

We are a learning family where all are nurtured, valued, encouraged and challenged.

We aim to;

Respect – learning, ourselves, each other and our school.

Believe – in ourselves and each other.

Achieve – everything we are capable of.

Our Vision, Values and Aims were constructed in Session 2017~2018 with pupils, parents and staff. They are displayed prominently in our front foyer, within every classroom and also externally for our families and our community. Throughout the school year, we use the hashtag #TheLadybankWay to highlight aspects of our school life that exemplify our vision and aims of Respect, Believe, Achieve. Our Learning Partnership have previously identified our work around our aims as a strength.

This year, our P5/6 class wrote a School Song in partnership with Beatbox. The children from the class have since taught the song to the rest of the school. This project was supported by YMI funding. The song echoes the key messages within our School Vision, Values and Aims and underlines the sense that this is the way we do things at Ladybank - #TheLadybankWay.

Please click on the link below to watch our school song.

<https://youtu.be/Ld9YywSyfAg>

Improvement Priority Session 2022 – 2023

Priority 1 – Increase percentage of children meeting benchmarks within the number organisers at P1, P4 and P7 to 80% by May 2023.

NIF Priority

- Improvement in attainment, particularly in literacy and numeracy.
- Closing the attainment gap between the most and least disadvantaged young people.

NIF Driver

- Teacher Professionalism: how we support teachers in their professional development.
- Assessment of Children's Progress: how we gather information about children's progress and how we use this information to support improving outcomes for all.
- Performance Information: how we gather and analyse information to help us target areas for improvement, show where we have been successful and where we may need to do more.

HGIOS 4 Quality Indicators

- 1.1 – Self-evaluation for self-improvement
- 2.3 – Learning, teaching and assessment**
- 2.4 – Personalised support
- 3.2 – Raising attainment and achievement**

HGIOELC Quality Indicators

- 1.1 – Self-evaluation for self-improvement
- 2.2 – Curriculum**
- 2.3 – Learning, teaching and assessment
- 3.2 – Securing children's progress**

| | | | | | | |
|---|-----------------|-----|---------------------|--|---------------------------------|--|
| Has this priority been: (please highlight) | Fully achieved: | Yes | Partially achieved: | | Continued into next session: | |
|---|-----------------|-----|---------------------|--|---------------------------------|--|

Progress:

- Numeracy trackers which track progress in the Early level through initial engagement and progressing are now embedded for all children in the nursery. Staff in nursery report increased confidence in tracking whether pupils are at the initial engagement of the early level or moving into progressing. Staff value having clear progression pathways within the trackers and have commented that this helps them identify ways to support children's next steps.
- A numeracy audit was carried out in nursery and additional resources identified to support a numeracy rich play environment.
- All staff use Fife Conceptual Numeracy Planners and pyramids and use the records for understanding when assessing progress.
- Diagnostic assessments were carried out in P5, P6 and P7 in August/September and used to identify individuals for targeted intervention and themes across the numeracy organisers to focus on. This is cross-checked with our PEF and NSA data.
- *Children were grouped by class with groups from P5/6, P6/7 individuals and children with dyscalculia identified for small group/individual inputs. These happened weekly when staffing levels allowed.*
- SfL led a second input on dyscalculia and how to support it at a universal level at a staff meeting in Term 2.
- *P4 NSA data was used in February to identify pupils in Bands 4 and 5 for additional. The data was also used to identify focussed themes for intervention. A stretch group were identified as it is felt that our most able children would have been in higher bands in previous years. This may be due to them not having been exposed to learning at a more challenging level.*
- Our identified Conceptual Numeracy Train the Trainer trained teacher, went on maternity leave in January. In order to continue our focussed work on numeracy, we employed an art teacher to release our own staff to undertake the interventions themselves.
- Our probationer teacher in P3/4 planned her enquiry around using the SEAL resources to support moving a small group of children with ASN from concrete > pictorial > abstract understanding of core numeric concepts.
- *SEAL resources were purchased to support the development of basic numeracy concepts with small-groups of targeted pupils at risk of not attaining national expectations in P2, P3 and P4 initially. A baseline assessment in February identified children within our P1 cohort who benefitted from individualised support for the second half of the session.*
- *Purchased a Sumdog subscription to support the use of a games-based learning approach for the consolidation and practice of numeracy skills. This has been used at home and at school.*
- *We continued to use additionality in staffing to target small group interventions and recovery work in numeracy.*

Impact:

| Session 2022~2023 | Numeracy |
|-------------------|-----------------------------|
| Primary 7 | 73% (-1%) |
| Primary 4 | 87% (+20%) |
| Primary 1 | 82% (+32%) |
| School | 81% (+17%) |

| Session 2021~2022 | Numeracy |
|-------------------|----------------------------|
| Primary 7 | 74% (+14%) |
| Primary 4 | 67% (+29%) |
| Primary 1 | 50% (-23%) |
| School | 64% (+7%) |

| Session 2020~2021 | Numeracy |
|-------------------|-----------------------------|
| Primary 7 | 60% |
| Primary 4 | 38% |
| Primary 1 | 73% |
| School | 57% (-17%) |

- Care Inspectorate found that children direct their play in nursery and were engaged in purposeful, fun activities. Play experiences provided challenge and supported children to develop literacy and numeracy skills. The learning environment provided opportunities that promoted curiosity and imagination as children accessed age-appropriate resources. This meant that the environment and activities were inclusive of all children.
- *All teaching staff believed that the interventions delivered within numeracy had improved attainment. Most teachers understood the different supports learners with dyslexia and dyscalculia should have within their classroom. One member of staff would value learning more about the particular supports that should be in place at the early level.*
- *Most of pupils (81%) at P1, P4 and P7 have attained national levels of attainment. This is an increase of 17% from last session. This meets our stretch target for the session. This is despite a projected significant dip in our P7 attainment data for numeracy in particular.*
- *In Session 20/21, 37% of P4 children were on track within numeracy and mathematics. In Session 21/22, 46% of this cohort were on track in P5. An increase of 11%. In Session 22/23, 50% of this cohort are on track in P6, an increase of 4%. Those children within this P6 cohort that are not on track have a Learner Profile with identified strategies to support their additional need or a Child's Plan.*
- *All children in P7 who were not predicted to attain the 2nd Level by the end of P7 have decreased the gap by, on average, 11 months since our numeracy interventions began last session.*
- *All identified pupils in P2 who received additional input have reduced their gap in attainment by 6 months.*
- *Our analysis of attainment over time shows sustained gains in attainment, despite the impact of lower cohort numbers.*

Next Steps:

- We will continue to embed concrete supports for our learners with dyscalculia in line with the development work undertaken.
- Whilst we have a projected dip in our numeracy and mathematics attainment in P7 next session – this is directly linked to identified ASN and plans are in place to support this. Interventions have resulted in a reduction in the attainment gap to pre-lockdown levels. (See SIP priority 2)
- As a result, we will not continue this improvement focus next session.

Priority 2: Through implementing supports at a universal and additional level including a focus on the use of assisted technology, decrease the attainment gap for children with additional support needs to pre-lockdown levels.

NIF Priority

- Improvement in attainment, particularly in literacy and numeracy.
- Closing the attainment gap between the most and least disadvantaged young people.

NIF Driver

- Teacher Professionalism: how we support teachers in their professional development
- Assessment of Children’s Progress: how we gather information about children’s progress and how we use this information to support improving outcomes for all
- Performance Information: how we gather and analyse information to help us target areas for improvement, show where we have been successful and where we may need to do more.

