

Ladybank Primary School



Standards and Quality Report – 2025~2026

Demographic

SIMD Profile

	Roll	1	2	3	4	5	6	7	8	9	10
Mar 26	102	0	0	0	6	45	34	11	3	3	0
Sept 25	102	0	0	0	3	47	34	13	3	2	0

	SIMD Average	Sept FME (P6 & 7)	ASN - % of school roll	Armed Forces - % of school roll
Mar 26	5.7	13.7	45	7.8
Sept 25	5.7	13.7	45	7.8

Vision, values and aims

Our Nursery and School Vision, Values and Aims were refreshed this session in partnership with our pupils, our staff and our school community. Our VVAs will officially be launched in August 2026.

The Ladybank Way

Our Vision:

We are a welcoming learning family where we are all supported, nurtured, valued, challenged and inspired to be the best we can be.

That's the Ladybank Way.

Our Values:

We Belong

~ Once Ladybank, Always Ladybank

We Learn

~ We are curious, try our best and love learning

We Grow

~ We cope with challenge, we make mistakes and we don't give up

Our Aims:

Respectful - we are kind

Responsible - we make good choices

Resilient - we keep trying

Attendance

Total

93.53%

Authorised

4.71%

Unauthorised

1.76%

Exclusions %

0%

Summary of consultation with stakeholders	• 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. • Monthly 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. • In our Parent wise Survey, most (89%) 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 of parents and carers knew about the school/nursery's priorities for improvement.
Attainment Scotland Fund Allocation (PEF)	£24,500
Cost of the School Day statement	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 focused 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. All children participate regardless. • Ensure families have a year to pay for P7 residential and school supports any families that cannot financially contribute to their children attending • Information Sharing – a sway containing handy links and information for any family experiencing financial difficulties is shared in each monthly Sway

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

ELC/School Improvement Priority 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.

HGIOS4 Quality Indicators:

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

ELC Quality Framework:

Children play and learn

- Learning, teaching and assessment

Children are supported to achieve

- Children's progress

Has this priority been:
(please highlight)

Fully achieved

Partially achieved

Continued into next
session

Progress

- New 3-week rotational planning and staff meeting structures introduced in nursery; Week one - Pupil Focus Meeting, Week two – Medium-term planning, Week Three – Strategic. Focused planning supports planning for individuals.
- All children in ELC have their learning in Literacy and Numeracy tracked in their PLJs. This session, PLJ tracking was audited to identify gaps in learning for individuals and cohorts. This then informed intentional planning to provide opportunities for children to engage in learning in these areas.
- Children in nursery have their attainment across the curriculum tracked in Progress.
- Our Educational Psychologist provided professional learning for teaching and support staff to plan learning using SCERTS.
- The team has refreshed the school's Assessment Rationale to ensure it is rigorous and outlines a sustainable and useful range of assessment practices. This includes an assessment calendar and shared progressive AiFL assessment strategies.
- Assessment focus groups were taken by HT and EM colleagues during Learning Partnership visits to confirm assessment declarations for children in P1, P4 and P7 in reading.
- Staff and pupils are developing a shared understanding of meta-skills and their relevance across learning. Meta Skills has been a focus for teaching through assemblies and the children have an awareness of the three themes and the 12 skills within them.
- We have had limited opportunities to engage in looking outwards for moderation this session. This is a focus for school improvement work next session.
- Pupils' achievements across the 4 contexts are tracked. Data is used to identify children for targeted interventions such as opportunities to lead in pupil leadership groups, involvement in school clubs and attendance at sporting festivals.
- Achievements for pupils continue to be shared through Seesaw with a move to Showbie for P6 and P7. A pilot using World of Work was paused until decisions were made at a Fife level regarding use of Showbie's Portfolio.

Impact:

- Analysis of assessment evidence in the PLJS and linked trackers ensure assessment judgements made for nursery children across the BGE are robust and based on observations of learning.
- Identifications of gaps then targeted in intentional planning, ensure all nursery pupils experience a broad and coherent experience across Literacy and Numeracy.
- Literacy improvement work has strengthened approaches to assessing, tracking and monitoring learning in target classes.
- In attainment groups children were assessed to be working within the stated levels, confirming teacher judgements. Staff talk confidently about children's learning, abilities and themes across the school.
- Focus groups of children talk confidently about how they use assistive technology to support learning. At this stage within the assistive features of Office 365.

