning and abstract language capabilities. * These 14 children were divided into 3 groups and were part of a small group intervention 3x per week, using their class novel as a context for learning (Charlotte’s Web). * Our cluster PT was also working in P4 and tracked this targeted group of learners in writing. * A baseline assessment was completed that measured reading fluency in terms of speed, accuracy, expression and volume. At the end of each week, an average score for each of these would be collected using this measure. * Pupils completed a Microsoft Form before and after the intervention to gather their views on their progress, * In addition to this, it was planned that these children would use also using IDL 3 times per week to further develop their skills in literacy. A baseline was completed at the start and end of the intervention that gave an indication of reading and spelling age. * The PSA team in school attended 3 PL sessions to upskill them on the use of Clicker 8 to support developing reading skills of key pupils.   Primary 6   * 11 children were identified from the P6 cohort who were 6-12 months off track in reading. All of the children in this cohort have barriers to their learning due to having identified ASN (dyslexia, ASD, EAL, trauma). * In addition to this, 7 of these children have additional planning in the form of a Summary of Support or a Child’s Plan. * In discussion with class teachers and data, it was felt that reading fluency and comprehension were the areas that should be targeted. * These 11 children were divided into 2 groups and were part of a small group intervention 3x per week, using their class novel as a context for learning. * Mid way through the intervention, it was noted by the teacher that the children in this group were finding inference type questions most difficult so this became a focus for session 3 of the intervention. Blanks Levels of Questioning taxonomy was used as a way of planning and measuring success. The main aim of this is to develop children’s reasoning and abstract language capabilities. * A baseline assessment was completed using the Reading Tool on Microsoft Teams. This tool allows the teacher to listen to the children reading at a later time and the insight tool gives data on reading accuracy and correct words per minute. * Pupils completed a Microsoft Form before and after the intervention to gather their views on their progress, * In addition to this, it was planned that these children would use also using IDL 3 times per week to further develop their skills in literacy. A baseline was completed at the start and end of the intervention that gave an indication of reading and spelling age. | | | | | | | | |
| **Impact:**  **Primary 4:**  Curriculum for Excellence Levels  The majority of this intervention group improved by 6 months in terms of CfE attainment levels, this includes 5 children who are now on track and achieving 1st Level Reading by the end of P4.  Reading Fluency  Speed: Almost all of the children in this intervention group improved by at least one stage during this intervention. Within this, 5 children are now at Stage 3 which is the desired stage at this level. To ensure this is consistent and maintained this assessment should be carried out once per term.  Accuracy:  Almost all of the children in this intervention group improved by at least one stage during this intervention. Within this, 4 children are now at Stage 3 which is the desired stage at this level. To ensure this is consistent and sustained, this assessment should be carried out once per term.  Expression:  Almost all of the children in this intervention group improved by at least one stage during this intervention. Within this, 3 children improved by 2 stages. For some children, this should remain a focus for the next intervention as they did not make any improvement during this intervention.  Volume:  4 children from this group were assessed at level 3 at the baseline assessment stage and were able to maintain this throughout the intervention. The majority of this group improved by at least 1 stage during the intervention. For some children, this should remain a focus as they did not make any improvement during this intervention.  Pupil views follow similar themes as what was shown in the data collected.   * Almost all of the children though that they read at a slow pace at the start of the intervention however, most felt they read at the correct pace at the end of the intervention. * At the beginning of the intervention, most children felt they read many words incorrectly however, this changed to most children feeling they read some or many words correctly. * Almost all children felt they read with little or no expression when they read aloud, however, at the end of the intervention, most children felt they’d improved by reading with some or with good expression. * At the beginning of this intervention, almost all children felt that they read fairly loud and clear or loud and clear and at the end of the intervention, the majority felt they read with clearly and loud   **Primary 6**  CfE Levels  A few of the children from this cohort have moved from being 12 months off track to being 6 months off track. Almost all children remained at the same progress level of CfE.  Accuracy  Almost all children in this cohort increased their reading accuracy by at least 10%. One child didn’t record any reading on the Reading Progress Tool or wouldn’t read aloud to the teacher due to her ASN  Correct Words Per Minute  The majority of children in this cohort increased their ‘correct words per minute’. One child didn’t record any reading on the Reading Progress Tool or wouldn’t read aloud to the teacher.  Comprehension  Using the Blank Level Questioning measure, almost all children were now able to answer level 3 and level 4 type questions more confidently and accurately. These types of questions of questions are more inferential therefore this has had a positive impact on their comprehension.  Pupil Views   * The majority of the children felt they were not confident reading aloud in front of others and at the start of the intervention, however this changed to the majority of children feeling confident or very confident reading aloud in front of others. * At the start of the intervention, most children felt that they were either somewhat accurate or not accurate when they were reading, however at the end of the intervention, the majority of the children felt they were accurate or very accurate when they were reading aloud. * The majority of the children at the start of the intervention stated that to support their comprehension of a text, the strategy they would use most is to ask a teacher or ask a peer. At the end of the intervention most of the children were able to state different strategies they would use to support their comprehension such as, using a dictionary, reading on and looking at different parts of the words. * At the start of the intervention, all of the children felt they were not confident when tackling inference questions, however, at the end of the intervention, all of the children felt they were confident or very confident when tackling inference questions.   **PSA Training Impact**  All members of the PSA team feel more confident in utilising Clicker 8 to support children who are off track in classrooms. This is having a direct impact on targeted children’s engagement in literacy in class. | | | | | | | | |
| **Next Steps**  **Primary 4**  The children who remain 6 months off track will continue to be part of a small group intervention using their new class novel as a context, focusing on common words and reading strategies.  **Primary 6**  Introduce Blanks Levels of Questioning to all teaching staff as a way of planning for and measuring success in comprehension and vocabulary development. | | | | | | | | |

**School/Setting Name \_\_\_\_Kirkcaldy West Primary School and ELC\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **NIF Quality Indicators (HGIOS ELC) Early Years Self- Evaluation (Nursery)** | | | | |
| **Quality Indicator** | **2021-2022** | **2022-2023** | **2023-2024** | **Inspection Evaluation**  *(since August 2023)* |
| **1.3 Leadership of change** | Good | Good | Very Good |  |
| **2.3 Learning, teaching and assessment** | Good | Good | Good |  |
| **3.1 Ensuring wellbeing, equity and inclusion** | Good | Good | Very Good |  |
| **3.2 Securing children’s progress** | Good | Good | Good |  |

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

**Headteacher: Elizabeth Thomson**