HGIOS 4 Quality Indicators

- 1.1 – Self-evaluation for self-improvement
- 2.3 – Learning, teaching and assessment
- 2.4 – Personalised support**
- 2.6 – Transitions
- 3.1 – Improving wellbeing, equality and inclusion
- 3.2 – Raising attainment and achievement**

HGIOELC Quality Indicators

- 1.1 – Self-evaluation for self-improvement
- 2.4 – Personalised support
- 3.1 – Ensuring wellbeing, equality and inclusion
- 3.2 – Securing children’s progress**

Has this priority been:
(please highlight)

Fully
Achieved

Partially
achieved

Yes

Continued into
next session

Yes

Progress:

- Care Commission audited our planning for children with additional support needs in the nursery. They commented that chronologies were of a high quality and detailed the journey of a child. Child’s plans were found to be of a high-standard.
- Key staff in our team have received intensive support from our EP, Hope Thompson, in order to plan appropriate learning targets, establish routines and support communication for children with ASN.
- Neurodiversity has continued to be a focus across the school. Inputs at assembly this session have also included children from the upper school speaking about their own neurodiversity and sharing what helps them to succeed. We have also shared Murray’s Story – a video from Our Autistic Minds by Chris Packham – which gives a voice to a non-verbal autistic young man.
- *We purchased an additional five iPads and have allocated them to children with significant ASN so that they can use assistive technology to support their learning across the curriculum.*

- *PSAs have supported 3 children with speech and language practice in the early years twice/three times weekly as per speech and language guidance.*
- Our Learner Profile format was created in partnership with cluster heads from Bell Baxter HS. There is a cluster commitment to using this format for all P7 pupils transitioning to Bell Baxter. SMT at Bell Baxter commented that the quality of information contained within the profile was high at their Extended Learning Partnership. At a school level, we have committed to using the format for all learners.
- The centre shared an expectation that all pupils should have a Summary of Support. Through discussion with Jen Wilson, it was agreed that schools within the Bell Baxter cluster could continue to use the agreed cluster profile but use the Summary of Support as a summary top sheet. This could provide a brief explanation of supports for, for example, supply teachers or visitors to school.
- The use of the Circles Framework has been embedded in our systems for requesting assistance from Support for Learning. A CICS Inclusive classroom audit is carried out in Term 1. A Circles Participation Scale is undertaken by teaching staff and submitted alongside a request for assistance.
- Learner Profiles have been created for all pupils with an identified need or identification at a universal level. These have been cocreated with pupils in P5-7 and shared with all families in P2-7. This was a significant piece of work across the school.
- The impact of our improvement work within 2.4 Personalised Support was the focus of our Learning Partnership in March.

Impact:

- In nursery, children's PLJs are updated regularly in consultation with children and families. PLJ's are easily accessible, and children enjoyed sharing their learning with CI during their visit. Detailed child's plans are in place for children who are being supported by other professionals. CI found that we had an effective system to ensure these were reviewed and updated regularly. They felt that this meant that children received the support that was right for them.
- The Learning Partnership team observed happy, settled children who were fully engaged in their learning. Calm, well organised and purposeful inclusive environments were observed throughout the school.
- All members of staff across the school and nursery who were engaged in dialogue with the team were able to talk confidently about learners as individuals and identify their additional needs and how these were being met.
- All teaching staff agreed that they knew the features of an inclusive classroom and were able to identify ways to make their own classroom more inclusive with 60% strongly agreeing.
- *Most teachers agreed that their confidence in using technology to support learners with additional support needs at a universal level had improved. One member of staff would welcome further learning about the application of this at the early level.*
- Teaching staff are able to talk confidently about the impact of improvement work undertaken in 2.4 on outcomes for children. They are able to discuss inclusive practice and identify what they were doing to meet learner's needs in the classroom.
- Staff in the nursery are able to talk in detail about the support individual children received in order to make progress in their learning and development.
- Strong evidence of personalised support is observed in classrooms and is in line with expectations laid out in Learner Profiles. *Digital technology is being used in all classes to effectively support identified learners in a variety of ways.*

Staff spoke of the positive impact CPD had had on their ability to meet the needs of their learners in their class during our Learning Partnership visit (e.g. Educational Psychologist's input to meet learners needs at an intensive level in the early years, Sfl teacher inputs on; Book Creator, Clicker, Assistive functions within Office 365).

- All teaching staff felt that the new Learner Profiles were an effective way of capturing the needs of learners in their class and sharing these with parents, pupils and another staff members. 60% strongly agreed.
- *All PSAs fully engage with learners in class and provide high quality support. PSAs were able to talk confidently about how the needs of two learners at an intensive level were being met at our Learning Partnership. There was evidence of the positive impact of CPD undertaken in enabling them to further meet that need.*
- Children are beginning to be able to talk about their additional needs and what helps them in more detail.
- Strong evidence of a purposeful play-based environment was evident in P1/2 which was helping to meet pupil needs at a universal through to intensive level.
- The new profiling processes and the children's new Learner Profiles were found to be of a high-standard, containing a summary of supports for children. There was a direct correlation between what was on the children's profiles and what was observed in class.
- We have now evaluated 2.4 Personalised Support as Good where strengths outweigh weaknesses.

Next Steps:

- PSAs were observed fully engaging with learners in class providing high quality support. It would be beneficial to further involve them in the profiling process and sharing children's Learner Profiles with them now that this is established.
- Continue to embed new profiling processes and Learner Profiles across the school and nursery. Investigate ways to approach profiling for children at an additional or intensive level in the nursery using Up, up and Away toolkit to amend the current Circles format.
- Create a Summary of Support top sheet for each Learner Profile as per Central guidance.
- Work with cluster HTs to draw together new systems and processes in to an appendix to sit alongside our Learning, Teaching and Assessment policy.
- Update the Curriculum Rationale to reflect the development work undertaken this session.

Priority 3: By May 2023, pupils at Ladybank experience a consistent approach to the structure of learning and teaching through the introduction of the 4-part model. Staff and pupils have a clear understanding of what high-quality learning and teaching looks like at Ladybank.

NIF Priority

- Improvement in attainment, particularly in literacy and numeracy.
- Closing the attainment gap between the most and least disadvantaged children and young people.

NIF Driver

- Teacher Professionalism: how we support teachers in their professional development

HGIOS 4 Quality Indicators

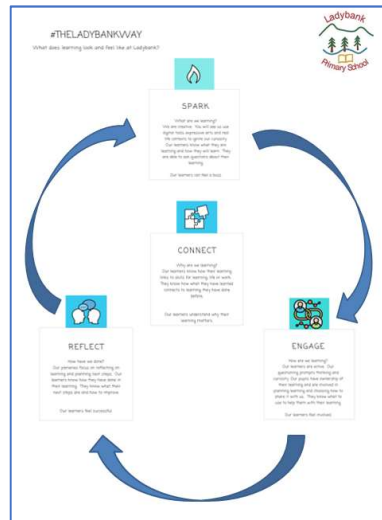
- 1.1 – Self-evaluation for self-improvement
- 2.3 – Learning, teaching and assessment**
- 2.6 – Transitions
- 3.2 – Raising attainment and achievement

HGIOELC Quality Indicators

- 1.1 – Self-evaluation for self-improvement
- 2.3 – Learning, teaching and assessment

