

## Session 2025~2026 Improvement Plan

### Ladybank Primary School

Aspects funded by PEF italicised



#### Education Directorate Improvement Plan: Equality & Equity, Achievement

**Focused priority:** Planning, assessment and moderation of the benchmarks across Literacy, Numeracy and the Broad General Education ensure that learning is effectively monitored and tracked. Achievements for a target group of pupils are tracked, monitored and used to plan next steps through the World of Work profile.

HGIOS4 Quality Indicators		ELC Quality Indicators		
1.3 – Leadership of Change 2.2 – Curriculum <b>2.3 – Learning, Teaching and Assessment</b> 3.1 – Ensuring wellbeing, equality and inclusion <b>3.2 – Raising attainment and achievement</b>		Children play and learn <ul style="list-style-type: none"> <li>Learning, teaching and assessment</li> </ul> Children are supported to achieve <ul style="list-style-type: none"> <li>Children’s progress</li> </ul>		
Expected Impact	Strategic Actions Planned	Responsibilities	Measure of Success (Triangulation of Evidence/QI Methodology)	Timescales
<p>All children in our ELC will experience progressive learning experiences across the broad general education. Individual next steps are identified and planned for.</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>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><b>Professional Learning Activity</b></p> <ul style="list-style-type: none"> <li>Analysis of attainment over time within trackers will allow us to identify gaps in learning.</li> <li>Address gaps in provision through intentional promotions, observing and reacting to lines of enquiry.</li> <li>Pupil voice in learning central to our Floor Books which reflect the learning happening within the nursery.</li> <li>Partnership working with Freuchie and Falkland nursery to moderate PLJs and trackers for identified individuals.</li> <li>Professional learning on new ELC Quality Indicators within the National Standards focusing on identified indicators within our self-evaluation activities.</li> </ul> <p><b>Review planning and meeting structures</b></p> <ul style="list-style-type: none"> <li>Implement new planning and staff meeting rotations including medium term planning,</li> </ul>	<p>Nursery teacher and Nursery team Nursery team</p> <p>HT and Nursery team</p> <p>Nursery team HT and Nursery team</p> <p>HT, Nursery teacher and Nursery team</p>	<p><b>Data</b></p> <p>Analysis of trackers over time – identify gaps in experiences Analysis of PLJ observations cross-referenced with trackers. Analysis of recent ELIPS data – shared national/local ELIPS data picture as provided by EPs.</p> <p><b>People’s Views</b></p> <p>Professional dialogue at staff meetings Impact questionnaires in May – confidence and impact Pupil voice – recorded through floor books.</p> <p><b>Observations</b></p>	<p>Term 1, Term 2 and Term 3 analysis and actions identified.</p> <p>INSET day 4</p> <p>January 25</p> <p>From Term 1</p>

