



Markinch Primary and Nursery School

Standards and Quality Report

2025-26

School & ELC Demographic	School: 292 pupils ELC: 60 pupils Total= 352									
	FME: 8.97% Care Experienced: 3.1% EAL: 3.1% ASN: 23.8% Average SIMD Profile: 6.7%									
Vision and Values	Maximising Potential and Success by Motivating our pupils to be AMBITIOUS RESPECTFUL KIND This is how we make our MARK on Markinch and the world! <table><tr><th>AMBITIOUS</th><th>RESPECTFUL</th><th>KIND</th></tr><tr><td> - We are resilient and we persevere with something we find difficult - We ask for help if we need it - We dream big and aim high by setting ourselves targets </td><td> - We look after everything and everybody - We respect the opinions of others even if we don't agree - We appreciate differences and treat everyone in our world equally </td><td> - We are polite and have good manners - We do not hurt other people physically or with words - We know that kindness costs us nothing and in a world where we can be anything, we choose to be kind </td></tr></table>				AMBITIOUS	RESPECTFUL	KIND	- We are resilient and we persevere with something we find difficult - We ask for help if we need it - We dream big and aim high by setting ourselves targets	- We look after everything and everybody - We respect the opinions of others even if we don't agree - We appreciate differences and treat everyone in our world equally	- We are polite and have good manners - We do not hurt other people physically or with words - We know that kindness costs us nothing and in a world where we can be anything, we choose to be kind
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Attendance (%) Overall 93.67% on 22.6.26 (stretch target 95.3%)	Authorised	4.07%%	Unauthorised	2.26%%						
Exclusion (%)	0									
Summary of consultation with stakeholders	- Parent Partnership meetings provide regular opportunities for meaningful engagement in school improvement, with priorities and budget decisions clearly discussed, reviewed and communicated transparently through shared minutes for the wider parent forum. - Analysis of staff, pupil, parent and partner feedback effectively informs school improvement priorities and associated budget decisions, ensuring resources are strategically aligned to identified needs and areas for development. - School and Nursery Improvement Plans are shared promptly and accessibly through a range of communication channels, ensuring stakeholders are well informed. The ongoing development of the school website further supports transparency and accessibility of statutory information. - Termly newsletters provide clear and regular updates on progress against improvement priorities, supporting ongoing parental engagement and understanding of school development. - Improvement priorities are highly visible across the school and nursery, promoting transparency and ensuring that learners, parents and partners are aware of and engaged in the school's improvement journey.									
Attainment Scotland Fund Allocation	£41650									
Cost of the school day statement: At Markinch Primary School, we are committed to ensuring that no child or family experiences financial barriers to participation in school life. Through a proactive and inclusive approach, we have established a range of measures which reduce cost pressures, promote equity and ensure full access to learning and wider opportunities. - Free school meals and fruit provision within ELC, alongside a voluntary nursery fund contribution, support equitable access from the earliest stages.										

- The school provides key uniform items, including P1 and P7 ties, ensuring all learners feel included and part of the school community.
- All extra-curricular activities are offered free of charge, maximising participation in wider achievement opportunities.
- Initiatives such as the Markinch Mini Market, pre-loved uniform stalls and seasonal clothing events provide ongoing practical support to families and reduce financial pressure.
- Targeted supports, including holiday club referrals and PEF/Hardship/Young Carers funding, ensure that vulnerable learners can fully participate in opportunities such as residential experiences, reducing inequalities.
- The use of Scottish Government free bus passes for trips, alongside the provision of outdoor clothing, ensures learners can fully access curriculum experiences without additional cost.
- School events are carefully planned to be inclusive, with free access wherever possible and optional donations, ensuring all families can participate regardless of financial circumstances.
- Consideration is consistently given to reducing costs linked to themed events (e.g. World Book Day), ensuring equity and inclusion remain central to planning decisions.

As a result, these approaches significantly reduce barriers to participation, increase inclusion and ensure that all learners can engage fully in the life and work of the school.