| | | | | | | |
|---|-------------------|---|-----------------------|-----|--------------------------------|-----|
| <ul style="list-style-type: none"> - Assessment of Children’s Progress: how we gather information about children’s progress and how we use this information to support improving outcomes for all. - School Improvement: every school has a responsibility to evaluate how well it is doing against the National Improvement priorities and other performance measures. | | 2.6 – Transitions 3.2 – Securing children’s progress | | | | |
| Has this priority been: (please highlight) | Fully Achieved | | Partially achieved | Yes | Continued into next session | Yes |
| <p>Progress:</p> <ul style="list-style-type: none"> • Nursery undertook self-evaluation in staff meetings in Term 1 and 2 using the Quality Assurance framework which scaffolded reflection on the national standards alongside the Care Inspectorate quality framework. This highlighted strengths in play and learning. Staff identified our outdoor learning environment and the re-establishing of parental engagement opportunities as priorities. • This session, nursery has provided PEEP sessions in Term 4 and regular Bookbug sessions for families. We have welcomed families in to stay and play sessions and on forest kindergarten sessions. • Work was undertaken to make our dining experience in the dinner hall more homely for our nursery children. Proper plates, bowls and child-sized cutlery was purchased along with table covers and jugs for milk and water. This helped to make the lunch hall a calmer more inviting experience for the children. Some of our children with additional support needs continued to find the transition to the dining hall tricky – especially when P1/2 came for their dinner and added a level of additional noise. • Some development work has been undertaken in the nursery garden. Additional planting areas have been established, loose parts sheds have been renovated and resources organised to support independent access. This will be enhanced by extensive renovation work confirmed for October 2023 which includes an extension to the garden, the creation of an outdoor covered area, extended tarmac and soft pore for cycling and scooting, a new play-frame, sand area and mud kitchen. As a result, further work has been paused until the renovation is complete. We are very excited! • Care Commission visited at the end of November. They identified the need to ensure a high-quality lunch time experience that meets children’s needs and asked us to plan to have nursery mealtimes in our nursery environment. They also encouraged us to remove some of the screens from areas in nursery and use other resources such as rugs to zone the space in order to create the space for this to happen. • Significant work was undertaken by the nursery staff to open up the nursery and create enough space for foldable tables to be used for dining. Staff visited three nurseries which were providing lunch in the room to gather examples of good practice. We worked in partnership with catering services to create a plan for the delivery of meals to the nursery room ensuring food health and hygiene practices were not compromised. Our improvement work was shared with families and with Care Commission. Tanya Smith, our link inspector, has asked for our permission to share the improvements undertaken with other services. • A Learning, Teaching and Assessment cluster policy has been created by a subgroup of HTs and has been shared with staff. This will be updated and evolve to reflect improvement work in 2.3 undertaken. I will work with a small group of HTs from our cluster on a 2.4 personalised support appendix which schools can personalise as required. | | | | | | |

- Staff developed an agreed approach to the 4-part model including identified progressive language. This also contained agreed progressive consistent language to use within formative assessment specifically.
- We amended 'What Learning Looks Like at Ladybank' to reflect our agreed structure for the four-part model and shared this with pupils at assembly. Staff felt that the learning should centre around Connect as learning can be connected at any point in the lesson.



- We welcomed Carrie Lindsay and Angela Logue into school at the end of January and start of February. We shared what we collectively identified as our strengths (pupils and staff):
 - Our work supporting the health and wellbeing of our pupils.
 - Our approach to learning and teaching within One plus Two.
 - Meeting Learners' Needs.
 - Playful Pedagogy in the early years.
 - Pupil Leadership.
- We received positive feedback on the wide range of opportunities children had within the school and nursery, pupil leadership and the warm and nurturing ethos which was felt from the front door.

Impact:

- We have had limited impact within this priority. The impact of undertaking de-escalation and trauma-informed approaches at INSET and the impact of strikes on collegiate time has impacted on our capacity to drive forward this improvement.
- Nursery staff have an awareness of the strengths and development needs of the nursery in 2.3.
- Care Commission found that children directed their play and were engaged in purposeful, fun activities. Play experiences provided challenge and supported children to develop literacy and numeracy skills. The learning environment provided opportunities that promoted curiosity and imagination as children accessed age-appropriate resources. This meant that the environment and activities were inclusive of all children. Children told us they liked to play outdoors, paint, and play in the sand. Staff interacted with children at their level, extending play. This showed children that they mattered.
- All the children in nursery commented that they prefer to have dinners within the nursery environment. Staff report that the children are more settled in general and eating better. It has impacted positively on our learners with additional support needs. There is a greater workload for nursery staff and the transition within the actual environment is significant. There is an ongoing need to monitor the impact of this. The better weather has eased this pressure as mealtimes are now also delivered outdoors.

- Our improvement work in moving our mealtimes into the nursery environment was shared with families and with Care Commission. Tanya Smith, our link inspector, has asked for our permission to share the improvements undertaken with other services as an example of good practice.
- Teaching staff have an awareness of the strengths and development priorities in 2.3 and can identify their own.
- Collective staff analysis of strengths within 2.3 – Learning, teaching and assessment
 - Ethos and culture of our school. We receive high-quality feedback from visitors. Children are happy, settled and positive about themselves, their learning and their school.
 - Staff know our learners. We understand them as people, learners and match to their needs. We watch, observe and plan their next steps.
- Collective staff analysis of improvement priorities within 2.3 – Learning, teaching and assessment
 - We need to continue to support learners to become more independent and resilient post-covid
 - Feedback – ensuring ‘quality’ feedback to the children to progress learning.
 - Provide more opportunities for our learners to lead learning (inter-disciplinary learning – follow the children’s interests).
- The Learning Partnership team observed happy, settled children who were fully engaged in their learning. Calm, well organised and purposeful inclusive environments were observed throughout the school.
- Pupils have a growing awareness of ‘What Learning Looks Like At Ladybank’ and how this links to daily learning. We are at the early stages of building a shared language of learning and scaffolding the children’s confidence and ability to talk about their learning, what helps them and what their next steps are.
- Cluster Headteachers have a shared understanding of expectations around 2.3 and a draft learning, teaching and assessment policy has been created and shared with all schools. We have not yet had an opportunity to engage with this as a staff and will look to do so next session.
- Evaluation of 2.3 alongside very positive feedback received at Learning Partnership and by Carrie Lindsay and Angela Logue has resulted in our self-evaluation of 2.3 moving from satisfactory to good where strengths outweigh weaknesses.

Next Steps:

- There is a need to continue to assess the impact of providing dinners in the nursery. With greater numbers in Term 4, setting up the nursery room for dinners is creating a significant transition in the day and impacting on the play provision on offer. We will seek advice from our Area PT and our EYDO to ensure that the benefits gained continue to outweigh the impact of the transition on play and learning.
- With the significant redesign of our outdoor learning space in October, there will be a need to focus nursery improvement planning on the effective use of this new space for learning.
- Staff self-evaluation has identified Feedback as a focus for professional learning and enquiry next session.
- We will track and monitor attainment across the Broad General Education through the LA pilot of Progress next session.
- We will continue to personalise the cluster learning, teaching and assessment policy in line with development work undertaken within Literacy and feedback in particular.

Attainment of Children and Young People (Primary and Secondary)

Our lower cohort numbers are having an impact on our data. As our numbers decrease, one child can have a significant impact on attainment data.

Current attainment – compared with Session 21/22

| Session 2022~2023 | Reading | Writing | Listening and Talking | Numeracy |
|-------------------|----------------------------|----------------------------|-----------------------------|-----------------------------|
| Primary 7 | 67% (-7%) | 60% (-8%) | 73% (-6%) | 73% (-1%) |
| Primary 4 | 87% (+14%) | 62% (+2%) | 87% (+20%) | 87% (+20%) |
| Primary 1 | 64% (-6%) | 55% (-15%) | 91% (+31%) | 82% (+32%) |
| School | 73% (+3%) | 59% (-7%) | 84% (+17%) | 81% (+17%) |

Overall Attainment for 2022~2023

| | Literacy | Numeracy |
|-----------|------------|------------|
| P1 | 55% | 82% |
| P4 | 67% | 87% |
| P7 | 60% | 73% |

Stretch Targets – Session 22/23

| Literacy | | Numeracy | |
|----------------|--------------|----------------|--------------|
| Stretch Target | Actual | Stretch Target | Actual |
| 74.1% | 60.6% | 78.6% | 80.7% |

Attainment over time

Current P7 Cohort

| Stage | Reading | Writing | Listening and Talking | Numeracy |
|-------------------|---------|---------|-----------------------|----------|
| Primary 7 | 67% | 60% | 73% | 73% |
| Primary 4 (19/20) | 63% | 63% | 88% | 63% |
| Primary 1 (16/17) | 71.4% | 57.1% | 100% | 78.6% |

Current P4 Cohort

| Stage | Reading | Writing | Listening and Talking | Numeracy |
|-------------------|---------|---------|-----------------------|----------|
| Primary 4 | 87% | 62% | 87% | 87% |
| Primary 1 (19/20) | 77% | 77% | 77% | 77% |

Current P6 Cohort

| Stage | Reading | Writing | Listening and Talking | Numeracy |
|--|---------|---------|-----------------------|----------|
| Current Primary 6 – projected for P7 23/24 | 57.1% | 50% | 78.6% | 50% |
| Primary 4 (20/21) | 50% | 36% | 64% | 38% |
| Primary 1 (18/19) | 85% | 85% | 77% | 85% |

Current P3 Cohort

| Stage | Reading | Writing | Listening and Talking | Numeracy |
|--|---------|---------|-----------------------|----------|
| Current Primary 3 – projected for P4 23/24 | 70% | 60% | 70% | 70% |
| Primary 1 (20/21) | 82% | 82% | 73% | 73% |

Evaluative statement of attainment over time.

