



Ladybank Primary School

Standards and Quality Report
Achieving Excellence and Equity

Context

<p>Setting/School Roll (including ELC/ASC)</p> <ul style="list-style-type: none"> • Can also include number of classes • Can also include ELC sessions offered • May include specific cohorts relevant to your context eg Care experiences, EAL etc 	<ul style="list-style-type: none"> • School Roll – 85 (4 composite classes) • Nursery Roll – 24 • Nursery Provision – 9am to 3pm - Term time provision • Care experienced – 5% • School ASN – 29% <ul style="list-style-type: none"> ○ Intensive – 20% ○ Additional – 24% ○ Universal – 56% • ELC ASN – 17% 					
<p>FME</p>	<p>P6&7 - 19.4% (February 24)</p>					
<p>SIMD Profile for establishment</p>	<p>5.5</p>					
<p>Attendance (%) Stretch Target – 92.9%</p>	<p>Overall</p>	<p>94.91%</p>	<p>Authorised</p>	<p>4.51%</p>	<p>Unauthorised</p>	<p>0.58%</p>
<p>Exclusion (%)</p>	<p>0%</p>					
<p>Attainment Scotland Fund Allocation (PEF and SAC)</p>	<p>£24,500</p>					
<p>Cost of the school day statement</p>	<p>Ladybank Primary School recognise the need to reduce the Cost of the School Day for all our young people and particularly for our young people who are already experiencing poverty. We have gathered feedback from our families on the main financial</p>					

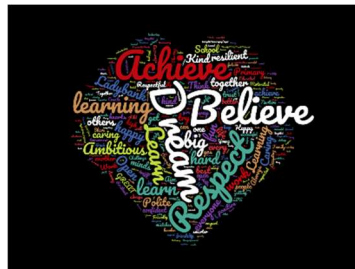
pressures and focussed our interventions around supporting within the following areas:

- Uniform – uniform recycling service
- Clothes/equipment needed to participate in clubs (e.g. football boots) – established a Boot room which contains everything needed for outdoor learning, P.E. and football.
- Clubs and activities – all run at no cost.
- Fundraising events – minimised the number of these events, share dates at the start of the session to provide notice and moved to a pay what/if you can format for all activities e.g. Cupcake Cafes, Red Nose Day, Children in Need
- Information Sharing – created and share biannually a sway containing handy links and information for any family experiencing financial difficulties

Vision, Values and Aims

#TheLadybankWay

In Ourselves Our Future Lies



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. Our school's vision, values and aims are revisited each session in Term 1 at assembly and we link our ongoing life in the school to them in order to keep them relevant and meaningful.

We have a school song which 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. This was created last session in partnership with Beatbox funded by YMI.

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

<https://youtu.be/Ld9YywSyfAg>

Improvement Priority Session 2022 – 2023

Priority 1 – 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.

<p><u>Directorate Improvement Plan</u></p> <p>Equality & Equity</p> <p>Achievement</p>	<p><u>HGIOS 4 Quality Indicators</u></p> <p>1.1 – Self-evaluation for self-improvement</p> <p>2.3 – Learning, teaching and assessment</p> <p>2.4 – Personalised support</p> <p>2.6 – Transitions</p> <p>3.1 – Improving wellbeing, equality and inclusion</p> <p>3.2 – Raising attainment and achievement</p> <p><u>HGIOELC Quality Indicators</u></p> <p>1.1 – Self-evaluation for self-improvement</p> <p>2.4 – Personalised support</p> <p>3.1 – Ensuring wellbeing, equality and inclusion</p> <p>3.2 – Securing children's progress</p>
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Has this priority been: (please highlight)	Fully Achieved	Yes	Partially achieved		Continued into next session	
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- Progress:**
- Created a new Learner Profile format for use in our nursery which contains relevant information for our ELC and also feeds into the Learner Profile used in school.
 - Continued to learn about neurodiversity at assemblies and celebrate the differences we have in school.
 - Purchased Clicker 8 to continue to support learners to use technology to improve writing.
 - Introduced the use of Nessy with a target group of learners.

- *Adaptive Literacy and Numeracy software such as Lexia and Sumdog is used to provide targeted, progressive learning consolidation. Specific learning targets are set for learners ensuring that learning consolidated is linked to current learning in class.*
- *Targeting groups of learners in the upper school with focussed teaching of how to use assistive technology in their learning - particularly where there are identified barriers to learning such as dyslexia.*
- Introduced Summary of Supports for all learners in line with Fife guidelines.
- Worked in partnership with Speech and Language to establish a high quality inclusive visual environment to support learners at a universal, additional and intensive level in P1/2. This includes embedding visuals supports such as photographs and symbols throughout the environment as well as establishing communication boards to support communication with identified individuals.
- 2 members of staff have undertaken Singalong training. They will support staff across the school next session to develop a shared whole-school vocabulary which we can use to support communication alongside speech.
- ASIST have delivered SCERTS training for core staff. This approach will be used to support planning and assessment for learning for identified pupils across the school.