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

Focused Priority 1: (School & ELC)

Curriculum – A shared understanding of 'Our MPS Curriculum' with planned, progressive pathways across the BGE and a skills-based approach to learning

- *We will ensure there is a shared understanding of 'Our Curriculum' with an entitlement for all children to progressive learning experiences across the BGE. Children will develop skills across curricular areas. Staff will engage in planning and moderation, using the benchmarks and using a range of assessment evidence to inform professional judgements and achievement of a level across the BGE.*

HGIOS 4/HGIOELC Quality Indicators: 1.1, 1.2, 1.3, 2.2, 2.3, 3.1, 3.2

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

- A structured and sustained programme of collegiate professional learning has driven forward identified improvement priorities, resulting in greater consistency in practice
- Improvement Priority working groups have led focused development across key areas of the SIP, while systematically sharing effective practice across the staff team, leading to enhanced whole-school coherence and collective ownership of improvement.
- Termly collegiate planning and moderation sessions have strengthened the use of a wide range of assessment evidence, supporting more robust and consistent professional judgements and increased confidence in achievement of a level across the BGE.
- The introduction of termly overview planners aligned to the four contexts for learning has strengthened curriculum coherence, ensuring all learners experience their full entitlement to progressive, relevant learning across the BGE.
- Consistent use of progression pathways across all curriculum areas is enhancing the quality of planning, resulting in more clearly sequenced learning and improved progression for all children.
- The development of MPS RME progression pathways (E–2nd level), alongside updated resources and refreshed Religious Observance guidance, has strengthened curriculum delivery, leading to more consistent, high-quality learning experiences in RME.
- Updated Equalities and Diversity guidance is supporting staff to better reflect and respond to the school's increasingly diverse community, promoting greater inclusion, representation and equity in learning experiences.
- A progressive metaskills framework has been introduced within an enhanced 5-part learning and teaching model, leading to more explicit development of transferable skills and increased learner ability to apply skills across contexts.
- Attainment meetings are increasingly focused on the analysis of assessment evidence, supporting more targeted professional dialogue and improved accuracy in tracking and identifying next steps in learning.
- Whole-school use of the Progress Framework has strengthened tracking and monitoring, with professional dialogue supporting clearer understanding of learner progress across the BGE and improved consistency in reporting to parents.

- The further development of the curriculum rationale ensures it accurately reflects learners' experiences across the BGE, providing greater clarity for staff, learners and the wider community about the MPS curriculum and its intended impact.

Impact:

- Learner confidence in progress is improving, with 88% of pupils reporting they feel they are making progress (Pupilwise), representing a 14% increase since 2024, evidencing growing confidence in attainment and outcomes.
- All pupils experience well-planned, progressive learning across the BGE, ensuring coherent curriculum pathways which support sustained engagement and attainment over time.
- The majority of learners are developing their knowledge and understanding of RME within the BGE, contributing to improved awareness of beliefs, values and global citizenship.
- The majority of learners are increasingly developing meta-skills, supporting their ability to apply learning across contexts and strengthening readiness for lifelong learning.
- All teachers plan effectively across the four contexts for learning, with clear termly overviews shared with parents, resulting in greater transparency, coherence and partnership in children's learning.
- Almost all staff have strengthened their understanding and application of the Progress Framework, enabling more consistent tracking of learning and more targeted interventions, leading to improved identification of next steps for individuals and cohorts.
- Pupil voice evidence (Term 3) indicates improved staff understanding of meta-skills, with early impact seen in pupils, particularly at 1st and 2nd level, who are beginning to confidently use and understand the language of meta-skills.
- Learning and Teaching observations (Term 3) show almost all teachers are embedding meta-skills within the MPS learning model, resulting in increased pupil confidence in applying meta-skills meaningfully in context.
- Robust whole-school tracking using 'Progress' ensures all learners are monitored across the curriculum, with the majority experiencing appropriate pace and challenge. Refreshed tracking processes are enhancing professional dialogue and leading to clearer, targeted interventions for identified learners.
- Quality assurance with the QIO has strengthened tracking and monitoring processes, enabling more precise analysis of key cohorts (e.g. SIMD, ASN, EAL, care experienced), resulting in more targeted and equitable support.
- Monthly SfL and SLT collaboration has improved strategic focus on priority cohorts, ensuring timely, data-informed interventions and contributing to a more robust tracking system overall.
- Integration of NSA, BASE and ELIPs data into the Progress Framework is strengthening attainment analysis over time, supporting more accurate and holistic tracking of learner progress.
- Improved reporting is enhancing parental understanding of progress, with 75.6% of parents recognising their child is making progress (+9%). Positive feedback on reporting remains strong at 80%, indicating consistent, effective communication of attainment and achievement.
- A refreshed curriculum rationale provides greater clarity of the MPS vision and context, enabling the whole community to better understand and support children's learning, values and wellbeing.