- A variety of approaches are used to validate CfE declarations including internal moderation, analysis of learners' standardised assessment data and class work and the use of summative assessments both diagnostically to identify next steps and summatively to provide evidence for attainment of a level. Our next steps are to widen our moderation opportunities to include cross-school moderation initially within the cluster.

Literacy

- Overall attainment in Literacy and English is good. Learners are making good progress from prior levels of attainment. Analysis of our attainment gap indicate that it is directly related to ASN.
- The majority of learners meet national standards of attainment for reading in P1 and P7, with most of learners achieving in P4.
- Analysis of cohort data shows that there has been recovery within our current P7, P6, P4 and P3 cohort within reading since Covid. For example, 71.4% of our current P7s attained the early level at the end of P1. This dropped to 63% attaining the first level in P4. This then recovered to 67% achieving the second level in P7.
- Our standardised data is broadly in line with with CfE declarations. All children who are above level are identified as attaining their CfE level early. In some cases, children are showing at level in Reading NSAs and there is not class level evidence to support that declaration and this is in cases where similar supports are in place for class work (e.g. assistive reader).
- The majority of learners (59%) meet national standards of attainment for writing in P1, P4 and P7. However, this is a decrease in 7% from last session. Our data shows that this is the area of attainment where we should focus improvements within. We are also seeing a decline in attainment since Covid albeit this is partially able to be attributed to children joining us from other schools where their attainment in writing is not at the expected level.
- Most learners in P1 and P4 and the majority of learners in P7 meet national standards for attainment in listening and talking.
- Overall, the majority (61.6%) of our learners meet national expectations for literacy. This does not meet our literacy stretch target which is 74.1%. This session, we are moving from a focus on raising attainment in numeracy to that of raising attainment in literacy through intervention work in writing and reading, in particular.

Numeracy and Mathematics

- Overall attainment in Numeracy and Mathematics is very good. Learners are making very good progress when compared to prior levels of attainment.
- Our standardised data for Numeracy NSAs is lower than that for Reading in general. We also feel that our most able learners are still not necessarily where they would have been prior to Covid. This may be due to them not

having been exposed to learning at a more challenging level. Challenge groups were identified this session to support this recover work within Priority One.

- Most of pupils (81%) at P1, P4 and P7 have attained national levels of attainment. This is an increase of 17% from last session. This meets our stretch target for the session. This is despite a projected significant dip in our P7 attainment data for numeracy in particular.
- In Session 20/21, 37% of P4 children were on track within numeracy and mathematics. In Session 21/22, 46% of this cohort were on track in P5. An increase of 11%. In Session 22/23, 50% of this cohort are on track in P6, an increase of 4%. Those children within this P6 cohort that are not on track have a Learner Profile with identified strategies to support their additional need or a Child's Plan.
- All children in P7 who were not predicted to attain the 2nd Level by the end of P7 have decreased the gap by, on average, 11 months since our numeracy interventions began last session.
- All identified pupils in P2 who received additional input have reduced their gap in attainment by 6 months.
- A targeted group pupils received additional input in P1 from March. This enabled all pupils within the group to attain the early level in numeracy by the summer. This resulted in an increase of 27% in P1 numeracy attainment.
- The majority of learners (80.4%) in P1, P4 and P7 attained national expectations of attainment in numeracy. This meant that we met our stretch target of 78.6%. This is a reflection of the significant amount of resource and time put into the intervention work around numeracy and has seen us recover attainment in numeracy comparable to that in the years prior to Covid.

Evidence of significant wider achievements

- P1-4 created a road safety campaign video based on Super Heroes. This was shared with our school community. They came second place in Fife and we were awarded £250 to promote road safety in and around the school. (Effective Contributors and Responsible Citizens)
- Primary 1/2 wrote, scripted and staged their own nativity using a storytelling play-based approach. P3/4 led the singing which accompanied the show. They then performed this for parents and carers – the first in-person nativity we have had since Christmas 2019. (Confident Individuals and Successful Learners)
- All P6 pupils have been trained as Peer Mediators by Scottish Peer-mediation. A core group of P6s are delivering peer-mediation outside for the children if required. At the start of next session, this group of children will train and mentor our current P5 cohort with the support of teaching staff. Almost all pupils reported increased confidence in supporting pupils to resolve conflict and all enjoyed the training. (Effective Contributors and Responsible Citizens)
- P5-7, in partnership with P5-7 from Pitlessie, welcomed Scottish Opera into school to lead a production of The Curse of the MacAbbra Opera House for Parents and Carers in March. We received excellent feedback on the children's positive engagement, how well they had learned and performed their parts and their performance on the day. (Confident Individuals and Successful Learners)
- Pupils from P4-7 Dance Club performed at the Fife, 6, 7, 8 Dance Festival at the Lochgelly Centre. The children choreographed the routine themselves which was inspired by Dance through the ages. The group were received excellent feedback from a number of individuals at the event including Carrie Lindsay and Pamela Coburn. (Successful Learners and Confident Individuals)

- Pupils from our P3-P7 Glee club performed in person for the first time since 2019. They attended the Fife Heats at the Rothes Halls and then progressed to the Regional Final which was held at the Alhambra Theatre in Dunfermline. (Confident Individuals)
- We have attended a number of sporting festivals across the session giving a wide variety of pupils the opportunity to experience sport in a club or competitive setting. We only missed one festival and this was due to staffing constraints as it took place whilst our P7s were at Lagganlia. We recognise the value of giving our children many and varied opportunities to meet and play with children from other schools. (Effective Contributors and Confident Individuals)
- We have used inactive data from school and community club involvement to target pupils this session. We have run a number of clubs over the course of the session. (Effective Contributors and Confident Individuals)
 - *Football twice a week each term (P1-3 and P4-7 clubs) led by Marc Young (SFA coach)*
 - *Netball in Term 1 and 4*
 - *Dance Club in Term 3*
 - Multi-sports club led by Active School coach targeting inactive pupils specifically
 - A minimum of two clubs each term run by our Sports Leaders
- This session, 90% of our children have attended a physical activity or club in school for a minimum of 4 weeks. 98% of our children are involved in physical activity or sport either in school or in the community. This exceeds our ambitious target of 90%. (Effective Contributors and Confident Individuals)
- Active Schools helped to train our Young Leaders to plan and lead physical activity supported by Michelle Hollinshead – our Sports Champion. In total, our young leaders have led 6 clubs over the course of the year for a minimum of 3 week blocks. The tig club in particular was a huge success with our younger pupils. This provides pathways for our Young Leaders into leadership with Active Schools at High School. (Responsible Citizens and Confident Individuals).
- We have welcomed representatives from the Fife Flyers and Cupar Hearts AFC to speak to the children about their sporting achievements. Fife Flyers gave the children a perspective on being a professional sports person and Cupar Hearts were able to demonstrate how you can still be involved in competitive amateur sports post-school. (Successful Learners and Effective Contributors)
- We now have well established opportunities for our children to share their achievements out of school with us at assembly. Each week, children bring in medals, trophies, certificates and stories of their activities out of school. These are then shared on Twitter. Whilst these are predominantly sporting achievements we also encourage the children to bring in other forms such as Scouting badges, any involvement in musical instruments etc. We track pupils not involved in activities out of school for involvement in school through for example our extra-curricular clubs. The successes of these clubs are also shared at assembly meaning we have an inclusive approach to the sharing of achievements. Families in nursery are encouraged to share their children's achievements at home in nursery. These are displayed in the entrance area. (Effective Contributors and Confident Individuals)
- Our P7s attended Lagganlia for their P7 residential at the end of May. The group received praise from the Centre for their resilience, knowledge of their environment and impeccable behaviour. We were very proud of them all. (Successful Learners, Confident Individuals, Effective Contributors and Responsible Citizens)