Impact:

- All children with an identified additional need in nursery now have a Learner Profile/Summary of Support and chronology which captures what best meets their needs within the ELC environment. This is a shared document with parents and carers.
- All ELC parents and carers surveyed felt that their child's learning and development in nursery was well supported with 86% strongly agreeing. Almost all parents and carers (93%) felt that staff really knew their child as an individual, 7% didn't know.
- Our Learning Partnership visit identified clear connections between the improvement work being undertaken within nursery around pupil profiling and the ongoing improvements within 2.4 in school.
- The nursery teacher was able to highlight the positive impact of improvement work undertaken and identify next steps during the Learning Partnership visit. Floor books were used to effectively capture that journey.
- Most learners (89.14%) identify that people in school help them with their learning when they need it. Most learners (87.72%) can access support to enable them to achieve progress in their learning.
- Learning Partnership feedback evidenced that our aim of empowering children and young people with neurodiversity was having a positive impact and should be seen as a strength. All pupils within the focus group were able to talk about neurodiversity and give examples. They were able to describe a broad range of ways in which they received support for their learning both at a universal and an additional level and the positive impact this had.

- All children with an additional support need have a Learner Profile and now a Summary of Support. Next session, we will move to capturing the elements of our Learner Profile within a discussion tool for learners and contain all other supports within the Summary of Support to avoid duplication. This will also more closely align us with practice across the council ensuring consistency for our pupils at points of transition.
- All staff agree that they know what makes an inclusive classroom and can identify ways to make classrooms more inclusive with 83% strongly agreeing.
- *Most (80%) staff feel their confidence in using digital technology to support learners with additional support needs at a universal level has improved.*
- *Effective use of technology is made to meet learners needs at a universal and additional level.*
- *Effective use is made of adaptive Literacy and Numeracy software such as Lexia, Nessy and Sumdog to provide targeted, progressive learning consolidation on identified next steps.*
- All staff state that they understand the different supports children with dyslexia and dyscalculia should have in their classrooms. All staff agree that our new Learner Profiles are an effective way of capturing the needs of learners in their class with 83% strongly agreeing.
- Profiling practices for children with ASN closely matches the supports in place for learners in the classrooms.
- Our National Standardised Assessments in P7 show improvements for our current P7 with additional support needs from their P4 assessments. (Band increases are calculated according to relative positions and an increase above that. E.g. A pupil who was Band 4 in P1, Band 7 in P4 and Band 9 in P7 would not have increased their banding as those bands are all the third band of six relatively. I have also only included pupils who attended Ladybank in 20/21 in the calculations).
 - On average, children with an identified ASN dropped 2.2 bands in their P4 Reading NSA (20/21) post-covid compared to 1.3 bands for all pupils. On average, our young people with ASN increased their banding in their P7 Reading NSA by on average 2.4 compared to 1.8 bands for all pupils.
 - On average, children with an identified ASN increased their banding in their P7 Writing NSA from their P4 scores by on average 1.6 compared to 1.08 bands for all pupils.
 - On average, children with an identified ASN dropped 2.17 bands in their P4 Numeracy NSA (20/21) post-covid compared to 1.69 bands for all pupils. On average, our young people with ASN increased their banding in their P7 Numeracy NSA by on average 1.6 compared to 1.2 bands for all pupils.
- The majority of our current P7 pupils have an additional support need. The majority of learners in P7 with an additional support need attain national standards for attainment in literacy and numeracy.
- All learners with an additional support need who attended Ladybank in 20/21 have closed the gap on prior levels of attainment by on average 9 months.

- We can see strong evidence of the impact on our work in supporting children and young people with additional support needs at the universal level. There is clear evidence of recovery post-Covid.

Next Steps:

- To spread the ongoing work on creating effective visual environments that support the development of communication into nursery and P3/4 to support our learners at a universal, additional and intensive level.
- To trial the use of SCERTS to plan, teach, assess and track learning for identified individuals.
- To create an appendix to our Learning and Teaching policy which captures our systems and processes around supporting learning at a universal, additional and intensive level.

Priority 2 – 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.