- In our Pupilwise survey, almost all pupils report that staff talk to them about how to improve their learning (97%), people in school help them with their learning when they need it (99%) and they can access support to make progress in their learning (99%). As a result, almost all learners report that they are making progress in their learning (96%).
- Most parents and carers (89%) report that their child is making progress in their learning.
- Teachers involved in Guided Reading professional learning speak confidently about their approaches to the teaching of reading. The development of the Stephen Graham approach to the teaching of Guided Reading is beginning to impact on practice in pilot classes. Teachers involved report that their confidence and ability to unpick and outline reading skills and progression is greater.
- Children involved are now much more able to talk about their reading skills and next steps and to have conversations with each other and their teacher about reading.

Next Steps:

- Identify assessment weeks where agreed moderation activities take place with a focus across Literacy and Numeracy initially.
- Moderation opportunities planned with local schools and cluster High School resulting in greater consistency in assessment judgements made across the cluster primaries. Clear links made to Cluster Improvement Plan 26/27.
- Involve teaching staff in Quality Assurance activities such as jotter monitoring, ensuring next steps identified are shared and collectively agreed. Staff have a clear understanding of strengths and next steps within assessment and moderation themes in 2.3.
- Begin to explicitly plan for Meta-skills development across the curriculum and IDL contexts. Provide more consistent opportunities for learners to reflect on and discuss their skills development.

ELC/School Improvement Priority 2

By May 2026, **78.4%** of children in P1, P4 and P7 will achieve national standards for attainment in Literacy.

HGIOS4/ELC Quality Improvement Framework Quality Indicators:

1.1 – 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		Partially achieved		Continued into next session	
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Progress

- *4 members of staff (SfL, P1/2, P2/3 and P5/6 class teachers) attended Stephen Graham's Guided Reading professional development sessions. Explicit teaching of comprehension strategies, vocabulary and text structure, alongside the development of metacognitive skills have been developed. Learners are supported to become increasingly independent, reflective and critical readers through structured modelling, high-quality dialogue and gradual release of responsibility.*
- *PM Literacy Assessment kit was used to identify next steps for individuals in reading in P1/2, P2/3 and P5/6.*
- *A Guided Reading approach to teaching reading has been trialed in P1/2 and P2/3.*
- *Audits revealed a gap in levelled non-fiction reading resources. This reduced the opportunities for learners to be exposed to high-quality models of varying text types.*
- *PM Guided Reading cards and Short Reads Non-Fiction were purchased alongside levelled non-fiction for reading ages 10-12 years. This provides more complex non-fiction texts across all levels and starts to deepen our resources for our more able readers.*
- *We have continued to embed our approach to teaching the 9 text types in writing – followed the agreed rotational progression, the Stephen Graham pedagogical approach and using Fife's Writing Assessment pack to assess progress and identify next steps.*
- *An intervention group for writing was established at the start of the session to provide additional writing input to target attainment gaps identified in P4.*

- Paired Reading sessions have been introduced for identified learners at P3 and P4 – supported by learners in P7.
- We have created a school action plan to become a Reading School. We are midway through renovating our school library with the support of Ladybank School Partnership and Pauline Smeaton, retired Schools Librarian. An audit of reading for enjoyment resources has identified gaps in graphic novels, high-quality early readers and quality up to date non-fiction.
- Children in P5-7 received input on how to use accessibility features on Transforming Learning iPads. P5/6 and P7 class teachers have fully utilised iPads as part of learning and teaching in Literacy.

Impact

- All learners are now able to access appropriately challenging texts from within the 9-text types matched to their reading level, ensuring pupils are experiencing appropriate progression in their reading.
- Guided reading assessments used in P1/2 and P2/3 have ensured focused next steps for learning in reading are identified and actioned.
- Most pupils in P1 and P7 and the majority of pupils in P4 achieved the expected levels of attainment for Literacy. We have not met our stretch target at P1 but have at P4 and P7.