Next Steps:

- Consistently high-quality differentiation will be further developed across the school, ensuring all learners experience appropriate pace, support and challenge—particularly in literacy and numeracy—resulting in improved attainment and greater equity for all learners.
- Assessment and moderation practices will be strengthened through deeper engagement with Fife assessment resources and cluster-wide moderation, leading to increased consistency in professional judgements and more effective targeting of interventions based on robust evidence of learner needs.
- Active participation in Fife-wide Quality Improvement cohorts (Reading and ELC Communication) will support staff professional learning and collaboration, resulting in enhanced pedagogical approaches and improved outcomes in literacy and early communication.

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

Focused Priority 2: (School and ELC)

High Quality Learning & Teaching in Literacy/Reading enhanced by Digital Technology

- To support all staff using digital technologies to create a more inclusive, engaging and personalised learning environment leading to improved outcomes for children and young people with a specific focus on using technology to enhance Learning and Teaching within our curricular focus of Literacy/Reading.
- To develop clear approaches to the teaching of reading

HGIOS 4/HGIOELC Quality Indicators:1.2, 2.3, 3.2

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

- The strong inclusive and nurturing ethos at Markinch Primary & Nursery School is a key driver of positive outcomes, with a clear commitment to children's rights and high-quality relationships resulting in consistently high levels of learner engagement and wellbeing. Our values—*Ambitious, Respectful and Kind*—are deeply embedded across the school community and are evident in learners' attitudes, relationships and behaviour, directly supporting our vision of *Maximising Potential and Success*.
- Learning environments across the school and ELC are consistently calm, purposeful and well-structured, effectively supporting both learning and wellbeing. At Early Level, highly responsive environments extend and sustain children's interests, with a well-balanced approach to adult-led and child-initiated learning, resulting in strong continuity, confidence and readiness as children transition into Primary 1.
- Almost all learners demonstrate high levels of motivation, engagement and increasing independence, working collaboratively and taking responsibility for their learning. Positive behaviour is a strength, with almost all learners demonstrating respect, courtesy and self-regulation—particularly during transitions—reflecting clear, consistent whole-school expectations and routines.
- The consistent application of the MPS lesson model has strengthened learner clarity and ownership, with most pupils able to articulate the purpose of their learning, success criteria and next steps. The introduction of metaskills is increasing learners' awareness of transferable skills, though further work is required to ensure depth and consistency of understanding across all stages.

Digital Literacy Improvement:

- The Digital Literacy Improvement Group has effectively built staff capacity through targeted professional learning and the sharing of effective practice, resulting in more engaging, inclusive and accessible learning experiences for pupils.
- Staff are increasingly confident in using digital tools to enhance pedagogy, leading to improved learner engagement and more varied approaches to teaching and assessment.
- The use of accessibility features has strengthened inclusive practice, enabling learners to access learning in different ways and promoting greater independence and equity.
- Digital platforms are being used effectively to extend learning beyond the classroom, particularly in P6 and P7, supporting increased learner autonomy, consolidation of knowledge and engagement with learning outwith school.
- Targeted professional learning has supported staff to use digital approaches to differentiate learning more effectively, allowing pupils to access materials at an appropriate pace and level, resulting in improved support and challenge across lessons.
- Staff knowledge and understanding of safe and responsible digital use has been strengthened, ensuring consistent modelling of digital citizenship across the school.
- Cluster collegiate working and professional learning (including use of iPads and associated apps) has further enhanced staff practice, leading to improved consistency and quality of digital pedagogy across the school.

Reading Improvement:

- Pupil and staff questionnaires indicated current strengths and areas for development

- Enhanced focus on literacy-rich environments is supporting reading, contributing to increased engagement and positive attitudes towards reading.
- A stronger focus on developing core reading skills is beginning to lead to improved learner confidence and capability, supporting progress in literacy attainment.
- Targeted approaches to fostering independence are beginning to develop more engaged and self-motivated readers, though this remains an area for continued development to ensure consistency and sustained impact across all stages.