<u>Directorate Improvement Plan</u>	<u>HGIOS 4 Quality Indicators</u>
Achievement	1.1 - Self-evaluation for self-improvement
Health & Wellbeing	1.3 – Leadership of change
Attendance & Engagement	2.3 – Learning, teaching and assessment
	3.2 – Raising attainment and achievement

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

- We have helped to build a new tracking and monitoring system for Fife called Progress. It is being piloted in ten schools across Fife. We are using the system both in school and with our nursery. School has shared the development of the system at the LIF and liaised closely with partner schools in the pilot. Staff feedback has been used to improve the system.
- All of our ELC pupils have their learning tracked and monitored using Progress. It has been agreed that all N4s will be recorded as Early Initial Engagement when they start with us in nursery. A prediction for attainment will be first entered in the January preceding transition to P1 for N5s and then tracked ongoingly. Tracking across the broad general education will be shared with families from session 24/25 in the end of session report.
- Following a transfer of data from TRAMS, all of our school pupils have their learning tracked and monitored using Progress in Literacy, Numeracy and Health and Wellbeing. This session, we have begun tracking and monitoring attainment across the Broad General Education since January.

- Staff have engaged in professional dialogue and learning regarding both the operational use of the system and the assessment and tracking of attainment across curricular areas. Having the benchmarks as part of the system allows staff and HT to check quickly against the benchmarks when discussing tracking and attainment.
- There is recognition that an opportunity to focus in on specific curricular areas, our planning pathways and subsequent assessment and moderation of the benchmarks will continue to increase staff confidence in tracking and monitoring attainment across the BGE.
- A member of our staff team was involved in the creation of the new reporting format in partnership with other pilot schools and Lesley Henderson. The new meta-skills framework was then shared with the rest of the staff team.
- All staff have engaged in professional dialogue and learning regarding the operational use of the new reporting system for parents and carers within Progress. Staff have provided feedback on the construction of the report as well as feedback on its operational use.
- We did not manage to complete the planned focus on developing feedback practices. This was overtaken by our focus on tracking and monitoring the Broad General Education on Progress.

Impact:

- All of our N5 children who are transitioning into school after the summer have their learning tracked across the broad general education, as well as within Literacy, Numeracy and Health and Wellbeing.
- All N5 nursery pupils have predictions for their attainment tracked within Early Initial Engagement and Early Progressing. ELC Literacy and Numeracy trackers from pupil's PLJs were used to inform attainment predictions recorded.
- Almost all (93%) ELC parents and carers understand how nursery monitors their child's progress in learning with 64% strongly agreeing.
- All staff are tracking and monitoring pupil progress across the broad general education, using assessment evidence to support professional judgements. This is being recorded on Progress for each individual.
- All staff have engaged in professional dialogue on tracking and monitoring attainment across the broad general education since January although this remains in its early stages. We will look to build staff confidence ongoingly as we focus on assessment and moderation within individual aspects of the curriculum. Staff have prioritised the order in which we will focus professional learning and dialogue.
- All pupils have received an end of session report generated through Progress. This is a consistent format for all Primary Schools across Fife. This report shares their attainment tracking across the broad general education with their families for the first time. Feedback will be sought on the new format centrally and amendments made as necessary.

- Pupils that spoke to staff at our Learning Partnership were able to identify their next steps in writing.
- We have not managed to focus professional learning time on feedback this session. We are consistently not managing to cover all aspects of improvement work planned. Next session, we will reduce our improvement plan to two priorities to address this.

Next Steps:

- A consistent and agreed approach to teacher feedback within writing and the explicit teaching of the skills required for effective self and peer-assessment would support our learners' ability to understand and action their next steps in their learning.
- Staff have identified two focus areas of the broad general education to focus on assessment and moderation within next session. These will be Physical Activity, Physical Education and Sport and Modern Languages.
- We will continue to be involved in the roll out of Progress as Fife's new tracking and monitoring system for attainment.

Priority 3 – By May 2024, 70% of children in P4 and P7 will achieve national standards for attainment in Literacy.

