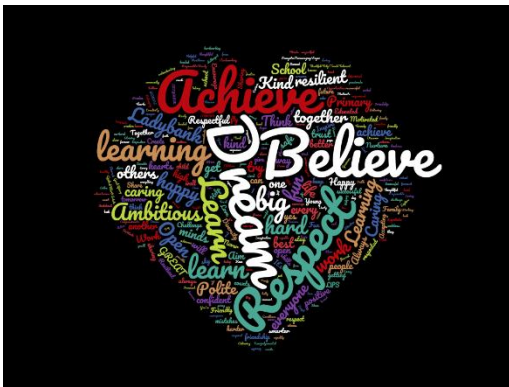


Ladybank Primary School



Context of the School

Demographic	~ Roll – 105 in school, 23 in nursery ~ FME % - 15% ~ SIMD Profile – 5.6 ~ ASN % - 33%					
Vision, values and aims	<p>#TheLadybankWay</p>  <p>In Ourselves Our Future Lies</p> <p>Our Vision is We are a learning family where all are nurtured, valued, encouraged and challenged.</p> <p>We aim to; Respect - learning, ourselves, each other and our school. Believe - in ourselves and each other. Achieve - everything we are capable of.</p>					
Attendance	Overall Stretch	96.5% 96%	Authorised	2.95%	Unauthorised	0.93%
Exclusions	0%					
Summary of consultation with stakeholders	<ul style="list-style-type: none"> 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. Prior to setting priorities for improvement, we consult parents and carers on what they think our priorities for improvement should be. These are considered when we set our improvement foci for the following session. 					

	<ul style="list-style-type: none"> 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.
Attainment Scotland Fund Allocation (PEF)	£24,500
Cost of the School Day statement	<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 pressures and focussed our interventions around supporting within the following areas:</p> <ul style="list-style-type: none"> 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

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

School Improvement Priority 1:

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.

HGIOS 4 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			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 – Securing children's progress		
Has this priority been: (please highlight)	Fully achieved	Yes	Partially achieved		Continued into next session

Progress

- Medium-term planning and Pupil Focus meetings have been introduced in nursery to allow focused planning to meet individual needs within our ELC setting. These discussions feed into tracking and monitoring through Learning conversations.
- SCERTS and Milestones planning and assessment frameworks have been introduced in P1/2 and P3/4 to support planning and identification of next steps for identified individuals.
- Staff undertook additional professional learning on understanding and analysing standardised assessment data including ELIPS, BASE and NSA data.
- Staff at P4 and P7 worked with our cluster PT to use NSA data to identify gaps in learning and plan next steps. Historical data was used to identify trends at a school and cluster level and this information was used to inform planning to best meet cohort needs.
- There was a term 3 focus on Physical Education, Physical Activity and Sport assessment and moderation. Staff worked collegiately to plan and deliver a high-quality assessment task. Assessment judgements were then moderated and the learning used to inform tracking of attainment of PEPAS on Progress.
- Target setting and sharing has been reestablished in all classes. Seesaw is used to share these with home.

Impact:

- All children in our ELC and primary classes have their attainment tracked across the Broad General Education. Available standardised data, including historical data, is interrogated alongside CFE predictions. This session, there is greater parity between our data and our predictions.
- Pupil Focus meetings in nursery are beginning to embed planning for individual learners enabling us to better meet the needs of our more able learners in particular.
- All children are provided with experiences which meet their learning and developing needs and have received appropriate support for the planning and assessment of children's learning and development in our ELC.
- Learning Partnership feedback from our teacher focus group found that staff were increasingly confident in the use of a range of data to inform planning for learning, teaching and assessment.
- All staff agreed that moderation activities helped them to make sound professional judgements.

Next Steps:

- Further embed new approaches to planning in nursery to plan, track and monitor attainment across children in the ELC.
- Develop approaches to planning high-quality assessments and the opportunity to moderate these both within and across schools to be developed with an initial focus within the BGE.
- Current Assessment Toolkit to be developed into an agreed Assessment Calendar with identified opportunities to moderate assessment judgements identified across the calendar year.