Impact:

- The use of digital approaches, particularly in P6 and P7, is enhancing the quality and accessibility of feedback, resulting in greater learner reflection, increased independence and stronger learner ownership, supported effectively through tools such as Showbie.
- The introduction of a cluster-wide accessibility guide for iPads as universal supports has improved equity of access, enabling learners to engage more fully with learning and supporting more inclusive and effective differentiation across classes.
- The developing use of digital technologies, such as casting to smart TVs, is strengthening the immediacy and quality of feedback, leading to more effective self and peer assessment and supporting learners to make timely improvements in their work.
- Almost All pupils who responded to the pupilwise survey 94.52% of 96 pupils feel that there is consistently strong delivery of online safety with a positive impact on pupils confidence, knowledge and resilience.
- Out of 213 responses to the Parentwise survey we have seen a 42% increase to 94% with parents feeling confident about how they can support their child to safe online. This evidences the highly successful targeted work in digital safety
- The work of the Reading Improvement Group is strengthening practitioner confidence and consistency in the teaching of reading, through targeted professional learning and the sharing of effective practice aligned with national and local guidance.
- A focused approach to developing literacy-rich environments is enhancing learner engagement and exposure to high-quality texts, supporting the development of positive reading behaviours and attitudes.
- Targeted development of reading skills is resulting in learners making more consistent progress in decoding, comprehension and fluency, contributing to improved attainment in literacy.
- confidence and ownership of reading, with learners more actively applying their skills across a range of contexts
- Fundraising agreement with the Parent Partnership to focus fundraising goal for the purchase of Non Fiction reading books as identified in audits
- Outdated books have been donated to Books for Africa

Next Steps:

- Teacher expertise in the teaching of reading will be further developed, resulting in a more consistent, evidence-informed approach across all stages and improved literacy outcomes.
- Greater consistency in the quality and design of literacy-rich environments will be achieved, leading to increased learner engagement, motivation and immersion in reading.
- Learners will have increased opportunities to engage with high-quality texts in meaningful and relevant contexts, resulting in deeper comprehension and enhanced enjoyment of reading.
- Opportunities to apply reading skills across the curriculum will be expanded, supporting deeper understanding, improved transfer of skills and increased relevance of learning across contexts.
- All children from P4-P7 will have opportunities to use and engage with EPIC and Teach your Monster to read.

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

Focused Priority 3:

Focused Priority: 3 Wellbeing, Equality & Inclusion (School & ELC)

- *At a universal level, all staff will use consistent approaches to support the social and emotional needs for all learners, ensuring children are ready to learn.*
- *At an additional and intensive level we will raise engagement for identified learners through nurture and planned interventions by further developing our classrooms, playrooms, shared spaces and nurture rooms*

HGIOS 4/HGIOELC Quality Indicators: 1.3, 1.3, 2.4 and 3.2

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

- A strong, nurturing ethos is embedded across the school and ELC. Staff know children very well and respond sensitively and promptly to wellbeing needs. This results in almost all children feeling safe, valued and ready to learn.
- There is strong evidence of a highly positive ethos at MPS, with staff consistently experiencing a supportive and collegiate culture with strong professional relationships. This is reflected in the 2026 StaffWise survey, where 100% of respondents reported positive views in this area, demonstrating a well-established culture that underpins staff wellbeing, collaboration and effective school improvement
- Positive, respectful relationships are a clear strength and underpin learning at all stages. Children benefit from consistent approaches such as restorative conversations, nurturing strategies and CIRCLE/UP UP AWAY planning frameworks.
- Targeted and universal wellbeing supports, including nurture interventions, Team Around the Child, and Calm Corner provision, ensure most children experience reduced barriers to learning and improved emotional regulation.
- Children increasingly understand their rights and responsibilities through regular UNCRC and wellbeing indicator focus at assemblies, class charters and ELC experiences.
- A robust universal–targeted–intensive continuum of support is in place, leading to timely identification of needs and improved outcomes for children requiring additional support. Whole-school and cohort tracking is used well to inform interventions.
- Equality, diversity and inclusion are promoted effectively through learning experiences, resources and updated guidance. Almost all children can talk about fairness, kindness and respecting differences.
- Statutory duties are fulfilled consistently. Staff demonstrate secure understanding of safeguarding procedures, with CP training, induction processes and compliance checks firmly embedded.
- Transitions (ELC–P1 and P7–S1) are carefully planned with relevant information passed on, ensuring continuity and smoother progression for most learners.

