

Session 2024~2025 Improvement Plan
Ladybank Primary School

Education Directorate Improvement Plan: Equality & Equity, Achievement				
Focused priority: Assessment and moderation of the benchmarks across the Broad General Education ensure that learning is effectively monitored and tracked with a particular focus in school within Physical Education, Physical Activity and Sport and Modern Languages. Data is used effectively to analyse attainment in Literacy and Numeracy and identify next steps for learning and teaching.				
HGIOS4 Quality Indicators		HGIOELC Quality Indicators		
1.2 – Leadership of Learning 1.3 – Leadership of Change 2.2 – Curriculum 2.3 – Learning, Teaching and Assessment 3.1 – Ensuring wellbeing, equality and inclusion 3.2 – Raising attainment and achievement		1.2 – Leadership of Learning 1.3 – Leadership of Change 2.2 – Curriculum 2.3 – Learning, Teaching and Assessment 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>ELC staff ability to analyse and interpret data from ELIPS is improved. Increased understanding of ELIPS data in P1 at point of transition.</p> <p>Staff ability to analyse and interpret data from BASE is improved.</p> <p>Staff’s ability to analyse and interpret data from National Standardised Assessments is improved.</p> <p>Staff’s confidence in using NSA data to identify next steps for pupil learning is increased.</p>	<p>Professional Learning Activity</p> <ul style="list-style-type: none"> Professional learning in analysing and interpreting ELIPS data and identifying next steps for individuals. (involving P1 staff) Professional learning in analysing and interpreting NSA data using NSA training materials. Professional learning in analysing and interpreting BASE data using CEM supports. Staff to apply analysis to a cohort of children in school they have knowledge of their learning. Analyse historical NSA data for Ladybank – identify next steps. <p>Analysis</p> <ul style="list-style-type: none"> Analysis of P4 and P7 data to identify next steps for learning and teaching. Use data to identify small groups for focussed intervention work. Analysis CfE predictions once NSA data is gathered. Gather additional evidence for any anomalies and amend tracking on Progress when necessary. 	<p>Lesley O’Brien to lead</p> <p>Teaching Staff</p> <p>In partnership with Claire Adair.</p> <p>Teaching staff – in partnership with Lesley O’Brien and Claire Adair.</p> <p>Michelle Hollinshead and Kirsty Russell – tracking and monitoring meetings</p>	<p>Data</p> <p>Analysis of ELIPS data. Analysis of attainment data from Progress/TRAMS Analysis of historical NSA data for trends Analysis of current NSA data when compared to CfE data</p> <p>People’s Views</p> <p>Teacher professional dialogue at staff meetings Impact questionnaires in May – teacher efficacy</p> <p>Observations</p> <p>Jotter sampling – analysing pupil learning in comparison to trend analysis in NSAs – particularly where data does not match.</p>	<p>ELIPS – end of Term One BASE – Term One and Four NSA historical – Term One</p> <p>P7 – December P4 – February</p>