Stage	Literacy Current
P1	75%
P4	73%
P7	79%
School	75.6%

- Attainment has improved from last session for learners at P4 and P7. We have seen positive impact on end of session data when compared to start of session predictions. Reading buddies and additional interventions in writing at P4 have impacted positively on attainment.
- Most learners from P4 involved in Paired Reading felt that their reading skills had improved with one pupil not sure. All P7 reading buddies and the class teacher felt that pupils' reading skills had improved with additional practice, modelled decoding strategies and comprehension questions at the end of sessions identified as having supported learners.
- All P7 Reading buddies felt that their confidence had improved as a result of leading sessions with one pupil sharing that their own confidence to speak to others and lead younger children had increased significantly.
- All pupils involved in P4 writing inputs have reduced the gap in attainment by 6 Months on average. These additional writing sessions were provided by Support for Learning and then the cluster Literacy teacher from Term 4.

Stage	L&T	R	W
P1	75%	75%	75%
P4	87%	80%	73%
P7	89%	89%	79%

- At the start of the session, our projected P4 attainment for the individual areas within Literacy was down when compared to P4 24/25 and down for writing when compared to P1 attainment for the same cohort. Targeted interventions in reading and writing have resulted in an increase in attainment across all areas.

Stage	Listening and Talking	Reading	Writing
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<i>Compared to start of year projections</i>	+8%	+9%	+14%
Primary 4 25/26 <i>Compared to P4 24/25</i>	87% (+4%)	80% (-3%)	73% (+4%)
Primary 3 May 25 – projected for P4 25/26 <i>Compared to P4 24/25</i>	79% (-4%)	71% (-12%)	57% (-10%)
Primary 1 (22/23)	60%	70%	70%

- P7 attainment has seen an improvement in attainment over time and we have seen sustained attainment improvements when compared to last session. Focused use of assistive tools using the Transforming Learning iPads has supported increased attainment.

Stage	Listening and Talking	Reading	Writing
<i>Compared to start of year projections</i>	=%	=%	+5%
Primary 7 25/26 <i>Compared to P7 24/25</i>	89% (+1%)	89% (+6%)	79% (=)
Primary 6 May 25 – projected for P7 25/26 <i>Compared to P7 24/25</i>	89% (+1%)	89% (+6%)	74% (-5%)
Primary 4 (22/23)	67%	73%	60%
Primary 1 (19/20) February data due to Covid	77%	77%	77%

Next Steps:

- Staff members who attended Stephen Graham guided reading sessions to share professional learning with 2 other practitioners. Agree consistent approach to the teaching of reading across the school.
- Staff to attend Stephen Graham spelling course. Review and amend phonics/formalised spelling programme as a result of learning.
- Run the final year of the 3-year rotational pathways for the 9 text types.
- Amend Curriculum Rationale to reflect pedagogical agreed approaches in Literacy.

Attainment

Stage	L&T	R	W	Numeracy and Mathematics
N5	83%	67%	75%	75%

- Most children in N5 are on track to attain expected standards of attainment within Listening & Talking, Reading and Numeracy in our nursery. The majority of learners are on track within Reading.

Stage	Literacy Current	Numeracy Current
P1	75%	81%
P4	73%	67%
P7	79%	89%
	75.6%	79%

- Attainment in Literacy and Numeracy is good. Most pupils in P1 and P7 attain expected standards of attainment within Literacy and Numeracy with the majority of pupils in P4 attaining expected standards.

Stage	L&T	R	W	Numeracy and Mathematics
P1	75%	75%	75%	81%
P4	87%	80%	73%	67%
P7	89%	89%	79%	89%

- Most pupils in P1, P4 and P7 attain expected standards of attainment in Listening & Talking and of these learners, 18% are predicted to attain the next level early.
- Most pupils in P1, P4 and P7 attain expected standards of attainment in Reading and of these learners, 28% are predicted to attain the next level early.
- Most pupils in P1 and P7 and the majority of learners in P4 attain expected standards of attainment in Writing and of these learners, 16% are predicted to attain the next level early.
- Most pupils in P1 and P7 and the majority of learners in P4 attain expected standards of attainment in Numeracy and of these learners, 24% are predicted to attain the next level early.

Attainment Over Time

Current session compared with previous sessions showing attainment over time.

