

Ladybank Primary School
School Improvement Plan – 2026~2027

Education Directorate Improvement Plan: Improving Learning, Teaching & Assessment				
Focused Priority: By June 2026 through looking inwards and outwards, strengthen the consistency and quality of moderation practices across all stages to ensure a shared understanding of standards in literacy and numeracy, resulting in more reliable and robust teacher judgements.				
HGIOS4 Quality Indicators		Quality Improvement Framework		
1.1 – Self-evaluation for self-improvement 2.2 – The Curriculum 2.3 – Learning, teaching and assessment 3.2 – Attainment and achievement		Children Play and Learn • Child-centred planning and assessment Learning, teaching and assessment • Planning and assessment, tracking and monitoring Children's Progress • Progress over time across all areas of learning		
Expected Impact	Strategic Actions Planned	Responsibilities	Measure of Success (Triangulation of Evidence/QI Methodology)	Timescales
Increased staff confidence and shared understanding of the moderation cycle. Improved consistency in professional judgement for learners. Enhanced practitioner knowledge of standards, progression and expectations within Early Level.	Professional Learning • Staff input on Moderation Cycle. Moderation – looking inwards • Staff involvement in QI processes ○ Planning (golden thread) ○ Trackers – linking observations to Es and Os, identifying gaps to inform intentional planning ○ PLJs (shared moderation activity – strengths and next steps identified) Moderation – looking outwards • As part of cluster improvement priority, participate in moderation activities within trios or quads with local cluster ELCs. Moderate PLJ observations and link to trackers. Use moderated judgements to discuss predictions for N5s. • ELC and teaching staff to attend cross-sector moderation on an In-Service Day. Special > ELC > Primary > Secondary	HT Nursery team led by Nursery teacher Partner ELCs identified as part of Cluster Improvement Plan	Data Clear alignment between observations in PLJs, trackers and tracking data in Progress for N5s. Gaps identified through audits of trackers with impact on intentional planning evidenced. Evidence of targeted interventions leading to improved outcomes. People's Views Professional dialogue during moderation activities. Impact questionnaires in May.	In-service Day 1 Termly activities identified To be agreed at cluster level In-service Day 4

Moderation activities provide evidence of progress and improve consistency in attainment judgements. Moderation underpins assessment judgements which are valid, reliable and consistent supporting high-quality feedback and next steps. Cluster moderation leads to improved consistency in attainment judgements across schools. Staff confidence in achievement of a level decisions is increased. Pupils can talk about their next steps in learning.	Assessment Calendar and Toolkit - Review assessment calendar and agree consistent approach to Literacy and Numeracy assessments for start of Session 26/27. Professional Learning - Staff input on Moderation Cycle. - Refresher session on effective feedback strategies. Revisit AiFL pedagogy – unwritten rules for learning, teaching and assessment. Amend L&T policy as required. Self-evaluation for self-improvement - Introduce staff involvement in QI processes and identifying next steps as a team; - Planning (pace and challenge, coherence, assessment and next steps across BGE) - Review assessment data from assessment calendar. - Sampling of learning – feedback and expectations (balance of praise and next steps, time given for pupils to revisit learning and act on feedback). - Attainment groups to validate achievement of a level assessment. - Impact evaluated and next steps identified. Moderation – looking inwards - Review assessment calendar to include termly approach to in-school moderation through identified assessment weeks. - Opportunities to be identified in Literacy, Numeracy and in BGE through High Quality Assessments. - Staff to further develop range of attainment focus group assessment tasks. - Teaching staff to take attainment focus groups to moderate assessment judgements during planned assessment weeks. Feedback and next steps identified as a team.	Teaching staff Staff team Staff team HT HT Teaching team Teaching team HT and teaching team Teaching team Teaching team Teaching team	Data Assessment data tracked in pilot tracking format Tracking data aligns with moderated assessment judgements. QI strengths and next steps identified. Assessment Calendar QI processes with next steps identified People's Views Baseline staff confidence survey on moderation cycle. Pre and post professional learning activities. Professional dialogue at staff meetings Professional dialogue at Learning Partnership Staff awareness of collective strengths and next steps Impact questionnaires in May – confidence and impact Staff professional dialogue with school/cluster colleagues. Observations Improvements identified through moderation are evidenced in practice changes. Pupil Focus Groups – assess ability of children to talk about their feedback and next steps in learning. Pupil Attainment Groups – moderation of assessment judgements.	August 26 In-service Day 2 Moderation Cycle - Term 1 Feedback - Term 3 Ongoing across sessions Each term Each term Biannually During identified assessment weeks August 26 Termly
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	Moderation – looking outwards - As part of cluster improvement priority, participate in moderation activities within trios or quads with local cluster schools. - ELC and teaching staff to attend cross-sector moderation on an In-Service Day. Special > ELC > Primary > Secondary - Gather examples of how schools track and monitor assessment information over time. Pilot agreed approach. Tracking and Monitoring - Pilot an agreed approach to gathering assessment information (such as Numeracy baselines, reading ages, Spelling ages) to support tracking and monitoring of assessment information over time in Progress.	Cluster schools including ELC, Special and BBHS HT	Term 1 and 2 During identified assessment weeks Termly during collegiate time In-service Day 3 August 26 – for pilot from Term 1 August 26 – for pilot from Term 1
Ongoing Evaluation			