Directorate Improvement Plan

Equality & Equity
Achievement

HGIOS 4 Quality Indicators

- 1.2 – Leadership of Change
- 2.3 – Learning, teaching and assessment
- 2.4 – Personalised support
- 3.2 – Raising attainment and achievement

Has this priority been:
(please highlight)

Fully
Achieved

Yes

Partially
achieved

Continued into
next session

Progress:

- Our agreed focus this session was on writing with initial ground work completed on increasing reading for enjoyment.
- *Additional PSA time has been used to target reading and writing through small-scale short-term focussed work on identified targets for individuals.*
 - *Phonic recovery*
 - *Common word practice*
 - *Comprehension activities*
 - *Read, Write, Ink*
 - *Sentence building using clicker*
 - *Support to use assistive technology in Literacy*

- We have introduced a new approach to the teaching of handwriting to improve children's fluency and efficiency when writing.
- *We have provided focussed input from PSA time to pupils to develop their typing skills. This has been targeted at pupils who most benefit from using technology support their learning.*
- We have updated our phonics and spelling progression to ensure we are targeting key skills.
- *We have invested in Read, Write, Ink resources to precede the use of Rapid Reading for pupils with barriers to their early reading skills.*
- We continue to work in partnership with Pauline Smeaton to increase pupil use of the library and engagement in reading for enjoyment. Pauline has led a successful P7 Book Group at our local library with 5-6 pupils attending regularly. Staff are in regular contact with her to seek her expertise in choosing texts for our pupils that will engage and motivate them.
- *We have prioritised accessing OnFife Libraries Author Live events to allow us to expose the children to new authors and stories to try. Ladybank also won an in-person author visit from Nadia Shireen through the Scottish Book Trust. We invited other local small primaries to join us for the event.*
- *Our Literacy PT has engaged with the Raising Attainment in Writing programme to target writing attainment with our P7 cohort.*
- *Key staff have attended Stephen Graham professional learning (both full day inputs and lesson observations) around improving the teaching of writing and shared this with the staff team. He talks of the importance of explicitly teaching children how to write different text types such as descriptions, expositions and procedures. All classes have moved to this approach to teaching writing.*
- *We have purchased PM writing resources to support our teaching of the 9 text types and received staff CPD on the resource and how it can support learning and teaching. All class teachers have begun to use these resources to support the teaching of the text types.*
- We have worked in partnership with our Cluster Raising Attainment PT to use the Fife Moderation of Writing assessment pack to assess and track attainment in writing within the text types. This is being used to target areas for explicit teaching and to track impact.
- *We have targeted PSA support time to ensure that all writing lessons are supported by an additional member of our support team.*
- *Our Literacy PT has worked with identified groups of individuals and team taught in P4 to target key individuals within our P4 cohort.*

Impact:

- *Read, Write, Ink has been introduced for children with an identified barrier in developing early reading skills. All pupils targeted are having greater success using the scheme to consolidate key skills taught in literacy lessons than alternatives tried. This success is transferring into all pupils' confidence and*

resilience. We continue to support the transference of these skills into reading out with Read, Write, Ink.

- *As a result of the Literacy interventions, all targeted pupils met their individual identified targets (within for example: phonic recall, blending, common word recognition and basic comprehension).*
- Our partnership with OnFife Libraries and Pauline Smeaton was identified as positively impacting on pupil outcomes by our Learning Partnership.
- *All pupils have had the opportunity to engage in at least one Author's Live event.*
- The majority of pupils read for enjoyment often at home. However, 29% do not read often for pleasure at home and 12% shared that they never do. We have carried out a reading for enjoyment audit which will be used by our Reading Leadership group next session to create an action plan to increase engagement.
- There is a significant improvement in pupils' handwriting across the school already at this early stage in implementation. Pupils can talk about why good handwriting is important for learning.
- Moderation of Literacy jotters show a clear positive impact on all pupils' transcription skills from the start of the session. The majority (57%) of pupils in P4-7 are regularly and effectively transferring their cursive learning into their routine handwriting.
- Staff report that increased fluency and efficiency of written style is enabling children to write extended pieces more comfortably and confidently.
- *Almost all children who received focussed interventions on increasing skill in using technology to support literacy learning have increased their output in writing lessons.*
- *Whilst there is some impact on typing skills for our intervention group, pupils require more time to effectively transfer skills from typing programmes into other areas of learning.*
- *PM Writing resources are allowing us to build a shared and progressive framework to teach the 9 text types. This means that we can build on the learning as they move through the school.*
- During our Learning Partnership visit, almost all pupils demonstrated a high-level of engagement in their writing lessons across the classes. Children HTs spoke to in classes were able to show that they understood what they were learning and knew how to be successful. Assessment for learning techniques were evident in all classes.
- Teaching staff across the classes were active and made well-timed interventions that supported learning. Learning was effectively chunked down, and explicit teaching of skills supported the children. PSAs effectively supported learners with additional support needs in a variety of ways.
- *All teachers who had teaching responsibility for writing this session felt that their confidence in teaching writing had increased because of the improvement work undertaken, with most (75%) saying their confidence had increased significantly.*

- We met our Improvement priority target of 70% of pupils in P4 and P7 achieving national standards of attainment in Literacy. We also exceeded our Literacy stretch target in both P4 and P7 with improvements in attainment in writing being key.
- We have seen improvements in attainment in Literacy within both our P7 and our P4 cohort when comparing our May data with that projected in August 23.