<p>ELC staff are aware of and able to use the new ELC framework within self-evaluation activities to identify where we are, how we know and what we need to do next.</p>	<p>pupil focus meetings which feed into planning meetings for individuals and strategic meetings.</p> <ul style="list-style-type: none"> <li>Pupil Focus Meetings will focus on identifying and planning next steps for individuals.</li> <li>Evaluate impact and amend processes as necessary in Term 3.</li> </ul>	Nursery teacher and HT	<p>Nursery visits. Floor books to chart impact of intentional promotions, resource change, pupil voice etc.</p>	From Term 1
	<p><b>Tracking &amp; Monitoring</b></p> <ul style="list-style-type: none"> <li>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. This will be recorded in Progress.</li> <li>Tracking updated and predictions entered into the system for all N5s in January.</li> </ul>	Nursery teacher and Nursery team		Term 3
		Nursery teacher and HT		Ongoing
<p><i>Identified pupils have their learning planned, assessed and tracked using SCERTS or the milestones.</i></p>	<p><b>Professional Learning Activity</b></p> <ul style="list-style-type: none"> <li><i>Input from EP to further support the use of SCERTS as a way of planning and tracking learning and achievement.</i></li> </ul> <p><b>Planning, tracking and monitoring</b></p> <ul style="list-style-type: none"> <li><i>SCERTS used to identify targets for learning in forward planning.</i></li> <li><i>SCERTS targets shared with home through Seesaw.</i></li> <li><i>Learner progress tracked using SCERTS. Progress shared with home through Child's Planning meetings.</i></li> </ul>	<p>Kerry Mitchell (EP) for P1/2, P2/3 and P4/5 team</p> <p>P1/2, P2/3 and P4/5 team</p> <p>As above</p> <p>SfL and P1/2, P2/3 and P4/5 team.</p>	<p><b>People's Views</b></p> <p>Teacher views on new system</p> <p>Teacher professional dialogue with SLT at FP &amp; Attainment Meetings</p> <p>Feedback from moderation activity (P1/2 and P3/4)</p> <p>Parent/carer views on children's progress</p> <p><b>Data</b></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 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><b>Assessment Calendar and Toolkit</b></p> <ul style="list-style-type: none"> <li>Audit current assessment toolkit and agree a consistent approach to assessment in Literacy and Numeracy.</li> <li>Identify agreed assessment tools for spelling progression to ensure all children are making progress.</li> <li>Pilot a framework to plan High Quality Assessment opportunities across the BGE with agreed foci termly.</li> </ul> <p><b>Professional Learning Activity - Moderation</b></p> <ul style="list-style-type: none"> <li>Partnership working with Pitlessie, Falkland and Freuchie to moderate learning in writing and reading.</li> <li>Identify next steps</li> </ul>	<p>Teaching staff</p> <p>Teaching staff</p> <p>Teaching staff</p> <p>Staff teams</p>	<p><b>People's Views</b></p> <p>Teacher views on levels of confidence and impact on tracking and monitoring of levels.</p>	<p>Term 1</p> <p>Term 1</p> <p>One per term</p> <p>3 occasions over the session: Term 1, Term 2 and once during Terms 3 or 4.</p>
<p>All P7s use their World of Work profile to track achievements.</p> <p>Learners in P4-7 are beginning to be able to identify their strengths and next steps using the meta-skills framework.</p>	<p><b>Professional Learning Activity</b></p> <ul style="list-style-type: none"> <li>Raising awareness of the meta-skills to be embedded into Assembly rotation.</li> <li>Awareness raising of the meta-skills framework. Case studies of how being used sharing with teaching team.</li> <li>All classes to have a meta-skills poster where links can be made ongoingly within learning.</li> <li>All staff to receive orientation on using the World of Work profiling tool.</li> <li>P7 pilot of profiling toolkit in line with Fife pilot.</li> </ul> <p><b>Planning, tracking and monitoring</b></p> <ul style="list-style-type: none"> <li>Profiles are used to track, monitor and plan for achievement opportunities for all P7 pupils.</li> </ul>	<p>Lesley O'Brien</p> <p>Lesley O'Brien</p> <p>Teaching team</p> <p>P7 teacher</p> <p>Lesley O'Brien in partnership with P7 teacher</p>	<p><b>Data</b></p> <p>Awareness of meta skills in Pupil Focus Groups.</p> <p>Awareness of meta skills amongst teaching team.</p> <p><b>People's Views</b></p> <p>Pupil views on and engagement in WOW profiling tool.</p> <p>Pupil understanding of meta-skills.</p> <p>Teacher views on engagement, motivation and impact of profiling toolkit and meta-skills.</p>	<p>Term 1</p> <p>Term 1</p> <p>Term 1</p> <p>Term 1</p> <p>From Term 1</p> <p>From Term 3</p>
<p><b>Ongoing Evaluation</b></p>				

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

Education Directorate Improvement Plan: Equality & Equity, Achievement				
<b>Focused Priority:</b> By May 2026, <b>75%</b> (to be replaced with stretch target once received) of children in P1, P4 and P7 will achieve national standards for attainment in Literacy.				
HGIOS4 Quality Indicators				
1.1 – Leadership of Change <b>2.3 – Learning, teaching and assessment</b> 2.4 – Personalised support <b>3.2 – Raising attainment and achievement</b>				
Expected Impact	Strategic Actions Planned	Responsibilities	Measure of Success ( <i>Triangulation of Evidence/QI Methodology</i> )	Timescales
<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>2 pupils in P4 reduce the gap in attainment in reading by 6 months. The majority of pupils in P4 (73%) achieve first level in reading.</i></p>	<p><b>Pupil Leadership</b></p> <ul style="list-style-type: none"> <li>Create an action plan with our Reading Leadership group to increase reading for enjoyment across our nursery and school.</li> <li>Track impact on PEF pupils specifically.</li> </ul> <p><b>Community Engagement</b></p> <ul style="list-style-type: none"> <li>Engage with school community to access volunteers to come into school to read.</li> <li>Target PEF pupils and pupils not engaging in reading at home.</li> </ul> <p><b>Interventions</b></p> <ul style="list-style-type: none"> <li>Revisit core comprehension strategies to ensure approaches are embedded in reading sessions.</li> <li>PSA interventions on gaps in learning for identified pupils following NSA for P4s and P7s.</li> </ul>	<p>Kirsty Russell, Pauline Smeaton and Pupil Leadership Group</p> <p>Lesley O'Brien</p> <p>Staff team</p> <p>Lesley O'Brien</p>	<p><b>Data</b> Analysis of baseline data gathered on reading habits – use to develop action plan</p> <p><b>People's Views</b> Children's views gathered through pupil focus groups. End of session impact data survey</p> <p><b>Observations</b> Learner Partnership analysis of environment – visibility of promotion of reading for enjoyment.</p>	<p>June 25</p> <p>By the start of Term 2 May 26</p> <p>Term 3</p>
<p><i>The majority of pupils in P7 (84% - an increase of 10% or 2 pupils) achieve second level in writing.</i></p>	<p><b>Analysis</b></p> <ul style="list-style-type: none"> <li>Baseline assessment carried out in August, January and May using Fife Moderation of Writing pack.</li> <li>Analysis of writing assessment to identify target children (cross-referenced with PEF) for</li> </ul>	<p>Teaching staff</p> <p>Teaching staff</p>	<p><b>Data</b> Analysis of attainment data in Writing – compare to evidence in jotters</p> <p><b>People's Views</b></p>	<p>August, January and May</p> <p>Ongoing</p>