<i>Most children in P7 achieve second level in reading.</i> <i>Increased enjoyment of reading in targeted groups in P1-3.</i> <i>Reading PALS increases common word recall for identified children.</i> <i>Paired Reading increases reading fluency for targeted pupils.</i>	- Amend Curriculum Rationale to reflect changes. Pupil Leadership - Create an action plan with our Reading Leadership group to increase reading for enjoyment across our nursery and school. - Track impact on PEF pupils specifically. - Apply for Reading Schools Award. Community Engagement - Engage with school community to access volunteers to come into school to read. - Target PEF pupils and pupils not engaging in reading at home. Targeted Interventions - Introduce Reading PALS to target common word recall. - Paired Reading in place for targeted children to target fluency and phrasing.	HT in partnership with staff team Cori Foreman, Pauline Smeaton and Pupil Leadership Group Lesley O'Brien Staff team Lesley O'Brien	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.	August, January and May December and February Ongoing January Ongoing
<i>Most pupils in P7 achieve second level in writing.</i> <i>The majority of pupils in P4 achieve first level in writing with one pupil closing the gap by 6 months.</i> Pedagogical approaches to teaching the text structures of the 9 text-types are well	Analysis - Baseline assessment carried out in August, January and May using Fife Moderation of Writing pack. - Analysis of writing assessment to identify target children (cross-referenced with PEF) for additional writing inputs on identified areas for improvement. - Interrogate NSA data and cross-reference CfE levels. Professional Learning Activity - Embed progressive framework for teaching the 9 text types supported by PM resources.	Teaching staff Teaching staff in partnership with SFL P4 and P7 teachers Teaching staff	Data Analysis of attainment data in Writing – compare to evidence in jotters Moderated writing assessments using the Fife pack NSA data cross-referenced to CfE levels and historical attainment People's Views 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)	

embedded in classroom practice.	- Two staff to attend Stephen Graham approach to teaching spelling. - Amend Curriculum Rationale to reflect changes. Interventions <i>SfL led interventions focussed on tools for writing identified in cold assessment pieces for pupils in P4 and P7.</i>	SfL in partnership with class teachers	Observations Jotter sampling – writing jotters Peer Observations of writing lessons – moderate consistency of approach	Ongoing
Ongoing Evaluation				