Stage	Listening and Talking	Reading	Writing
Actual P7 data in May 24	79% (+0.4)	79% (+21.9%)	79% (+29%)
Projected P7 data in August 23	78.6%	57.1%	50%

- Most pupils in P7 achieve second level in listening and talking, reading, and writing. Most pupils achieve national standards of attainment in Literacy. Interventions have had a positive impact on attainment.

Stage	Listening and Talking	Reading	Writing
Actual P4 data in May 24	90% (+20%)	80% (+10%)	70% (+10%)
Projected P4 data in August 23	70%	70%	60%

- Most pupils in P4 achieve first level in listening and talking and writing with the majority of pupils achieving the first level in writing. The majority of pupils achieve national standards of attainment in Literacy. Interventions have had a positive impact on attainment.

Next Steps:

- Finalise our phonics and spelling progression and begin using with classes. Track improvements in spelling ages to quantify impact.
- Create a progressive programme for the teaching of the 9 text types to ensure that the children are taught these on rotation.
- Continue to develop our teaching practice across the 9 text-types ensuring there are ongoing opportunities for professional learning and dialogue to support our improvement work.

- The majority of teachers have identified moderation of writing as a key strategic action we could take that would continue to support their teaching of writing. Next session we will plan to look outwards – embedding opportunities for cross-school moderation of literacy across the session.

Attainment of Children and Young People

Having lower cohort numbers has an impact on our data. As our numbers decrease, one child can have a significant impact on attainment data.

Table 1 – Current Attainment - compared with session 2022~2023

Current Session 2023~2024	Listening and Talking	Reading	Writing	Numeracy
Primary 1	90% (-1%)	90% (+23%)	70% (+15%)	70% (-12%)
Primary 4	90% (+3%)	80% (-7%)	70% (+8%)	90% (+3%)
Primary 7	79% (+6%)	79% (+15%)	79% (+19%)	79% (+6%)
School	86% (+2%)	83% (+10%)	73% (+14%)	80% (-1%)

Table 2 – Attainment over time – Session 2022~2023 compared with session 2021~2022

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

Table 3 – Current Attainment compared to Stretch Targets

Overall Attainment for 2023 - 2024				
	Literacy		Numeracy	
	Stretch	Actual	Stretch	Actual
P1	75%	70% (-5%)	88%	70% (-18%)
P4	67%	70%	75%	90% (+15%)
P7	71%	79% (+8%)	71%	79% (+8%)

Table 4 - Current P7 Cohort – Attainment over time

Stage	Listening and Talking	Reading	Writing	Numeracy
Actual P7 data in May 24	79% (+0.4)	79% (+21.9%)	79% (+29%)	79% (+29%)
Projected P7 data in August 23	78.6%	57.1%	50%	50%
Primary 4 (20/21)	64%	50%	36%	38%
Primary 1 (18/19)	77%	85%	85%	85%

Table 5 - Current P4 Cohort – Attainment over time

Stage	Listening and Talking	Reading	Writing	Numeracy
Actual P4 data in May 24	90% (+20%)	80% (+10%)	70% (+12%)	90% (+20%)
Projected P4 data in August 23	70%	70%	58%	70%
Primary 1 (20/21)	73%	82%	82%	73%

Table 6 - Current P6 Cohort

Stage	Reading	Writing	Listening and Talking	Numeracy
Current Primary 6 – projected for P7 24/25	60% (-13%)	53% (-14%)	67% (+3%)	53% (-14%)
Primary 4 (21/22)	73% (-12%)	67% (-18%)	64% (-13%)	67% (-18%)
Primary 1 (18/19)	85%	85%	77%	85%

Table 7 - Current P3 Cohort

Stage	Reading	Writing	Listening and Talking	Numeracy
Current Primary 3 – projected for P4 25/26	67% (+17%)	56% (+6%)	67% (+17%)	67% (+17%)
Primary 1 (21/22)	50%	50%	50%	50%

Evaluative statement of attainment over time.

- Overall attainment in Literacy and Numeracy is good. Learners are making good progress against prior levels of attainment in Reading and Writing and we have sustained improvements in attainment in Listening & Talking and Numeracy.