<p><i>Most pupils in P4 (64% - an increase of 14% or 1 pupil) achieve first level in writing.</i></p>	<p><i>additional writing inputs on identified areas for improvement.</i></p> <ul style="list-style-type: none"> <li>Undertake moderation of January baselines with a partner schools (Falkland and Freuchie).</li> <li><i>Interrogate NSA data and cross-reference CfE levels.</i></li> </ul> <p><b>Professional Learning Activity</b></p> <ul style="list-style-type: none"> <li>Create and pilot a progressive framework for teaching the 9 text types supported by PM resources.</li> </ul> <p><b>Interventions</b></p> <ul style="list-style-type: none"> <li><i>PSA led interventions focussed on tools for writing identified in cold assessment pieces for pupils in P4 and P7.</i></li> </ul>	<p>Kirsty Russell and Claire Adair (PTs)</p> <p>Teaching Staff</p> <p>PSAs</p>	<p>Teacher professional dialogue at staff meetings</p> <p>Feedback from moderation activity</p> <p>Children's views gathered through pupil focus groups on the feedback received and the impact (Baseline in August, Impact in May)</p> <p><b>Observations</b></p> <p>Jotter sampling – writing jotters</p> <p>Peer Observations</p>	<p>January</p> <p>Ongoing</p> <p>Ongoing</p>
<p>All children will experience improved engagement and motivation in learning through creative approaches to delivering learning and teaching in Literacy using a wide range of digital tools.</p> <p>Through professional learning, all staff will enhance their skills in using digital tools to deliver high-quality Literacy learning, teaching and assessment leading to improved outcomes for all children.</p> <p>Children/young people In P6 and P7 will become more proficient in using digital tools to support them in their learning, preparing them with</p>	<p><b>Professional Learning Activity</b></p> <ul style="list-style-type: none"> <li>As part of the agreed WTA 5 collegiate sessions, staff will engage in professional learning on the use of iPads and associated apps to enhance the quality of learning, teaching and assessment.</li> <li>All staff will have the option to upskill their knowledge through the awareness of resources and self-led professional learning available on the Apple Education Community and further professional learning will support teachers to make effective use of the software library and develop their digital skills. Our initial focus will be on use within Literacy.</li> </ul> <p><b>Enhancing learners' experiences</b></p> <ul style="list-style-type: none"> <li>Enable all staff to use digital tools to make learning and teaching more engaging.</li> <li><i>Accessibility features will be available to ensure literacy learning is more inclusive for children with ASN whilst promoting independence. Embed approaches for individuals in Summary of Supports.</i></li> </ul>	<p>Teaching staff</p> <p>Teaching staff and wider school team where beneficial</p> <p>Teaching staff</p> <p>Teaching staff and SfL teacher</p>	<p><b>Data</b></p> <p>Analysis of attainment data in Literacy, Numeracy along with all/identified areas of the curriculum.</p> <p><b>People's Views</b></p> <p>Staff views on use of digital technology to enhance learning.</p> <p>Self-evaluation (2.3) on strengths and next steps.</p> <p>Staff professional dialogue with school/cluster colleagues.</p> <p>Feedback from Professional Learning activity.</p> <p>Parent/carers views on children's experiences.</p> <p>Children's views gathered through class groups and pupil focus groups on the use of digital technology to support</p>	<p>Jan – Mar 26</p> <p>iPads received in November 25. Focus for SIP work from January 26.</p> <p>Term 3 and 4</p> <p>Ongoing</p>

<p>skills for learning, life and work.</p> <p>All staff will increase their knowledge of how to personalise learning using a wide range of software, digital skills, and accessibility tools to meet the needs of all children/young people at universal, additional and intensive levels.</p>	<ul style="list-style-type: none"> <li>Staff will ensure they are able to always demonstrate safe and responsible use of digital.</li> </ul>	All staff	and enhance learning experiences.	Ongoing
	<p><b>Learning, Teaching and Assessment</b></p> <ul style="list-style-type: none"> <li>Teachers will use their digital skills to plan appropriate literacy learning based on Fife’s Literacy progression pathways.</li> <li>Teachers will use a range of digital tools to create and share explanations and to model learning processes.</li> <li>Planning for key learning to be shared via digital platforms to support P6 and P7 children/young people to access during and outside of lessons.</li> <li>Teachers involve children in the planning process, actively engaging them in decision making, allowing them to contribute ideas, select learning activities and co construct success criteria.</li> </ul>	Teaching staff	<p><b>Observations</b></p> <p>Classroom observations linked to the use of digital technology to enhance learning, teaching and assessment.</p>	Digital skills a focus from Jan 26
		Teaching staff		Term 3 and 4
		P6 and P7 teachers		Term 4
		P6 and P7 teachers		Ongoing
<p><b>Ongoing Evaluation</b></p>				
<p><b>This should be updated as part of on-going cycle of self-evaluation</b></p>				