Feedback from External Scrutiny

Learning Partnership took place on 15th March 2023

Learning Partnership/Extended Learning Partnership/Subject Review/3.1 Review/DAS Review Strengths and Areas for Improvement

Strengths

- All members of staff across the school and nursery who were engaged in dialogue with the team were able to talk confidently about learners as individuals and identify their additional needs and how these were being met.
- Teaching staff were able to talk confidently about the impact of improvement work undertaken in 2.4 on outcomes for children. They were able to discuss inclusive practice and identify what they were doing to meet learner's needs in the classroom.
- Staff in the nursery were able to talk in detail about the support individual children received in order to make progress in their learning and development.
- Strong evidence of personalised support was observed in classrooms and was in line with expectations laid out in Learner Profiles. Digital technology was being used in all classes to effectively support identified learners in a variety of ways. Staff spoke of the positive impact CPD had had on their ability to meet the needs of their learners in their class (e.g. Educational Psychologist's input to meet learners needs, Sfl teacher inputs on; Book Creator, Clicker, Assistive functions within Office 365).
- All PSAs observed were fully engaging with learners in class and providing high quality support. PSAs were able to talk confidently about how learning needs at an intensive level were met. There was evidence of the positive impact of CPD undertaken in enabling them to further meet that need.
- The new profiling processes and the children's new Learner Profiles were found to be of a high-standard, containing a summary of supports for children. There was a direct correlation between what was on the children's profiles and what was observed in class.

Areas for Improvement

- PSAs were observed fully engaging with learners in class providing high quality support. It would be beneficial to further involve them in the profiling process and sharing children's Learner Profiles with them now that this is established.
- Continue to embed new profiling processes and Learner Profiles across the school and nursery. Investigate ways to approach profiling for children at an additional or intensive level in the nursery using Up, up and Away toolkit to amend the current Circles format.
- Create a Summary of Support top sheet for each Learner Profile as per Central guidance.

Care Inspectorate - Strengths and Areas for Improvement

Strengths

- Children experienced positive relationships with staff and each other.
- Families worked in partnership with the service to ensure individual needs of children were met.
- Children's learning and achievements were recorded consistently in their personal learning journals.
- Children were supported to develop independence skills.

Area for Improvement

- The service should look at improving the mealtime experience to ensure it is calm and unhurried.

PEF Evaluation/Impact

The average SIMD quintile for pupils in Fife is 2.9. The average quintile for pupils in Ladybank Primary School is 3.1. 83.5% of our children are within quintile 3, with 4.1% in quintile 2, 9.3% in quintile 4 and 3.1% in quintile 5. Our FME entitlement currently sits at 26.7%. Our SIMD profile does not reflect the poverty that exists within our community. A significant portion of our free school meal entitlement live in new build social housing within the village that is contained within quintile 3. We also have emergency homeless accommodation which is again within quintile 3. The 4.1% of children that live within quintile 2 live in affluent private housing within a more deprived village - this again does not reflect their economic circumstances. As with all data, it is our knowledge of our families that sits behind this that allows us to identify those children affected by the poverty related attainment gap. When identifying our children to target with PEF, we use a broad range of indicators in addition to FME and SIMD data.

Targeted Interventions

- Increase percentage of children meeting benchmarks within the number organisers at P1, P4 and P7 to 80% by May 2023.
- Through implementing supports at a universal and additional level including a focus on the use of assisted technology, decrease the attainment gap for children with additional support needs to pre-lockdown levels.
- Pupil participation in extra-curricular sport and physical activity is increased to 90%. #SportyKids #HappyKids
- All pupils are able to access all aspects of the life of the school regardless of financial circumstances.
- Families are aware of the support that school can provide.
- Identified children with ASN are supported to engage in their learning.
- Identified children with speech and language difficulties are supported in school with appropriate activities.

Progress:

Progress in addressing the cost of the school day for families

- A cost of the school day survey was carried out in partnership with families. This was then analysed at Ladybank School Partnership (Parent Council) and ways to support families identified.
- A cost of living Sway was created to share handy links for families.
 - <https://sway.office.com/A2eCvbN6OeyyDX0g?ref=Link>
- Ladybank School Partnership ran a 'Let's Go Green' event at the end of November which recycled clothes, (party clothes, Christmas jumpers, uniform, casual clothes, coats) shoes, winter wear and toys. The toys were kept separate to ensure that families could regift them without them having been seen by any children beforehand.
- In our survey families identified the tops three costs as uniform, childcare and clubs. There are no costs to attend school clubs and unfortunately, school is unable to impact on a reduction in childcare costs for families. We have therefore targeted our improvement work around uniform and the cost of events.
- A uniform recycling system has been set up by our Eco Committee. We were awarded a dryer by SMOL Suds in Schools campaign in support of the programme. The Eco Committee are running an event on 22nd June to recycle uniform before the end of term to allow families to swap uniform for the next size up – hopefully minimising the need to purchase uniform over the summer.

- Ladybank School Partnership have run events across the school year with minimal costs for families, for example movie nights and discos. The Cupcake Café which runs 2 or 3 times a session has moved to a donation system so that families can pay what they can rather than a specific cost.

Progress within PEF priorities

- Numeracy resources purchased. Teacher release time was funded to allow intervention groups on numeracy to take place.
- PSA time has been used to support interventions in Numeracy for targeted pupils across the school.
- 5 iPads were purchased to support learning for targeted individuals in class.
- Our PEF funded PT has continued to deliver health and wellbeing support for identified children and coordinate the delivery of other forms of support for those at an additional and intensive level.
- Extra-curricular football sessions have been provided twice per week to P1-4 and P4-7 at no cost to pupils.
- Each class has been on a school trip which was funded from PEF.
- Uniform has been purchased for families experiencing financial hardship. A number of families have contacted us to seek financial support and advice demonstrating the increasing trust families have in us.
- 2 child places for Lagganlia were fully funded to allow these children to attend.

Impact:

Please refer to evidence of impact throughout SQR in italics. These aspects have been financed with PEF finance. In summary:

- Targeted Numeracy interventions funded by PEF have impacted positively on levels of attainment across P1, P4 and P7.
- Most of pupils (81%) at P1, P4 and P7 have attained national levels of attainment. This is an increase of 17% from last session. This meets our stretch target for the session. This is despite a projected significant dip in our P7 attainment data for numeracy in particular.
- Further concrete resources to support learners with dyscalculia were purchased to supplement current resourcing. This has resulted in increased confidence in the use of supports independently in class. One pupil shared how a particular resource aided her learning at assembly.
- Evidence of the removal of barriers to learning from learners in Pupil Focus groups at Learning Partnership. Particularly strong evidence of pupils being able to identify how they use technology to support their learning and how it helps them.
- We have well established and embedded processes to supporting Wellbeing of pupils at a universal, additional and intensive level.
 - Universal
 - Biannual health and wellbeing questionnaire
 - Progressive health and wellbeing programme in place for all pupils
 - RSHP education embedded at all levels
 - Kitbag available universally in all classes
 - Additional
 - Normalising Anxiety Group led by H&W PT
 - Kitbag sessions led by H&W PT and PSAs