<p>All children in our ELC will experience progressive learning experiences across the broad general.</p> <p>All ELC staff will enhance their assessment skills through planned assessment and moderation activity, this will ensure all children are making progress across all areas of the curriculum</p> <p>All ELC staff, in partnership with our nursery teacher, will track children's progress across the broad general education and use observations and assessment evidence to support professional judgements. This will ensure children experience their entitlement to a broad general education.</p> <p>Children have ownership of their learning across the broad general education. Their voice is valued in planning intentional promotions and addressing gaps in provision.</p>	<p>Professional Learning Activity</p> <ul style="list-style-type: none"> • Analysis of attainment over time within trackers will allow us to identify gaps in learning. • Address gaps in provision through intentional promotions, learning walls, observing and reacting to lines of enquiry. <p>Forward Planning</p> <ul style="list-style-type: none"> • All staff will engage in assessment and moderation of the trackers for the early level to track learning across literacy and numeracy during Learning Conversations. <p>Tracking & Monitoring</p> <ul style="list-style-type: none"> • All ELC staff in liaison with HT will develop their understanding of the Progress Framework. This will be used to track progress in learning across the curriculum and record targeted interventions for individuals or cohorts of children. • Tracking and monitoring updated and predictions entered into the system for all N5s in January. <p>Reporting</p> <ul style="list-style-type: none"> • All ELC staff will be familiar with the reporting framework built into Progress and this will support reporting to parents/carers at key points throughout the session. • All ELC staff will use the reporting aspect of the framework to complete end of session written reports to ensure all parents/carers have access to an annual written report which is informed by professional judgements. 	<p>Emma Wilson and Nursery Team</p> <p>Nursery team – record on responsive planning and evidence impact on staff meeting minutes</p> <p>Emma Wilson and Nursery Team</p> <p>Lesley O'Brien and Emma Wilson ELC team</p> <p>Lesley O'Brien and Emma Wilson ELC team</p>	<p>Data</p> <p>Analysis of trackers over time – identify gaps in experiences Analysis of recent ELIPS data – shared national/local ELIPS data picture as provided by EPs.</p> <p>People's Views</p> <p>Professional dialogue at staff meetings Impact questionnaires in May – confidence and impact Pupil voice – recorded through floor books. Family views on changes to reporting.</p> <p>Observations</p> <p>Nursery visits. Floor books to chart impact of intentional promotions, resource change, pupil voice etc.</p>	<p>Inset Day Two</p> <p>Ongoing throughout the session</p> <p>Ongoing</p> <p>January 25</p> <p>Terms Three and Four</p> <p>May 25</p>
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<p>Identified pupils have their learning planned, assessed and tracked using SCERTS.</p>	<p>Professional Learning Activity</p> <ul style="list-style-type: none"> • Input from EP and ASIST on introducing SCERTS as a way of planning and tracking learning and achievement. <p>Planning, tracking and monitoring</p> <ul style="list-style-type: none"> • SCERTS used to identify targets for learning in forward planning. • SCERTS targets shared with home through Seesaw. • Learner progress tracked using SCERTS. Progress shared with home through Child's Planning meetings. 	<p>EP and ASIST</p> <p>Teaching and SfL team</p>	<p>People's Views</p> <p>Teacher views on new system Teacher professional dialogue with SLT at FP & Attainment Meetings Feedback from moderation activity Parent/carer views on children's progress</p> <p>Data</p> <p>Analysis of progress using tracker.</p>	<p>Term 4 (23/24) in readiness for new session</p> <p>Term 1</p> <p>Ongoing</p> <p>Biannually</p>
<p>All children will experience planned, progressive learning experiences across the broad general education.</p> <p>All staff will enhance their assessment skills through planned assessment and moderation activity, this will ensure all children are making progress across all areas of the curriculum</p> <p>All staff will track children's progress across the broad general education and use assessment evidence to support professional judgements to ensure children experience their entitlement to a broad general education.</p>	<p>Professional Learning Activity</p> <ul style="list-style-type: none"> • Reflect on the themes identified within Fife's H&W survey and identify next steps within Health and Wellbeing pathway. • As part of collegiate sessions staff will engage in professional dialogue on assessment and moderation of Physical Education, Physical Activity and Sport and Modern Languages. • Learning targets matched to relevant experiences and outcomes or benchmarks will be shared with families via Seesaw – ensuring families are aware what children's next steps in learning are. • Consider matching levels to learning targets to make progress in attainment transparent. This is already present on reading records. <p>Forward Planning</p> <ul style="list-style-type: none"> • All staff will use BGE pathways to plan progressive learning across the BGE and Health and Wellbeing. • All staff will use the progression pathways to support assessment of the benchmarks. • Attainment and Forward Planning dialogues will support assessment within identified curriculum areas linked to assessment evidence which informs professional judgements. • Staff will develop confidence in planning for assessment. 	<p>Lesley O'Brien and teaching staff</p> <p>Teaching staff from Term One</p> <p>Decision made prior to first target sheets being sent home in Term one.</p> <p>Teaching staff</p> <p>Teaching staff</p> <p>Lesley O'Brien and teaching staff</p> <p>Teaching staff</p>	<p>Data</p> <p>Analysis of attainment data in Literacy, Numeracy along with all/identified areas of the curriculum Analysis of CFE and BASE/NSA data Analysis of data for identified cohorts eg SIMD ASN, EAL, LAC, AF etc</p> <p>People's Views</p> <p>Teacher views on new system Teacher professional dialogue with SLT at FP & Attainment Meetings Feedback from moderation activity Parent/carer views on children's experiences of BGE Children's views gathered through class groups and pupil focus groups on the learning experiences across the curriculum</p> <p>Observations</p> <p>Forward planning documentation monitoring</p>	<p>Term Two – P.E. Term Three – Modern Languages</p> <p>Term One – before Parents and Carers' evening</p> <p>Ongoing</p> <p>Ready for pilot by May 25</p> <p>Ongoing</p> <p>FP and Tracking meetings in Oct/Jan and April.</p>