Current Session 2025~2026	Listening and Talking	Reading	Writing	Numeracy
Primary 1	75% (-7%)	75% (-7%)	75% (-7%)	81% (-1%)
Primary 4	87% (+4%)	80% (-3%)	73% (+6%)	67% (-16%)
Primary 7	89% (+1%)	89% (+6%)	79% (=)	89% (+3%)
School	84% (=)	81% (-2%)	76% (=)	79% (-5%)

Current Session 2024~2025	Listening and Talking	Reading	Writing	Numeracy
Primary 1	82% (-8%)	82% (-8%)	82% (+12%)	82% (+12%)
Primary 4	83% (-7%)	83% (+3%)	67% (-3%)	83% (-7%)
Primary 7	88% (+7%)	83% (+4%)	79% (=)	86% (+7%)

School	84% (-4%)	83% (=)	76% (+3%)	84% (+4%)
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%)

Pre-covid Levels of attainment

Session 2018/2019	Listening and Talking	Reading	Writing	Numeracy
School	89%	77%	72%	78%

- Overall, attainment over time in Literacy and Numeracy is good. We have continued to sustain levels of attainment in Reading, Writing and Numeracy at higher levels than Pre-Covid. This session, we have sustained attainment gains in Listening and Talking and Writing and seen a decrease in attainment in Reading and Numeracy.
- Almost all learners are making good progress in Literacy and Numeracy when compared to prior levels of attainment.
- As our cohort numbers reduce, the impact of one child not attaining becomes more significant. This is impacting on our attainment as we have greater fluctuations in our data.

Current P4 25/26

Stage	Listening and Talking	Reading	Writing	Numeracy
Primary 4 25/26	87% (+8%)	80% (+9%)	73% (+16%)	67% (+17%)
Primary 3 May 25 – projected for P4 25/26	79%	71%	57%	50%
Primary 1 (22/23)	60%	70%	70%	50%

- *Analysis of attainment over time for our current P4 cohort demonstrates the positive impact of the interventions planned this session to improve attainment in reading (Paired Reading), writing (Writing Intervention group) and numeracy (Numeracy PALS).*
- *Most learners from P4 involved in Paired Reading felt that their reading skills had improved with one pupil not sure. All P7 reading buddies and the class teacher felt that pupils' reading skills had improved with additional practice, modelled decoding strategies and comprehension questions at the end of sessions identified as having supported learners.*
- *Most pupils involved in Numeracy PALS felt that involvement had impacted positively on their skills in numeracy, with one pupil unsure. 86% of pupils involved felt that it had a significantly positive impact. All learners and buddies felt that Numeracy PALS should continue next session.*
- *We have not only seen an improvement in attainment when compared to predicted attainment at the start of the session, but also when compared to their attainment in P1.*

Current P7 25/26

Stage	Listening and Talking	Reading	Writing	Numeracy
Primary 7 25/26	89%	89%	79%	89%
Primary 6 May 25 – projected for P7 25/26	89%	89%	74%	89%
Primary 4 (22/23)	67%	73%	60%	67%
Primary 1 (19/20) February data due to Covid	77%	77%	77%	77%

- Most pupils in P7 attain national standards of attainment in Listening and Talking, Reading, Writing and Numeracy. *Our attainment in writing has shown an increase from that projected at the start of the session as a result of improvement work carried out within writing.*
- *Analysis of attainment over time for our current P7 cohort demonstrates recovery from a dip in attainment at P4.*
- Analysis of our NSA data shows improvements in attainment over time within Numeracy and Reading and sustained attainment in Writing when compared to P4 NSA data.
 - Numeracy – an average 0.37 banding increase
 - Writing – average banding remained the same
 - Reading – an average 0.21 banding increase

Attainment analysis for coming session as a rationale for improvement planning.

- *We have identified a growing trend of children leaving nursery without knowing 8 core nursery rhymes or being able to generate rhyme. This is despite this being a constant focus and part of our nursery daily routines. A data led approach to identifying the gap and creating an action plan is a focus for our ELC team. A key outcome will be working in partnership with our families.*
- *We focused interventions on target pupils within P4 to raise predicted attainment. This work was successful and impacted positively on attainment.*
- Next session, we have a predicted drop in attainment within writing for our prospective P4 and P7 cohort when compared this session's attainment. In addition, we have a predicted drop in attainment for our P7 cohort in Reading and Numeracy.
- 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.
- Literacy will continue to be a focus for whole ELC and school improvement. We will also to look at interventions to support attainment in numeracy for target pupils in P7.

