

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.

School Improvement Plan – 2025~2026

1. 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.
2. By May 2026, **75%** (to be replaced with stretch target once received) of children in P1, P4 and P7 will achieve national standards for attainment in Literacy.

This is an extract of our full Standards and Quality report and School Improvement Plan. You can find the full version on our School Website.

Ladybank Primary School & Nursery

Standards and Quality Report Summary 2024~2025 and School Improvement Plan 2025~2026



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.



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.

What We Did:

- 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 re-established in all classes. Seesaw is used to share these with home.

What Improvements Were Made?

- 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.

School Improvement Priority 2:

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

What We Did:

- 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.

What Improvements Were Made?

- 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.

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

- 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.
- 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.