Education Directorate Improvement Plan: Equality & Equity, Achievement				
Focused Priority: By May 2024, 75% of children in P1, P4 and P7 will achieve national standards for attainment in Literacy.				
HGIOS4 Quality Indicators		HGIOELC Quality Indicators		
1.1 – Leadership of Change 2.3 – Learning, teaching and assessment 2.4 – Personalised support 3.2 – Raising attainment and achievement		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 <i>(Triangulation of Evidence/QI Methodology)</i>	Timescales
Pupils at a universal, additional and intensive level of additional support need are supported by an effective inclusive visual environment which supports communication.	Professional Learning Activity <ul style="list-style-type: none"> Professional learning led Speech and Language on Visual Environments. Action plan for next steps agreed. Initial focus within identified classes. Universal: <ul style="list-style-type: none"> Photos, symbols and signs Intensive for individuals: <ul style="list-style-type: none"> Communication mats 	Lisa MacDonald and Sharon Davidson – S&L ELC and Teaching team	Observations Classroom visits – visibility of visual resources to support communication Observations of use of photos, signs or symbols with identified individuals. People’s Views Staff and parental views on impact on development of communication	Term 1 and 2 In place by Term 3
<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> <i>The majority of pupils in P7 achieve second level in reading.</i> <i>The majority of pupils in P4 (67%) achieve first level in reading.</i>	Pupil Leadership <ul style="list-style-type: none"> Sign up to the Reading Schools programme to increase reading for enjoyment across the school. Create a Reading Leadership Group to improve engagement in reading for enjoyment Create an action plan to increase reading for enjoyment across our nursery and school. Track impact on PEF pupils specifically. Community Engagement <ul style="list-style-type: none"> Engage with school community to access volunteers to come into school to read. Target PEF pupils and pupils not engaging in reading at home. Revisit core comprehension strategies to ensure approaches are embedded in reading sessions. 	Lesley O’Brien Kirsty Russell and Pauline Smeaton Kirsty Russell and Pupil Leadership Group Lesley O’Brien Staff team	Data Analysis of baseline data gathered on reading habits – use to develop action plan People’s Views Children’s views gathered through pupil focus groups. End of session impact data survey Observations Learner Partnership analysis of environment – visibility of promotion of reading for enjoyment.	Term 1 By the start of Term 2 Term 1 Nov INSET

<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>	<p>Analysis</p> <ul style="list-style-type: none"> Baseline assessment carried out in August, January and May using Fife Moderation of Writing pack. <i>Analysis of writing assessment to identify target children (cross-referenced with PEF) for additional writing inputs on identified areas for improvement.</i> Undertake moderation of January baselines with a partner school (to be identified). <i>Interrogate NSA data and cross-reference CfE levels.</i> <p>Professional Learning Activity</p> <ul style="list-style-type: none"> <i>Kirsty Russell to lead whole-school structured, progressive approach to writing using PM writing pack and the model shared by Stephen Graham.</i> Create and pilot a progressive framework for teaching the 9 text types supported by PM resources. <p>Interventions</p> <ul style="list-style-type: none"> <i>Focussed input from K Russell for identified groups of learners in P4 and P7. (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> <i>Skills interventions from PSA on e.g. sentence structure, editing, grammar</i> 	<p>Kirsty Russell and teaching staff</p> <p>Kirsty Russell Teaching staff Kirsty Russell in partnership with Claire Adair.</p> <p>Kirsty Russell PSAs</p> <p>Teaching staff</p> <p>Kirsty Russell PSAs</p>	<p>Data</p> <p>Analysis of attainment data in Writing – compare to evidence in jotters</p> <p>People’s Views</p> <p>Teacher professional dialogue at staff meetings Feedback from moderation activity Children’s views gathered through pupil focus groups on the feedback received and the impact (Baseline in August, Impact in May)</p> <p>Observations</p> <p>Jotter sampling – writing jotters Peer Observations</p>	<p>August, January and May</p> <p>August and January</p> <p>Dec and Feb</p> <p>Ongoing</p> <p>Inset Day 2</p> <p>Ongoing</p>
<p>Most pupils are able to identify their next steps in their learning (writing).</p> <p>Most pupils receive effective feedback on their writing from their teachers in order to make the next steps in their learning.</p>	<p>Professional Learning Activity</p> <ul style="list-style-type: none"> Professional Learning using EEF – Effective Feedback research model. <ul style="list-style-type: none"> Identify next steps Identify professional learning Professional Learning at staff meetings on TASK, SUBJECT and SELF-REGULATION feedback strategies. Teaching staff to choose an aspect of feedback to carry out a practitioner enquiry on (Term 3). <p>Analysis</p> <ul style="list-style-type: none"> 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>	<p>Data</p> <p>Analysis of attainment data in Writing – compare to evidence in jotters</p> <p>People’s Views</p> <p>Teacher professional dialogue at staff meetings Feedback from moderation activity Children’s views gathered through pupil focus groups on the feedback received and the impact (Baseline in August, Impact in May)</p> <p>Observations</p> <p>Jotter sampling – writing jotters Peer Observations</p>	<p>INSET Day 3</p> <p>Term 3</p> <p>Term 3</p>
<p>Ongoing Evaluation</p>				

This should be updated as part of on-going cycle of self-evaluation