Stage	Listening and Talking	Reading	Writing	Numeracy
Current Primary 3 – projected for P4 26/27	86%	79%	64%	86%
Primary 1 (23/24)	90%	90%	70%	70%

Stage	Listening and Talking	Reading	Writing	Numeracy
Current Primary 6 – projected for P7 26/27	77%	69%	69%	77%

Primary 4 (23/24)	90%	80%	70%	90%
Primary 1 (20/21)	73%	82%	82%	73%

Impact of PEF on outcomes for children and young people:

Taken from PEF Evaluation 25/26.

- *Reading Leadership group created a Reading for Enjoyment 2-year action plan.*
- *Funding was accessed to support the renovation of our school library to increase access to high quality library environment with quality reading for enjoyment materials. This is ongoing into next session.*
- *Paired reading supported the attainment of pupils in P4 in reading with increased fluency, improved decoding resulting in increased comprehension.*
- *Strong correlation between NSA data and reading attainment.*
- *Targeted support in writing showed positive impact on attainment for identified pupils.*
- *Progress visible in writing assessments.*
- *Strong correlation between NSA writing assessments and tools for writing attainment in ongoing writing.*
- *Pupils report increased confidence in use of technology to support their writing.*
- *Pupils involved in interventions report sessions with H&W PT had a positive impact on mental health and wellbeing.*
- *Introduction of GMWP delayed until next session due to the Health and Wellbeing and Pupilwise surveys taking place this session.*
- *We have seen a similar number of families accessing our uniform exchange to last session which is now out during Parents and Carers' evenings*
- *A boot room in school provides all equipment necessary for P.E. and extra-curricular physical activity clubs such as football, netball, dance etc. This is used weekly by pupils and staff.*
- *Almost all pupils took part in extra-curricular physical activity in school. This includes almost all identified PEF pupils.*
- *We have had no C&W forms this session for presentation.*
- *Our Cost of Living sway is shared termly on our Newsletter. Parent Council feedback that they felt the sway was informative about what support was available.*

Please also see impact information from within our SQR SIP Impact statements. Those with associated PEF funding are italicised.

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 contexts for learning. 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.

Curricular Areas (Leading to Successful Learners and Confident Individuals. Developing Self-management and Innovation.)

- Continue to reinforce high expectations and be ambitious for our learners across the curriculum. Visitors to school, including those from BBHS, comment consistently on the high expectations and standards of learning evident across the curriculum and across the stages.
- Digital technology is used effectively to support learners. All learners are able to use assistive technologies in P6 and P7 following our ethos of useful for all and essential for some.
- Creative approaches to learning and teaching digital skills are evident. This session P4/5 worked in partnership with P7 on a Lego Prime Spike coding project. P1/2 and P2/3 collaborated with P7 to create iMovies and learn how to create stop-motion animations. P5/6 created a welcome video to share P1 environment as part of P1 Transition. P7 have taken responsibility fully for the filming and editing of their Leavers' Movie, creatively using their digital skills.

- In the process of renewing our Gold School Sports Award. Sports Leaders have led warm-ups in P.E. lessons across the classes and led lunchtime sport clubs including multi-sports and tig clubs targeting pupils not participating in any physical sport or activity out of school.
- Renovated our school library in partnership with Ladybank School Partnership, Pauline Smeaton and our local library. This work will feed into an application for Bronze Reading Schools' accreditation next session.

Inter-disciplinary Learning (Leading to Successful Learners and Confident Individuals. Developing Social Intelligence and Innovation.)