Impact:

- Learner wellbeing is a clear strength, with almost all pupils reporting that they feel welcome (94.67%), have friends (94.68%), feel safe (91.58%) and feel happy (90.53%) (Pupilwise 2026). This is further triangulated by GMWP data and ongoing learner voice, which consistently confirms that children feel safe, cared for and listened to within a highly supportive environment.
- There is a consistently highly positive pupil experience across the school, with most to almost all responses (85–95%) in Pupilwise surveys indicating strong outcomes across key wellbeing indicators, reflecting the sustained impact of nurturing, inclusive practice.
- The calm, respectful and nurturing ethos is externally validated, with visitors, partners and supply staff consistently recognising the highly consistent, relationship-based approaches embedded across the school and ELC.
- A positive culture provides a strong platform for implementing change and improving learner outcomes.
- Targeted interventions are demonstrating measurable impact, with tracking evidence showing improved learner engagement, reduced behavioural incidents and increased emotional regulation, particularly for those receiving additional support.
- The use of CIRCLE, Up, Up and Away and CICS/CPS assessments has strengthened inclusive classroom practice, resulting in learning environments which proactively reduce barriers and support participation for all learners.
- Restorative approaches are having a positive impact on behaviour and relationships, with fewer conflicts escalating and learners increasingly able to resolve issues independently, demonstrating improved social and emotional skills.
- Rights Respecting Schools principles are further developing across the school and ELC, evidenced through learner voice, Seesaw journals, class/playroom charters and progressive values work, resulting in increased learner understanding of rights, respect and responsibility.
- Robust safeguarding systems are in place and well understood by the school community, as evidenced through PRD processes, safeguarding records and Child's Plan reviews. Parentwise (2026) data shows this is a significant strength, with 93% of parents knowing who to contact and 86% confident their child is safe, reflecting high levels of trust in school systems.
- Targeted universal supports, including Calm Corners and support resources, are enhancing learner independence and self-regulation, leading to smoother transitions and increased readiness to learn, alongside a reduction in low-level disruption.

- Diversity, equality and inclusion are increasingly developing across the curriculum and ethos, supported by updated guidance, inclusive resources and targeted developments (including EAL), resulting in greater representation and a stronger sense of belonging for all learners.
- Enhanced transition processes and strengthened ELC–school and cluster collaboration are improving continuity of learning, ensuring learners experience coherent, well-supported transitions which promote confidence and sustained progress.

Next Steps:

- Parental confidence in bullying processes is variable, with 52% of parents reporting that the school listens and takes action, and 35% indicating neutrality or uncertainty. In contrast, pupil voice presents a much stronger picture, with almost all learners (91.58%) feeling safe and most reporting that concerns are listened to (86.36%) and acted upon (87.10%) (Pupilwise 2026). This indicates that systems are experienced by pupils as responsive and effective but are not yet consistently visible or understood by all parents. As a result, we will strengthen transparency and consistency in our approaches to bullying, ensuring clearer communication of actions and impact to build parental confidence and trust.
- Parental confidence in support for learning is developing, with 59.3% of parents recognising that their child can access appropriate support, indicating a minority who are uncertain or less confident in this area. In contrast, pupil feedback is notably stronger, with almost all pupils (88.89%) reporting they can access the support they need and 90.41% (pupilwise 2026) identifying that staff help them to progress. This highlights that support systems are effective in practice but not yet fully understood or visible to all parents. To address this, we will develop clear, accessible and user-friendly versions of the MPS Continuum of Support, strengthening shared understanding, improving communication and enhancing partnership working to support improved outcomes for all learners.
- A comprehensive online staff handbook will be developed and implemented, aligning all wellbeing, safeguarding and inclusion guidance into a single, coherent framework, resulting in greater consistency, clarity and strengthened professional practice across all staff in line with MPS standards.
- Analysis and use of GMWP data will be strengthened and complemented by regular pupil wellbeing check-ins, embedded within the QA calendar, enabling earlier identification of emerging needs and more timely, targeted and responsive interventions to support learner wellbeing.
- Consistent completion and rigorous quality assurance of CICS/CPS assessments (August and February) will be embedded, ensuring robust tracking of wellbeing over time and enabling more precise, data-informed support planning for individuals and cohorts.