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

School Improvement Priority 2:

By May 2024, 75% of children in P1, P4 and P7 will achieve national standards for attainment in Literacy.

HGIOS 4 Quality Indicators:

1.1 – 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

Has this priority been:
(please highlight)

Fully achieved

Yes

Partially achieved

Continued into next
session

Progress

- Nursery, P1/2 and P3/4 classroom environments audited with next steps identified to ensure they were high quality visual environments which support the development of communication.
- Early years environments embedded photos, symbols and signs as well as introduced the use of communication mats for identified individuals to support communication.
- We signed up to the Reading Schools programme and established a Reading Leadership Group. They have audited our reading resources, led our activities on World Book Day and are now working with Pauline Smeaton (retired School Librarian Link) to purchase new books to encourage reading for enjoyment.
- Our Literacy PT had continued to lead the introduction of the Stephen Graham approach to writing across our staff team. She has led planning inputs, organised CPD and worked alongside our cluster PT to facilitate moderation of assessment using the Fife Assessment of Writing moderation pack.
- Feedback within Writing was audited and self and peer-assessment sheets introduced across the school to support consistency of approach.
- Our Literacy PT has worked intensively with P4 and P7 to improve attainment through team teaching and PSA led intervention groups.

Impact:

- Most pupils in P1, P4 and P7 attain national standards for attainment in Literacy. This meets our stretch target set within our school improvement planning of 75% and shows an increase of 3% on last session's overall Literacy for the school.

	Literacy	
	Stretch	Actual (Compared to stretch target)
P1	70%	82% (+12%)
P4	75%	67% (-8%)
P7	75%	79% (+4%)
School		76% overall

- We have seen sustained improvements in our attainment within writing. These improvements have been underpinned by the interventions in teaching writing in P4 and P7 to target groups of pupils.

Current Session 2024~2025 (Compared to 23/24)	Listening and Talking	Reading	Writing
Primary 1	82% (-8%)	82% (-8%)	82% (+12%)
Primary 4	83% (-7%)	83% (+3%)	67% (-3%)
Primary 7	88% (+7%)	83% (+4%)	79% (=)
School	84% (-4%)	83% (=)	76% (+3%)

- The majority of children in P4 and most children in P1 and P7 have attained the expected level in writing. We have seen a slight decrease in writing attainment in P4, sustained levels in P7 and an increase of 12% in P1.
- We have seen very good improvement from predicted levels of attainment in November which showed a significant projected drop in attainment for both our P4 and our P7 cohort. Targeted interventions focused on tools for writing and team teaching in addition to weekly writing lessons taught using the Stephen Graham approach has impacted positively on attainment,

Stage	Listening and Talking	Reading	Writing
Actual P7 data in May 25	88% (+9%)	83% (+20%)	79% (+25%)
Projected P7 data in Nov 24	79%	63%	54%
Context - Context – 46% ASN, 36% of ASN is at an intensive level			

Stage	Listening and Talking	Reading	Writing
Actual P4 data in May 25	83% (+6%)	83% (+14%)	67% (+5%)
Projected P4 data in Nov 24	77%	69%	62%
Context – 58% ASN – all at a universal level			

Next Steps:

- Increase engagement in reading for enjoyment.
- Amend our Assessment toolkit to ensure consistency in approach across the school by adding an assessment calendar and agreed standard and high-quality assessments to track pupil progress in Literacy and plan next steps.

Improving Outcomes

Attainment

Stage	Listening and Talking	Reading	Writing	Numeracy
	Actual	Actual	Actual	Actual
P1	82%	82%	82%	82%
P4	83%	83%	67%	83%
P7	88%	83%	79%	86%

Overall Attainment for 2024 - 2025				
	Literacy		Numeracy	
	Stretch	Actual	Stretch	Actual
P1	70%	82% (+12%)	80%	82% (+2%)
P4	75%	67% (-8%)	83%	83% (=)
P7	75%	79% (+4%)	75%	86% (+11%)

- Most children meet the national expected levels of attainment in literacy and numeracy.
- We have met all our stretch targets for attainment apart from P4 Literacy.