Literacy

- Most pupils in P1, P4 and P7 attain national expectations in listening and talking and reading. The majority of pupils in P1 and P4 and most pupils in P7 attain national expectations in writing.
- We continue to see improvements in attainment over time with sustained recovery since attainment fell post Covid. We have reversed our decline in attainment in Writing last session and improved upon prior levels by a further 7%.
- We have met our stretch targets for Literacy in P4 and P7. We were on track to meet our stretch targets in P1 but have had pupils transfer to us during the session who were off track.
- *Our current P7 cohort's attainment was significantly impacted post-Covid. Pupils with additional support needs have had focussed interventions over the past 2 sessions and there has been a universal focus on writing this session. Our projected P7 data in August was cautious but we were hopeful data from our NSAs would provide us with additional evidence of the impact of these interventions. There is clear evidence of recovery, particularly for our pupils with additional support needs.*
 - *Reading – on average 1.83 (ASN – 2.4) banding increase from P4 NSAs*
 - *Writing – on average 1.08 (ASN – 1.6) banding increase from P4 NSAs*
- *We have seen improvements in attainment within our P4 cohort from predicted outcomes in August. Focussed interventions within writing have seen a positive impact in attainment across the class with a clear impact on tools for writing.*
- Our positive impact on our P4 data is impacted by us having children who were on track and predicted in August to be on track leaving us mid-session as they moved school. Despite this, we see improvements in attainment across the cohort.

Numeracy

- The majority of pupils in P1 and most pupils in P4 and P7 attain national expectations in numeracy.
- We have met our stretch targets for Numeracy in P4 and P7. Our P1 data is impacted by additional support needs.
- Our current P7 cohort's attainment was significantly impacted post-Covid. This cohort have received focussed intervention work within Numeracy over the past three sessions. There is clear evidence of recovery within Numeracy, particularly for our pupils with additional support needs.
 - Numeracy – on average 1.0 (ASN – 1.6) banding increase from P4 NSAs
- We have shifted the focus of our intervention work from Numeracy to Literacy this session. Despite this shift, we have seen sustained improvements in attainment from our P4 and P7 cohort's predicted levels

of attainment in August. This has allowed us to sustain our previous levels of attainment and offset the predicted drop in attainment in Numeracy this session.

Projected Attainment for next session

- *We focussed interventions this year on target pupils within P4 and P7 to raise predicted attainment. This work was successful and impacted positively on attainment.*
- Next session, we have a predicted drop in attainment within our prospective P4 and P7 cohort when compared this session's attainment.
- We see a continued widening gap in our current P6 cohort when compared to their P4 data. This is because of ASN and the movement of pupils into catchment who are not at level. Our P6 cohort have 47% ASN and 20% of this are pupils who are supported at an intensive level.
- We have seen the gap in attainment in our P4 cohort decrease from their P1 attainment data of 50%. 56% of our cohort have ASN although all our pupils are supported at a universal level.
- We will use NSA data to help us identify next steps for learning and teaching to close the gap for pupils at Bands 5 and 6 in P4 and 7 and 8 in P7.

Evidence of significant wider achievements

There has been a wide variety of wider achievement opportunities across Ladybank Primary and Nursery this session. All opportunities have developed a range of skills linked to the 4 capacities: Effective Contributor, Successful Learner, Responsible Citizens and Confident Individuals.

These have been shared throughout the session through our termly Sways, Twitter and Ladybank School Partnership Facebook page and Seesaw. We celebrate achievement in school and out at assembly with our Star, Team, Community and Celebrating Wider Achievement Awards. Pupils design their own certificates for these. These are awarded by our P7s at assemblies and successes shared with families at home via text.

Term One

- P6/7 held an Alice in Wonderland themed Cupcake Café for our community.

Term Two

- P5/6 held a Children in Need themed Cupcake café for our community.
- P1-4 wrote and performed their own Nativity for Parents and Carers. It was called We're Going on a Baby Hunt.
- P5/6 shared a Tuned Percussion performance with their families following their YMI led inputs with Carolyn Pollard.
- Our Basketball team played at the Cluster Tournament.

Term Three

- P3/4 held a Spring Cupcake café for our community.
- Our Glee Club performed at the annual Glee Competition at Alhambra Theatre in Dunfermline.
- Our Dance Club performed at the Fife, Six, Seven, Eight Dance Festival at Loghelly Centre.
- The nursery boys and girls held a Mother's Day Tea party in the Wee Den in our newly renovated garden and invited all their mums, grannies and special people.
- Primaries 5, 6 and 7 welcomed Scottish Opera and performed The Vikings! to their families.

