

Achievements

There has been a variety of wider achievement opportunities this session. 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. Please see our SQR on our website for further example.

Curricular Areas - For example:

- 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. P7 have taken responsibility fully for the filming and editing of their Leavers' Movie, creatively using their digital skills.
- Inter-disciplinary Learning - For example:
 - Nursery and School Growing Gardens 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.
- Ethos and Life of the School - For example:
 - Bronze Rights Respecting Schools award achieved. RHS – Level 2 Gardening Award achieved for our Growing Garden.
 - Our Vision, Values and Aims were refreshed this session. These will be launched in partnership with our community. We will then embed the language of our VVA into our achievements e.g. Star Awards.

Opportunities for Personal Achievement - For example:

- All pupils in P4-7 have represented the school at a cluster sport festival or tournament. Almost all pupils have been involved in a school based extra-curricular sport activity or club over the course of the session.

School Improvement Plan – 2026~2027

1. 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.
2. By May 2027, **77%** of children in P1, P4 and P7 will achieve national standards for attainment in Literacy. (*Target percentage to be amended once stretch targets are received*)
3. 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.

Ladybank Primary School & Nursery

Standards and Quality Report Summary 2025~2026 and

School Improvement Plan 2026~2027



The Ladybank Way

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.

Values

We Belong

~ every one of us belongs, we are kind and we respect our community

We Learn

~ we try our best so we can achieve what we're capable of

We Grow

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

Aims

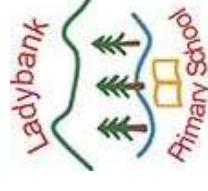
We aim to be:

Respectful – we are kind

Responsible – we make good choices

Resilient – we keep trying

These are our 3 Rs.



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.

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.

What We Did:

- New 3-week rotational planning and staff meeting structures introduced in nursery.
- 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.
- 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.
- 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.
- 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.

What Improvements Were Made?

- 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.
- 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%).

School Improvement Priority 2:

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

What We Did:

- 4 members of staff 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.
- 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 identified classes.
- 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.

What Improvements Were Made?

- 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.
- Attainment has improved from last session for learners at P4 and P7. 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. 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 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.