Attainment over time – P7 and P4 cohort

Stage	Listening and Talking	Reading	Writing	Numeracy
Actual P7 data in May 25	88% (+9%)	83% (+20%)	79% (+25%)	86% (+28%)
Projected P7 data in Nov 24	79% (+6%)	63% (-4%)	54% (-10%)	58% (-9%)
Primary 4 (21/22)	73% (-12%)	67% (-18%)	64% (-13%)	67% (-18%)
Primary 1 (18/19)	85%	85%	77%	85%
Context - Context – 46% ASN, 36% of ASN is at intensive level				

- We had a large group of children join our P7 cohort in August 24. This impacted on our projected attainment for May 25. Numeracy and Writing were identified as areas of learning which required additional focused input to address the projected attainment gap.
- PEF funding supported additional staffing in P7 to provide interventions focused on writing in particular. There is strong evidence of the positive impact of this on our attainment in writing.
- Focused use of NSA data to identify gaps in learning and support planning for next steps has supported an increase in numeracy attainment from the baseline we had in November.

Stage	Listening and Talking	Reading	Writing	Numeracy
Actual P4 data in May 25	83% (+6%)	83% (+14%)	67% (+5%)	67% (+13%)
Projected P4 data in Nov 24	77% (+27%)	69% (+19%)	62% (+12%)	54% (+4%)
Primary 1 (21/22)	50%	50%	50%	50%
Context – 58% ASN – all at universal level				

- The majority (58%) of our P4 cohort have an additional support need. All children with an identified need have a Summary of Support which details class-based supports at a universal level. Children with an additional support need are making very good progress compared to prior levels of attainment.
- PEF funding supported additional staffing in P4 to provide interventions focused on writing in particular. There is strong evidence of the positive impact of this on our attainment in writing. Children who have not met the threshold for the first level have decreased the attainment gap by on average 6 months.

Achievements

There has been a 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. These have been shared with home through our monthly Sway newsletters 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.

Successful Learners

- All pupils from nursery to P7 are involved in planning, organising and serving families in their own Cupcake Café to raise funds for their annual trip.
- We welcomed members of our community into school to learn about jobs in the Health Sector as part of our Health Week.

Confident Individuals

- We provide opportunities for all pupils to perform annually through our P1-4 Nativity and P5-7 Scottish Opera performances. Extra-curricular opportunities for Dance and Glee saw most pupils in P4-7 perform at the Alhambra and Lochgelly Centre in Term 2. Our Dance club also performed at BBHS's Expressive Arts festival and the Wee Wrigglers performed in school for the other children.

Effective Contributors

- Almost all pupils attended an extra-curricular club in school across the session.
- We attended all cluster Active Schools tournaments as well as Golf, tennis and cricket festivals. Almost all pupils in P3-P7 had an opportunity to attend a festival and represent the school.

Responsible Citizens

- Our Eco-committee have created our new School Travel Plan and run campaigns to encourage active travel to school. They are currently identifying a Drop and Walk location for families to reduce congestion at our school gates.
- We continue to try to be a positive, visible presence in our community – we visit our local sheltered housing, carry out litter picks, created Dog Poo posters in partnership with the Safer Communities team and designed the front cover for this year's Fife Show programme.

Evaluations (School)				
	2022-23	2023-24	2024-25	Inspection Evaluations (since August 2024)
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	Very Good	
3.2 Raising attainment and achievement	Good	Good	Good	
Evaluations (ELC)				
	2022-23	2023-24	2024-25	Inspection Evaluations
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	Very Good	
3.2 Securing children's progress	Good	Good	Good	
Care Inspectorate Evaluations (ELC)				
	2022-23	2023-24	2024-25	
How good is our care, play and learning?	4 - Good	n.a.	n.a.	
How good is our setting?	4 - Good	n.a.	n.a.	
How good is our leadership?	4 - Good	n.a.	n.a.	
How good is our staff team?	4 - Good	n.a.	n.a.	