- Nursery have established growing areas within new raised beds. The children are growing vegetables, fruits and herbs, learning about science and sustainability.
- School Growing Garden established to provide rich learning opportunities in Health and Wellbeing (Food and Health outcomes), Science and Learning for Sustainability. Support accessed through a Food for Thought grant, Community Food Grant and our community partners have brought this project to fruition.
- P7 had the amazing opportunity to take part in the Salmon in the Classroom project. We raised salmon eggs into Alevin then released them into the River Eden near Kettle.
- P2/3 created a Mystery Treasure Hunt as part of their project – Our Ladybank. They raised sponsorship from local business partners who funded the printing of their Treasure Hunt and a prize for the winning entry. The children decided that the proceeds should go to the Ladybank Trust for the renovation of Well Street Play Park.
- P2/3 collaborated with P7 in a Harvest IDL with a social-justice focus before the October holidays. This culminated in a collection for the Cupar Food Bank and a visit to learn more about this wonderful charity within our local community.

Ethos and Life of the School (Leading to Responsible Citizens and Effective Contributors. Developing Self-management and Innovation.)

- Pupil Leadership groups ensure increasing opportunities to undertake leadership roles as children progress through the school. House and Vice House Captains (Wellbeing leads), Sports Leaders, Rights Ambassadors, Digital Safety Ambassadors, Garden Club and Pupil Action Group. All P7s have an identified leadership role in the school. Sustainability is a key next step as we move to next session.
- Paired Reading and Numeracy PALS were introduced with older children in P6 and P7 supporting identified children in P3 and P4. All children felt these interventions should continue next session. Older children identified positive impacts on their confidence and leadership skills.
- Bronze Rights Respecting Schools award achieved. The leadership group are already well into implementation phase for the Silver Award.
- RHS – Level 2 Gardening Award achieved for our Growing Garden.
- Our Vision, Values and Aims were refreshed this session. These will be launched in August in partnership with our community. We will then embed the language of our VVA into our achievements e.g. Star Awards.
- We are passionate about the benefits of the Expressive Arts and Performing in developing Meta-skills such as Adapting, Communicating, Collaborating and Creativity. Our P1-4 performed in the Nativity and our P5-7 children took part in Scottish Opera providing opportunities to perform as well as build confidence and resilience.

Opportunities for Personal Achievement (Leading to Responsible Citizens and Effective Contributors. Developing Social Intelligence and Innovation.)

- Our Glee club performed at the Alhambra theatre and received the Espirit de Glee award for embodying the values of the competition.
- Our Dance club performed a medley of dance from around the world at Fife, 6, 7, 8 as well as at the new BBHS Cluster Dance Evening.
- All P6 and P7 pupils achieved Level 1 and Level 2 Bikeability awards including one child who was unable to ride a bike at the start of the session.
- All pupils in P1-7 have taken part in Natural Connections programme as part of their Outdoor Learning with P1-3 achieving Foundation Level, P4-6 achieving Level 1 and P7, Level 2.
- All pupils in P4-7 have represented the school at a cluster sport festival or tournament. We have also welcomed the local Badminton club and the Howe of Fife Rugby club to provide taster sessions. Almost all pupils have been involved in a school based extra-curricular sport activity or club over the course of the session. P6 and P7 have received Active Schools Sports Ambassador training.

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Evaluations (School)				
	2023-24	2024-25	2025-26	Inspection Evaluations (since August 2024)
1.3 Leadership of Change	Good	Good	Very Good	
2.3 Learning, teaching and assessment	Good	Good	Good	
3.1 Ensuring wellbeing, equity and inclusion	Good	Very Good	Very Good	
3.2 Raising attainment and achievement	Good	Good	Good	
Evaluations (ELC) – HGIOELC?				
	2023-24	2024-25	2022-23 Inspection Evaluations	
1.3 Leadership of Change	Good	Good	4 - Good	
2.3 Learning, teaching and assessment	Good	Good	4 - Good	
3.1 Ensuring wellbeing, equity and inclusion	Good	Very Good	4 - Good	
3.2 Securing children’s progress	Good	Good	4 – Good	
Shared Quality Improvement Framework – HMIE/Care Inspectorate Evaluations (ELC)				
	2025-26	2026-27	2027-28	
Curriculum	Good			
Learning, Teaching and Assessment	Good			
Wellbeing, Inclusion and Equality	Very Good			
Children’s Progress	Good			
Statement about feedback from HMIE/Care Inspectorate if inspected this session.	N.A.			