Term Four

- Primary 7 went to Lagganlia Outdoor Education Centre with Freuchie Primary School.
- P1/2 held a Brunch themed Cupcake Café for our community.
- A team of P7s attended Bell Baxter High School's Primary Enterprising Maths Challenge day. They came within 4 points of the winning team.
- A team of 5 P7s took part in the Munro Challenge and climbed Mayar. A significant achievement.

Feedback from External Scrutiny

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

- There was strong evidence that the partnership work with OnFife Libraries and Pauline Smeaton had positively improved outcomes for learners. Pauline felt that the partnership had benefits for both the school and library service and spoke highly of the positive impact the school had on family engagement with the library.
- The school's involvement in the Raising Attainment in Writing programme and in particular, the Stephen Graham inputs, has led to changes in the ways that writing is taught in school. Whilst these changes are at an early stage – they are impacting positively on all staff's level of confidence and self-efficacy.
- Almost all pupils demonstrated a high-level of engagement in their writing lessons across the classes. Children HTs spoke to in classes were able to show that they understood what they were learning and knew how to be successful. Assessment for learning techniques were evident in all classes.
- Teaching staff across the classes were active and made well-timed interventions that supported learning. Learning was effectively chunked down and explicit teaching of skills supported the children. PSAs effectively supported learners with additional support needs in a variety of ways.
- All teaching staff spoke highly of the school and its shared commitment to improvement. They felt empowered to lead improvements within the school and there was a shared recognition of individual talents and skills and how they impacted positively across the team. They feel able to question,

challenge and lead and that their contributions are valued. There is a strong sense of distributed leadership across the teaching team.

- The school's approaches to 2.4 Personalised Support are becoming well-embedded. Effective planning at a universal, additional and intensive level is in place across the nursery and school and the impact of this planning continues to be evident in class.

Areas for Improvement

- A profiling format for capturing the best ways to support learners in nursery with additional support needs is being trialled. The next steps are to find effective ways to include parent voice (and pupil depending on context and appropriateness). Plans are in place to begin this with families as part of our PLJ processes.
- A consistent and agreed approach to teacher feedback within writing and the explicit teaching of the skills required for effective self and peer-assessment would support our learners' ability to understand and action their next steps in their learning.
- Ensure all staff have access to the Stephen Graham inputs. Continue to ensure that adequate time is given to allowing staff to work together to ensure that the consistent approach to teaching writing is sustained and built upon. It may be beneficial to agree a progression map of text types to allow for coherence and consistency in approach.
- Update the Curriculum Rationale to reflect the development work undertaken this session.

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.

Consultation with Stakeholders

- All parents/carers had the opportunity to feedback on improvement priority work through our questionnaire
- Pupils on-going feedback gathered through pupil focus groups, pupil leadership groups, questionnaires
- Pupil wise and parent wise
- Parent council discussion termly

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

- Parents and Carers are consulted on what their priorities for school improvement are in Term 4. This is taken into account when writing our school improvement plan in May/June.
- In September, our standards and quality report and improvement plan are shared with all parents/carers through a parental summary leaflet. Our full community version is saved to our Website so that all stakeholders can access the full document.
- Termly Sways share with parents/carers progress throughout session.
- Parent council meeting are given a progress update at each meeting. This is then available for all parents/carers through Ladybank School Partnership minutes.
- In our Parent wise Survey, most (88%) parents and carers said that the school provides regular information about the life of the school e.g. information letters, newsletters, emails, school/nursery websites etc. The majority (74%) of parents and carers knew about the school/nursery's priorities for improvement with 20% answering neutrally.

PEF Evaluation/Impact

Targeted Interventions

Literacy

- By May 2024, 70% of children in P4 and P7 will achieve national standards for attainment in Literacy.

Health and Wellbeing

- Pupil participation in extra-curricular sport and physical activity is increased to 95%. #SportyKids #HappyKids

Reducing the cost of the school day

- 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.

Progress:

- *Please refer to the progress information throughout our Standards and Quality report, particularly within Improvement Priority Three. The progress information which was directly linked to PEF funding is italicised.*
- We have broadened our analysis of our families at risk of poverty to include the six priority family types identified as being at highest risk of child poverty: lone parent families, minority ethnic families, families with a disabled adult or child, families with a younger mother (under 25), families with a child under one, and larger families (three or more children).
- This data alongside contextual knowledge of our families has enabled us to target our additionality to reduce the gap. Within our identified pupils, we continue to see a strong driver of additional support

needs. This was a focus for intervention in Priority 1. We also see a larger attainment gap in writing which was a focus for intervention in Priority 3.