- Outdoor Resilience Sessions – led by Felicity Laing (NCCT teacher)
- Two blocks of 5 Ways to Wellbeing sessions – led by Marc Young Active Schools Coach
- Together We Can programme – led by Felicity Laing – aimed at P7s and targeted at promoting a positive body image
- Accessing enhanced transition programmes for P7 pupils – Families First
- Intensive
 - Accessing support from third sector agencies such as DAPL and Young Carers
 - Referral on to other services such as CAMHS
- Almost all pupils who received support at an additional level were able to identify how their intervention had supported their wellbeing or resilience. Pupils felt well supported and almost all were able to identify who they could go to if they needed further support.
- This session, 90% of our children have attended a physical activity or club in school for a minimum of 4 weeks. Almost all (98%) of our children are involved in physical activity or sport either in school or in the community. This exceeds our ambitious target of 90%. All PEF children attended a club either within or out of school. (Effective Contributors and Confident Individuals)

Ladybank Primary School

| NIF Quality Indicators (HGIOS 4) School Self- Evaluation | | | | |
|---|-------------------|-------------------|------------------|--|
| Quality Indicator | 2020 -2021 | 2021- 2022 | 2022-2023 | Inspection Evaluation <i>(since August 2022)</i> |
| 1.3 Leadership of change | Good | Good | Good | Not Applicable |
| 2.3 Learning, teaching and assessment | Satisfactory | Satisfactory | Good | |
| 3.1 Ensuring wellbeing, equity and inclusion | Good | Good | Good | |
| 3.2 Raising attainment and achievement | Satisfactory | Good | Good | |
| | | | | |
| 2.4 Personalised Support | Satisfactory | Satisfactory | Good | |

NIF Quality Indicators (HGIOS ELC) Early Years Self- Evaluation (Nursery)

| Quality Indicator | 2020 -2021 | 2021- 2022 | 2022-2023 | Inspection Evaluation <i>(since August 2022)</i> |
|---|-------------------|-------------------|------------------|--|
| 1.3 Leadership of change | Good | Good | Good | Not Applicable |
| 2.3 Learning, teaching and assessment | Very Good | Good | Good | |
| 3.1 Ensuring wellbeing, equity and inclusion | Good | Good | Good | |
| 3.2 Securing children’s progress | Good | Good | Good | |

| Care Inspectorate (within last 3 years) | Grade (if applicable) | | |
|--|------------------------------|-------------------|------------------|
| | 2020 -2021 | 2021- 2022 | 2022-2023 |
| Quality of care and support | N/A | N/A | 4 - Good |
| Quality of environment | N/A | N/A | 4 - Good |
| Quality of staffing | N/A | N/A | 4 - Good |
| Quality of leadership and management | N/A | N/A | 4 - Good |

Headteacher – Lesley O’Brien

| National Improvement Framework Priority: <ul style="list-style-type: none"> - Improvements in attainment, particularly literacy and numeracy. - Placing the human rights and needs of every child and young person at the centre of education. | | National Improvement Framework Driver: <ul style="list-style-type: none"> - Teacher and practitioner professionalism – inclusion and targeted support - Parent and carer involvement and engagement - Performance information | | |
|--|---|--|---|--|
| Focused Priority: Through implementing supports at a universal and additional level including a focus on the use of assistive technology, decrease the attainment gap for children with additional support needs by May 2024. | | | | |
| HGIOS4 Quality Indicators 1.1 – Self-evaluation for self-improvement 2.3 – Learning, teaching and assessment 2.4 – Personalised support 2.6 – Transitions 3.1 – Improving wellbeing, equality and inclusion 3.2 – Raising attainment and achievement | | HGIOELC Quality Indicators 1.1 – Self-evaluation for self-improvement 2.4 – Personalised support 3.1 – Ensuring wellbeing, equality and inclusion 3.2 – Securing children’s progress | | |
| Expected Impact | Strategic Actions Planned | Responsibilities | Measure of Success (Triangulation of Evidence/QI Methodology) | Timescales |
| All learners in nursery with an additional support need or identification have a Learner Profile which is cocreated and shared with families. Learners with an additional need are able to identify something that helps them in nursery (if developmentally appropriate). Learners in nursery have the appropriate supports in place in order to make progress in their learning. | <ul style="list-style-type: none"> - Create a Learner Profile format suitable for our nursery in partnership with nursery teacher and team. - Create for pupils with identified needs or supports in place. - In-service input on Up, up and Away toolkit. - Key-workers in nursery use Up, up and Away toolkit to support planning to meet individual needs. | <ul style="list-style-type: none"> - Lesley O’Brien, Juliette Page and nursery team - Nursery team - Lesley O’Brien - Nursery team led by nursery teacher | <ul style="list-style-type: none"> - Learner Profiles identify appropriate supports. - Nursery meeting minutes. - Settling in and review meetings with families. - Nursery room observations confirm support in place reflects what is held within Learner Profile. - PLJ observations of progression. | <ul style="list-style-type: none"> - Nursery Learner Profile draft format created by October 23. - Individual Learner Profiles created for target children by December 23. - INSET day 3 – Up, up and away resource focus - Nursery room observation in Jan 23 – focus on profiling practices. |
| All learners in school with an additional support need or identification have a Learner Profile and Summary of Support which is owned by learners and their families. Learners with an additional support need are able to identify three things they use to support their learning. | <ul style="list-style-type: none"> - New CTs to review each Learner Profile with pupils in Term 1. Review and amend as necessary. - Send a copy home to families and encourage home to add information. - Share current Learner Profiles with PSA staff. - Create a Summary of Support for each child with a Learner Profile. | <ul style="list-style-type: none"> - Class teachers - Lesley O’Brien - SfL teacher and Lesley O’Brien | <ul style="list-style-type: none"> - Refer to individual Learner Profiles. - Pupil feedback questionnaire - Parental feedback questionnaire - Pupil Focus Groups | <ul style="list-style-type: none"> - Questionnaires – May 24 - Focus Groups in Term 4 - August 23 |

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|---|---|--|--|---|
| <p>Learners in school have the appropriate supports in place in order to make progress in their learning.</p> | <ul style="list-style-type: none"> - CPSs are completed and submitted with a Request for Assistance. | <ul style="list-style-type: none"> - Sfl teacher and Lesley O'Brien - As required | | <ul style="list-style-type: none"> - Summary of Supports created for all Learner Profiles by December 23. - CPSs ongoing as per systems and processes. |
| <p>Learners in P1-7 have an understanding what neurodiversity is and children in P4-7 can give examples of three forms.</p> <p>Most children in P4-7 with an identified neurodiversity are able to say what they find tricky and give an example of three things that support their learning.</p> | <ul style="list-style-type: none"> - Neurodiversity inputs delivered at assembly. Link these to Children's Rights. - Children with a neurodiversity invited to share their stories. - Individual's neurodiversity discussed at Learner Profile discussion with pupils. - Inputs at assembly focus on barriers, super-powers and supports which help | <ul style="list-style-type: none"> - Lesley O'Brien - Lesley O'Brien - Class teachers - Lesley O'Brien | <ul style="list-style-type: none"> - Pupil questionnaires - Learner Profiles reflect individual needs - Pupil Focus Group | <ul style="list-style-type: none"> - Focus on neurodiversity in assemblies in Term 3 - Impact questionnaires – May 24 - Focus Groups in Term 4 |
| <p>Staff understand the systems and processes in place for 2.4 Personalised Support.</p> | <ul style="list-style-type: none"> - Begin to collate a 2.4 - Personalised Support appendix to our Learning, Teaching and Assessment policy which lays out our systems and processes for best meeting pupil needs at Ladybank. - Review early draft with staff and gather feedback and amendments. | <ul style="list-style-type: none"> - Lesley O'Brien - Sfl teacher - Teaching staff | <ul style="list-style-type: none"> - Staff meeting minutes | <ul style="list-style-type: none"> - Draft complete by March 24 - Feedback gathered May 24 |
| <p>Ongoing Evaluation</p> | | | | |
| | | | | |