Education Directorate Improvement Plan: Improving Learning, Teaching & Assessment, Equality & Equity, Achievement					
Focused Priority: By June 2027, ELC practitioners will consistently plan high-quality learning experiences using a clearly defined new nursery curriculum rationale. Through embedding learning in our community and providing opportunities to engage in structured learning experiences, ensure a coherent, progressive and balanced curriculum that meets the needs of all learners.					
Quality Improvement Framework for ELC					
Children Play and Learn					
Curriculum					
Expected Impact	Strategic Actions Planned	Responsibilities	Measure of Success (<i>Triangulation of Evidence/QI Methodology</i>)	Timescales	
Learners experience a coherent, progressive and balanced curriculum that meets their needs.	Professional Learning - Audit current Curriculum Rationale, reflecting on core pedagogical approaches and how VVA should be represented. Identify next steps. - Facilitate professional dialogue to draft an outline curriculum rationale aligned to the Quality Framework, Realising the Ambition and CfE principles.	Nursery team	Data Evidence of revised curriculum rationale drafts aligned to CfE, Realising the Ambition and the Quality Framework. Increased staff confidence (survey results) in understanding VVA and core pedagogical approaches.	Term 1	
	Community Engagement - Consult families and our community partners on our current Curriculum Rationale, core values and what makes Ladybank unique. - Use feedback to co-create Curriculum Rationale. Share draft.	HT, Nursery teacher and Nursery team	People's Views Practitioners can confidently articulate how VVA is embedded in practice. Families and partners report they feel listened to, valued and involved in shaping the curriculum.	Term 1	
		Nursery team	Observations Learning experiences increasingly reflect agreed pedagogical approaches and VVA. Professional dialogue sessions show high-quality engagement and shared ownership.	January 27	
		HT, Nursery teacher and Nursery team		Draft Curriculum Rational – March 27	
Increased pupil participation in optional structured learning opportunities showing enhanced engagement.	Intentional Planning Introduce greater opportunities to engage in structured learning opportunities to support progression in skills for learning and life such as:	Nursery team ~ Identify lead practitioners within each internal	Data Tracking shows improved engagement and participation levels, particularly for identified groups.	Draft nursery routine with established opportunities to engage in structured	

	○ Kodaly ○ Think Equal ○ Community walks ○ Library visits ○ Bookbug ○ Rhyme Time ● Review nursery weekly routine – evaluate and identify next steps each term. ● Create a learning environment within school which mirrors nursery providing a flexible, welcoming space for structured learning opportunities.	structured learning opportunity Kodaly – KT Think Equal – SF Bookbug – LB, KT Rhyme Time - HT, Nursery teacher and Nursery team	Planning reflects increase in structured learning opportunities. People's Views Children can talk about their learning in structured experiences and demonstrate increased engagement. Observations Structured sessions (e.g. Kodály, Bookbug, Think Equal) are well-paced, engaging and developmentally appropriate. Learners are more settled within the nursery environment in the afternoons. Evidence of environmental changes completed, creating a flexible space aligned to ELC pedagogy which supports learner engagement out with nursery.	activity ready for August 26. Evaluate and identify next steps each term. By October 26
Children can recognise, name, and manage their emotions more effectively. Increased use of appropriate language to express feelings and needs. Children show greater understanding of others' feelings and perspectives.	Professional Learning ● Provide CLPL for all staff on the <i>Think Equal</i> programme, including pedagogy and expected outcomes. Interventions ● Integrate <i>Think Equal</i> into curriculum planning, ensuring clear links to children's interests and developmental stages. ● Develop consistent approaches to observing and tracking children's social and emotional progress. Investigate use of Leuven's scale. ● Use professional dialogue and moderation to ensure consistency and quality of delivery. Community Engagement ● Engage parents/carers to build understanding of the programme and support learning at home.	Stacey Forbes and Emma Wilson Stacey Forbes and Emma Wilson HT, nursery teacher and HT Nursery team HT, nursery teacher and nursery team	Data Tracking systems (e.g. Leuven Scale) used consistently to monitor wellbeing and involvement. Evidence of regular moderation and professional dialogue to ensure consistency. Targeted children show improved wellbeing and engagement over time. People's Views Staff demonstrate a shared understanding of how to observe and track social and emotional progress. Practitioners can discuss individual children's progress and next steps. Children can express feelings, relationships and key messages from the programme. Observations Children demonstrate increased empathy, emotional vocabulary and self-regulation. Consistency across practitioners in assessment and tracking approaches.	Term 1 Draft nursery routine with Think Equal ready for August 26. Term 1 Ongoing Term 2

Ongoing Evaluation	