- Almost all pupils identified have an identified additional support need. 23% of our intervention group have an additional support need which sits at the intensive level of support required and are at least 2 years behind nationally expected levels of attainment as a result of that additional support need.
- Additional PT time has been used to target identified pupils and support the development of tools for writing within a text-type approach.
- Additional PSA time has been used to target reading and writing through small-scale short-term focussed work on identified targets for individuals.
 - Phonic recovery
 - Common word practice
 - Comprehension activities
 - Read, Write, Ink
 - Sentence building using clicker
 - Support to use assistive technology in Literacy

Pupil Participation in Sport

- All extra-curricular clubs have run throughout the session at no cost to families. Analysis of pupil participation data for session 22/23 showed that our participation gap was driven by a lack of targeted opportunities for our children with significant additional support needs.
- In partnership with Active Schools, we ran a coach led club for a mixed group of children across stages but also targeted our children with significant ASN. This was very successful and all of the children thoroughly enjoyed the sessions.

Reducing the cost of the school day

- Clothes/equipment needed to participate in clubs (e.g. football boots) – established a Boot room this session which contains everything needed for outdoor learning, P.E. and football.
- Our Parent Council, Ladybank School Partnership, ran a Christmas Swap Shop event in November. It collected party wear, uniform, and good quality toys and books suitable for regifting. They held an open day and evening where families could come and give new and used items a new home.
- Clubs and activities – all run at no cost.
- School excursions (apart from P7 Residential) all run at no cost.
- School offers to pay for some or all costs for the P7 Residential where families cannot afford to contribute. A fundraising committee of P6 parents and carers has been established to try to minimise the cost of the residential for all other families.
- Fundraising events – minimised the number of these events, share dates at the start of the session to provide notice and moved to a pay what/if you can format for all activities e.g. Cupcake Cafes, Red Nose Day, Children in Need.

- Information Sharing – created and share biannually a sway containing handy links and information for any family experiencing financial difficulties.

Impact:

- *Please refer to the impact information throughout our Standards and Quality report, particularly within Improvement Priority Three. The impact information which was directly linked to PEF funding is italicised.*
- As a result of the Literacy interventions, all targeted pupils met their individual identified targets within for example: phonic recall, blending, common word recognition and basic comprehension.
- Almost all identified children who received focussed interventions on increasing skill in using technology to support literacy learning have increased their output in writing lessons.
- Whilst there is some impact on typing skills for our intervention group, pupils require more time to effectively transfer skills from typing programmes into other areas of learning.
- Gains have been made within our identified children in our P4 and P7 cohorts

Stage	Reading	Writing	Numeracy
Actual target P7 data in May 24	80%	80%	80%
Projected target P7 data in August 23	20%	60%	60%

Stage	Reading	Writing	Numeracy
Actual target P4 data in May 24	100%	100%	100%
Projected target P4 data in August 23	50%	0%	50%

- Last session attainment within pupils with FME was numeracy at 57%, reading at 50% and writing at 43%. This session, attainment within pupils with FME was numeracy at 62%, reading at 54% and writing at 43%. 23% of our identified pupils have significant additional support needs which sit within the Intensive level for support.
- Whilst we know our attainment figures are impacted by low cohort numbers and ASN, we need to continue to focus interventions on reducing this gap.

- At the end of Term 3, we had achieved 92% distinct participants in physical activity and sport. We anticipate being able to exceed our target of 95% distinct participants once Term 4 data is collated late June. We aim to add this data before final publication in September.
- The majority (72%) of parents and carers (with 26% replying neutrally) said that their child was able to participate in all school activities and that the school had measures in place to minimise the cost of the school day.
- The majority (70%) of parents and carers felt that the school had clear guidance and supports in place to ensure that no child is disadvantaged by personal circumstances with 28% neutral.

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

NIF Quality Indicators (HG IOS ELC) Early Years Self- Evaluation (Nursery)				
Quality Indicator	2021-2022	2022-2023	2023-2024	Inspection Evaluation <i>(since August 2023)</i>
1.3 Leadership of change	Good	Good	Good	
2.3 Learning, teaching and assessment	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)		
	2022-2023	2023-2024	
How good is our care, play and learning?	4 - Good	n.a.	
How good is our setting?	4 - Good	n.a.	
How good is our leadership?	4 - Good	n.a.	
How good is our staff team?	4 - Good	n.a.	

Headteacher – Lesley O'Brien