| National Improvement Framework Priority: <ul style="list-style-type: none"> - Placing the human rights and needs of every child and young person at the centre of education - Closing the attainment gap between the most and least disadvantaged children and young people - Improvement in attainment, particularly in literacy and numeracy. | | National Improvement Framework Driver: <ul style="list-style-type: none"> - School improvement - Teacher and practitioner professionalism – Relationships and Inclusion and Targeted support - Performance information | | |
|---|---|--|---|---|
| Focused Priority: By May 2024, most pupils are able to identify their next steps to improve their learning. Their learning is effectively monitored and tracked across the curriculum. | | | | |
| HGIOS4 Quality Indicators | | HGIOELC Quality Indicators | | |
| 1.1 - Self-evaluation for self-improvement 1.3 – Leadership of change 2.3 – Learning, teaching and assessment 3.2 – Raising attainment and achievement | | | | |
| Expected Impact | Strategic Actions Planned | Responsibilities | Measure of Success (Triangulation of Evidence/QI Methodology) | Timescales |
| <p>Most pupils are able to identify their next steps in their learning.</p> <p>Most pupils receive effective feedback from their teachers in order to make the next steps in their learning.</p> | <ul style="list-style-type: none"> - In-service Day 2 – Professional Learning using EEF – Effective Feedback research model. <ul style="list-style-type: none"> o Identify next steps o Identify professional learning - Professional Learning at staff meetings on TASK, SUBJECT and SELF-REGULATION feedback strategies. (Term 1) - Teaching staff to choose an aspect of feedback to carry out a practitioner enquiry on (Term 3). - Each teacher to feedback to staff at staff meeting – end of Term 3. - Curriculum rationale updated with changes to feedback approaches. | <p>Lesley O'Brien and Kirsty Russell</p> <p>Lesley O'Brien and Kirsty Russell</p> <p>Teaching staff</p> <p>Teaching staff</p> <p>Lesley O'Brien</p> | <ul style="list-style-type: none"> - Pupil feedback - Pupil focus groups - Staff feedback - Direct Observations | <ul style="list-style-type: none"> - INSET Day 2 - Staff meetings Term 1 <ul style="list-style-type: none"> o 28/08, 04/09, 11/09, 18/09 - Term 3 - 18/03/24 and 25/03/24 - May 24 |
| <p>Pupil progress is tracked across the BGE. Pupil progress is moderated to ensure consistency of assessment judgements.</p> <p>Staff confidence in tracking and monitoring of pupil progress has increased.</p> | <ul style="list-style-type: none"> - School involved in Progress pilot at a LA level. - Staff awareness raising session using Progress system (INSET 3) - Pupil progress from TRAMS transferred into Progress. - Ongoing feedback on pilot provided at LIF. - Assessment of benchmarks across the curriculum entered into Progress as BGE judgements. - Approach to tracking and monitoring moderated at school level with Ladybank and A.N.Other school in the LA. | <p>Led by Jackie Funnell</p> <p>Lesley O'Brien</p> <p>Teaching staff</p> <p>Lesley O'Brien</p> <p>Lesley O'Brien</p> <p>Teaching staff</p> <p>Lesley O'Brien and teaching staff</p> | <ul style="list-style-type: none"> - A variety of evidence is gathered to effectively track pupil progress. - Progress data – pupils tracked across the curriculum. - Staff feedback. - Moderation data. - New reporting format. | <ul style="list-style-type: none"> - From October 23 - Awareness raising session – Inset Day 3 in Nov - By May 2024 - May 2024 - As per LA |

| | | | | |
|--|---|----------------|------------------------------------|------------|
| | - New reporting format used to share pupil progress and tracking with parents and carers. | Teaching staff | - Parental feedback on new format. | - May 2024 |
|--|---|----------------|------------------------------------|------------|

Ongoing Evaluation

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| National Improvement Framework Priority: <ul style="list-style-type: none"> - Closing the attainment gap between the most and least disadvantaged children and young people - Improvement in attainment, particularly in literacy and numeracy. | | National Improvement Framework Driver <ul style="list-style-type: none"> - Teacher and practitioner professionalism - Curriculum and assessment - School and ELC improvement - Performance information | | |
|--|--|---|--|--|
| Focused Priority: By May 2024, 70% of children in P4 and P7 will achieve national standards for attainment in Literacy. | | | | |
| HGIOS4 Quality Indicators 1.2 – Leadership of Change 2.3 – Learning, teaching and assessment 2.4 – Personalised support 3.2 – Raising attainment and achievement | | HGIOELC Quality Indicators 1.3 – Leadership of Change 3.1 – Ensuring wellbeing, equality and inclusion 3.2 – Securing children’s progress | | |
| Expected Impact | Strategic Actions Planned | Responsibilities | Measure of Success (Triangulation of Evidence/QI Methodology) | Timescales |
| <p>The majority of learners in P2 – 4 show an improvement in the fluency of their transcription skills.</p> <p>Target pupils in P5-7 show an improvement in the legibility of their transcription skills.</p> <p>Target pupils in P5-7 show an improvement in the speed of their typing.</p> <p>Target pupils in P5-7 reduce the gap between their chronological age and spelling age.</p> | <ul style="list-style-type: none"> - Agree common approach to teaching of handwriting across school. - Introduce weekly teaching inputs for cursive script to improve letter formation. - <i>Identify target groups of children where laboured handwriting affects writing.</i> - <i>PSA to support small target groups in P5-7 to improve legibility using cursive script.</i> - <i>Typing programme put in place for target groups of pupils in P5-7.</i> - <i>Purchase a spelling assessment tool to accurately assess and track progress/impact of learning and teaching.</i> - <i>Revisit spelling programme to ensure explicit teaching of spelling happens weekly. Embed use of Sumdog and Nessy. Revisit learning in homework.</i> - <i>PSA to target spelling practice with small intervention group identified in P5-7 from assessment.</i> <ul style="list-style-type: none"> o <i>Focussed common word and rule support</i> o <i>Follow-up targeted Sumdog practice</i> | <ul style="list-style-type: none"> - Lesley O’Brien - P1/2 and P3/4 staff - P5/6 and P6/7 staff - Louise Wilson and Gemma Donnelly – K Russell to support. - Lesley O’Brien and Gemma Donnelly - Lesley O’Brien - Teaching staff - Kirsty Russell to lead | <ul style="list-style-type: none"> - Staff meeting minutes – agreed approach shared - Planning - Jotter monitoring – Term 1 and term 2 - Teacher observations, increase in output in writing lessons. - Data collated and analysed at agreed points in year (e.g. August, January and April) - Planning folder – planning for spelling differentiated and progressive. - Data – analyse assessment data collected to track impact | <ul style="list-style-type: none"> - In-service Day 2. Agreements in place for action Term 1 including HW follow-up. - August 23 (following initial agreements) - June 23 - August – December 23 - January – March 24 - September 23 (first spelling baselines carried out in Term 1 – revisited in Term 3) - Inset Day 3 – November 23 |