Improving Outcomes

ON TRACK OR ABOVE	L&T	Reading	Writing	Numeracy
P1	83%	83%	83%	87%
P4	76%	76%	76%	76%
P7	82%	82%	82%	85%
P1, P4 & P7 COMBINED	80%	80%	80%	83%
OVERALL ATTAINMENT	80%			83%

Overall Attainment for 2025 - 2026				
	Literacy		Numeracy	
	Stretch	Actual	Stretch	Actual
P1	84.6%	83%	89.7%	87%
P4	73.0%	76%	81.1%	76%
P7	79.5%	80%	84.6%	83%
- In primary 1 attainment has improved across the session from 74% (Dec) to 80%+ (May) in literacy and numeracy. This demonstrates effective early intervention and strong classroom practice, resulting in positive progress over time. Next steps will be to increase stretch and challenge to move more learners into the 90%+ category. - In Primary 4 there is evidence of stability in cohort performance over time, despite contextual challenges. Contextual factors such as high ASN profile, cohort mobility and ongoing impact of early years pandemic disruption have all have contributed to some gaps in progression from P1-P4. Next steps will be to strengthen targeted literacy interventions, particularly reading and writing aswell as enhance differentiation and ASN support strategies - In Primary 7 the majority of learners are achieving expected levels by the end of BGE. This cohort has shown inconsistent progress across stages, with fluctuations from P1–P7. There is evidence of disruption (staffing changes, pupil mobility) impacting progress as well as Individual cases (e.g. late arrivals, bereavement) impacting cohort data - Attainment data demonstrates strong early progress in P1 and consistently high performance in numeracy across stages. However, literacy attainment, particularly at P4 and P7, remains an area for improvement. Strengthening literacy pedagogy, improving progression pathways, and enhancing inclusive practice will be key to ensuring sustained improvement in attainment outcomes for all learners.				
Evidence of significant wider achievements - Learners lead clubs and initiatives, increasing engagement, responsibility and participation across the school. - Programmes such as Digital Leaders are building transferable skills for learning, life and work, with increasing confidence in digital technologies. - Outdoor learning opportunities support wellbeing, environmental awareness and skills development. - Community engagement projects (e.g. tree planting) strengthen citizenship, responsibility and connection to the local community. - Success in competitions (1st place Rotary) demonstrates confidence and effective application of skills. - Trained Junior Leaders support inclusive, safe playgrounds using school values and Emotion Works. - Whole-school approaches promote positive behaviour, motivation and a strong sense of belonging. - All classes use the 4 contexts for learning to plan for wider achievement, leading to increased participation, skill development and real-life application. - Strong upper stage impact (P6–P7) with learners developing a broad range of skills and achievements, with improved confidence and engagement. The Fife Achievement 3-Part Approach and Diploma strengthen tracking and recognition. - Moderate positive parental feedback (56–61%) indicates strengths but highlights a need to improve communication and visibility of wider achievement opportunities				

Evaluations (School)				
	2023-24	2024-25	2025-26	Inspection Evaluations (since August 2024)
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	Good	Very Good	Very Good	N/A
3.2 Raising attainment and achievement	Good	Good	Good	N/A
Evaluations (ELC)				
	2023-24	2024-25	2025-26	Inspection Evaluations
1.3 Leadership of Change	Very Good	Very Good	Very Good	N/A
2.3 Learning, teaching and assessment	Very Good	Very Good	Very Good	N/A
3.1 Ensuring wellbeing, equity and inclusion	Very Good	Very Good	Very Good	N/A
3.2 Securing children's progress	Very Good	Very Good	Very Good	N/A
Care Inspectorate Evaluations (ELC)				
	2023-24	2024-25	2025-26	
How good is our care, play and learning?	N/A	N/A	N/A	
How good is our setting?	N/A	N/A	N/A	
How good is our leadership?	N/A	N/A	N/A	
How good is our staff team?	N/A	N/A	N/A	
Statement about feedback from Education Scotland/Care Inspectorate if inspected this session.	Last Care Inspection was May 2019. Quality of care and support – Excellent Quality of staffing - Excellent			