| | | | | |
|--|--|--|---|---|
| <p><i>Most pupils in P4-7 read for enjoyment in school and the majority of children read with family or independently for enjoyment at home.</i></p> <p><i>The majority of pupils in P7 achieve second level in reading.</i></p> <p><i>Most pupils in P4 achieve first level in reading.</i></p> | <ul style="list-style-type: none"> - Create a two-year staged action plan to embed a reading for enjoyment ethos across the school. <ul style="list-style-type: none"> o Dear moments, Paired Reading, Literacy Circles, creation of small libraries in each class o Grandparents in to read to small groups o Book groups, reviews and book of the week o Book recommendations from staff o Using technology to access text - Purchase additional non-fiction, graphic novels and script/play texts both for classes libraries and reading groups. - Revisit core comprehension strategies to ensure approaches are embedded in reading sessions. | <ul style="list-style-type: none"> - All staff - Lesley O'Brien (seek advice from Pauline Smeaton) - Lesley O'Brien | <ul style="list-style-type: none"> - Staff meeting minutes - Teacher observations, increase in engagement - Data – NSA and BASE - Pupil focus groups and questionnaires - Parental questionnaires regarding engagement at home | <ul style="list-style-type: none"> - Term 3 - May 24 - Ongoing - Revisit comprehension in Term 1 |
| <p>The majority of pupils in P7 achieve second level in writing.</p> <p>The majority of pupils in P4 achieve first level in writing.</p> | <ul style="list-style-type: none"> - June INSET input from Stephen Graham at Pitteuchar West. - Baseline assessment carried out in August, January and May using Fife Moderation of Writing pack. - <i>Kirsty Russell to lead whole-school structured, progressive approach to writing using PM writing pack and the model shared by Stephen Graham.</i> - Rebalance writing diet with written focus on a balance of the 10 text types. - <i>Analysis of writing assessment to identify target children (cross-referenced with PEF) for additional writing inputs on identified areas for improvement.</i> <ul style="list-style-type: none"> o Focussed input from K Russell o Skills interventions from PSA on e.g. sentence structure, editing, grammar - <i>½ day input weekly from K Russell. Initial focus on P7. Pivot focus to P4 after second baseline undertaken at the end of January.</i> - Undertake moderation of January baselines with a partner school (to be identified). - <i>Interrogate NSA data and cross-reference CfE levels.</i> | <ul style="list-style-type: none"> - Kirsty Russell and Elaine Russell - Teaching staff - Lesley O'Brien and Kirsty Russell - Kirsty Russell and identified PSAs - Kirsty Russell - Lesley O'Brien to arrange - Lesley O'Brien and teaching staff | <ul style="list-style-type: none"> - Baseline assessments - Assessment rubrics | <ul style="list-style-type: none"> - 6th June 2023 - August, January and May - August, January and May - August – January - January – May - January INSET day - January – P7 - February – P4 |
| <p>Ongoing Evaluation</p> | | | | |



| Attainment Fund Rationale | | Amount of Fund | |
|---|---|--|---|
| <p>Our FME is a greater predictor of poverty than SIMD alone. Our FME are less likely to attain with attainment in numeracy of 57%, reading of 50% and writing at 43%. However, in addition – all our FME children who are predicted not to attain have an identified additional support need. As our reading and writing attainment gap is greater – the focus of our PEF spend will be on targeted interventions primarily in writing but also partly in resourcing reading and engagement in reading. We will also strive to continue our work around access to physical activity and sport and reducing the cost of the school day.</p> | | | |
| Expected Impact | Interventions Planned | Measure of Success (Triangulation of Evidence/QI Methodology) | Impact on learners Ongoing evaluation Dec/June |
| <p>By May 2024, 70% of children in P4 and P7 will achieve national standards for attainment in Literacy.</p> | | | |
| <p>Target pupils in P5-7 show an improvement in the legibility of their transcription skills.</p> <p>Target pupils in P5-7 reduce the gap between their chronological age and spelling age.</p> | <ul style="list-style-type: none"> - Identify target groups of children where laboured handwriting affects writing. - PSA to support small target groups in P5-7 to improve legibility using cursive script. - Typing programme put in place for target groups of pupils in P5-7. - Purchase a spelling assessment tool to accurately assess and track progress/impact of learning and teaching. - Revisit spelling programme to ensure explicit teaching of spelling happens weekly. Embed use of Sumdog and Nessy. Revisit learning in homework. - PSA to target spelling practice with small intervention group identified in P5-7 from assessment. <ul style="list-style-type: none"> o Focussed common word and rule support - Follow-up targeted Sumdog practice | <ul style="list-style-type: none"> - Staff meeting minutes – agreed approach shared - Planning - Jotter monitoring – Term 1 and term 2 - Teacher observations, increase in output in writing lessons. - Data collated and analysed at agreed points in year (e.g. August, January and April) - Planning folder – planning for spelling differentiated and progressive. - Data – analyse assessment data collected to track impact | |
| <p><i>Most pupils in P4-7 read for enjoyment in school and the majority of children read with family or independently for enjoyment at home.</i></p> <p><i>The majority of pupils in P7 achieve second level in reading.</i></p> | <ul style="list-style-type: none"> - Create a two-year staged action plan to embed a reading for enjoyment ethos across the school. <ul style="list-style-type: none"> o Dear moments, Paired Reading, Literacy Circles, creation of small libraries in each class o Grandparents in to read to small groups o Book groups, reviews and book of the week o Book recommendations from staff o Using technology to access text | <ul style="list-style-type: none"> - All staff | |

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| <p><i>Most pupils in P4 achieve first level in reading.</i></p> | <ul style="list-style-type: none"> - Purchase additional non-fiction, graphic novels and script/play texts both for classes libraries and reading groups. | <ul style="list-style-type: none"> - Lesley O'Brien (seek advice from Pauline Smeaton) - Lesley O'Brien | |
| <p>The majority of children in P7 achieve second level in writing.</p> <p>The majority of children in P4 achieve first level in writing.</p> | <ul style="list-style-type: none"> - June INSET input from Stephen Graham at Pitteuchar West. - Baseline assessment carried out in August, January and May using Fife Moderation of Writing pack. - Analysis of writing assessment to identify target children (cross-referenced with PEF) for additional writing inputs on identified areas for improvement. <ul style="list-style-type: none"> o Focussed input from K Russell (PEF PT) o Skills interventions from PSA on e.g. sentence structure, editing, grammar - ½ day input weekly from K Russell. Initial focus on P7. Pivot focus to P4 after second baseline undertaken at the end of January. - Undertake moderation of January baselines with a partner school (to be identified). - Interrogate NSA data and cross-reference CfE levels. | <ul style="list-style-type: none"> - Baseline assessments - Assessment rubrics - Analysis of standardised data (BASE, NSAs) - Impact assessments (Jan and March) | |
| <p>Most pupils in P4-7 read for enjoyment in school and the majority of children read with family or independently for enjoyment at home.</p> <p>The majority of pupils in P7 achieve second level in reading.</p> <p>Most pupils in P4 achieve first level in reading.</p> | <ul style="list-style-type: none"> - Create a two-year staged action plan to embed a reading for enjoyment ethos across the school. <ul style="list-style-type: none"> o Dear moments, Paired Reading, Literacy Circles, creation of small libraries in each class o Grandparents in to read to small groups o Book groups, reviews and book of the week o Book recommendations from staff o Using technology to access text - Purchase additional non-fiction, graphic novels and script/play texts both for classes libraries and reading groups. - Revisit core comprehension strategies to ensure approaches are embedded in reading sessions. - | <ul style="list-style-type: none"> - Staff meeting minutes - Teacher observations, increase in engagement - Data – NSA and BASE - Pupil focus groups and questionnaires - Parental questionnaires regarding engagement at home | |

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| <p>Pupil participation in extra-curricular sport and physical activity is increased to 95%. #SportyKids #HappyKids</p> | <ul style="list-style-type: none"> - Increase opportunities to engage in clubs in school. - H&W PT to access Young Leader training for Sports Committee. Sports Committee lead staff member will support the delivery of pupil sessions targeted at providing a pathway for inactive children into school based extra-curricular sporting activity. - Identify inactive PEF children and target participation. - Provide free club opportunities for all children. | <ul style="list-style-type: none"> - Attendance sheets - Seemis community participation data | |
| <p>All pupils are able to access all aspects of the life of the school regardless of financial circumstances.</p> <p>Families are aware of the support that school can provide.</p> | <ul style="list-style-type: none"> - Continue to provide additional uniform, shoes, gym kit for vulnerable families. - Provide learning materials such as pencils as required. - Fund external trips for any family where finance is a barrier including P7 residential. | <ul style="list-style-type: none"> - Number of families supported. - Improvement in presentation of key individuals. - Reduction in care and welfare forms for presentation. | |

Pupil Equity Financial Plan Session 2023- 2024 (Business manager has this template)

[Fife PEF Planned and Actual Spend Template - Final.xlsx](#)

