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| **Ladybank Primary School**    **Standards and Quality Report**  ***Achieving Excellence and Equity*** |

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| **Context**   |  |  |  |  |  | | --- | --- | --- | --- | --- | | **Setting/School Roll (including ELC/ASC)** | 101 – school  16 – nursery (39 week term-time provision) | | | | | **FME** | 24% | | | | | **Attendance (%)** *96.76% (April 2021)* | **Authorised** | 2.18% | **Unauthorised** | 1.06% | | **Exclusion (%)** | *0%* | | | | | **Attainment Scotland Fund Allocation (PEF and SAC)** | *£23,496* | | | |   Vision, Values and Aims  #TheLadybankWay  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.  Our Vision, Values and Aims were constructed in Session 2017~2018 with pupils, parents and staff. They are displayed prominently in our front foyer, within every classroom and also externally for our families and our community. Throughout the school year, we use the hashtag #TheLadybankWay to highlight aspects of our school life that exemplify our vision and aims of Respect, Believe, Achieve. Our Learning Partnership identified our work around our aims as a strength last session. They identified that the vision, values and aims were evident across the school and children were able to talk about them and what they meant for the school. This session we have also used #LPSBackTogether and #LPSStillLearning in addition to #TheLadybankWay to share recovery work with families and partners. |

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| **Improvement for Recovery Priority Work**  **Session 2020 – 2021**  Please note – all sections italicised refer to interventions funded by PEF | |
| **Priority 1:**  Increase the percentage of children attaining national expected standards of attainment in reading to 85% and in writing to 80% and close the attainment gap for those most affected by school closures. | |
| NIF Priority  Improvements in attainment particularly literacy and numeracy  Closing the attainment gap between the most and least disadvantaged children and young people.  NIF Driver  Parental Engagement and School Improvement | HGIOS 4 Quality Indicators  1.3 – Leadership of change  2.3 – Learning, teaching and assessment  2.5 – Family learning  **3.2 – Raising attainment and achievement**  HGIOELC Quality Indicators  1.3 – Leadership of change  2.3 – Learning, teaching and assessment  **3.2 – Securing children’s progress** |
| **Progress:**   * *Reading records were created which scaffold parent and carers’ support of the development of skills within reading. These were created in response to a parental questionnaire in Session 2019~2020 in which parents indicated that this form of support would be most supportive. These were rolled out to all levels (Early to Third) in August 2020.*      * *Small group reading focus groups have taken place with targeted children from P4-7 where reading attainment was identified as a concern and/or they were disproportionally affected by Lockdown 1. These reading groups were set reading comprehension homework and used reading comprehension resources to support understanding once or twice weekly – supported by a PSA.* * *Extension of reading resources as a result of an audit. Transitional novels to support progression from reading schemes to novels as well as additional Barrington Stoke novels were purchased.* * All reading resources book banded to aid appropriate novel choice for children. This was a significant task undertaken by our SSA. * An Assessment Toolkit was created for Literacy (and Mathematics) which identifies assessment tools which can be used at a universal, additional and intensive level to aid assessment of progress within, and declaration of, a level. * *Benchmarking toolkit purchased to aid detailed assessment of reading and identification of next steps for key individuals (those disproportionally affected by Lockdown and those where attainment in reading was identified as a concern.)* * Model for Improvement approach to teaching of writing embedded within P4-7 as a consistent approach to the teaching of writing. * Staff have started to use Workshop for Literacy pyramids and have updated Records for Understanding digitally this session. * Nursery staff set key next steps as a result of ELIPS observations. These are reviewed at Key Worker progress conversations. | |
| **Impact:**   * The majority of (68%) children attained national expected standards of attainment in reading (68%) and in writing (55%). This is a regression in attainment to pre-2017~2018 levels. * *Most families (81%) felt that the school’s reading records helped them to support their child’s reading at home.* * *Staff have identified the work undertaken within reading (particularly around comprehension) during in-school time, and it being an area parents could more easily support during remote learning, as a protective factor in our reading attainment. This area has seen less impact this session than within writing.* * *Most of the children that received additional small group input on comprehension retained predicted rates of attainment despite a second Lockdown.* * The children who have been most impacted by the two Lockdowns are our children with additional support needs such as dyslexia including those previously on track. | |
| **Next Steps:**   * *Re-establish use of Clicker in P1-5 for targeted children (ASN, disproportionately affected by Lockdowns, PEF).* * *Investigate ways technology can be used to support children with literacy difficulties, including enhancing practice in using technology to demonstrate achievement of a level.* * CPD on use of the Circles Toolkit in partnership with cluster and EP service. * Audit inclusive environment for all using Circles Toolkit. Pilot use of toolkit as part of Request for Assistance processes for Support for Learning. * Pilot use of Early Years Circle Framework Up, Up and Away in planning to meet the needs of nursery entrants. | |
| **Priority 2:**  Children experience a broad and coherent BGE with a focus during the recovery phase on literacy, numeracy and health & wellbeing across learning. | |
| **National Improvement Framework Priority:**  Improvements in attainment, particularly literacy and numeracy.  **NIF Drivers:**  Assessment of Children’s Progress  Teacher Professionalism | **HGIOS 4**  **1.3 – Leadership of change**  **2.2 – The Curriculum**  2.3 – Learning, teaching and assessment  3.2 – Raising attainment and achievement  3.3 – Increasing creativity and employability  **HGIOELC**  1.3 – Leadership of change  2.2 – The Curriculum  3.2 – Securing children’s progress  3.3 – Developing creativity and skills for life and learning |
| **Progress:**   * Audit undertaken of outdoor space in nursery after the demolition of the Brownie hut and the impact on the space. Technology identified as a priority. Resources were identified and purchased to enhance the provision and remodelling completed to make best use of the new structure of space. * An initial focus on Recovery in Term 1 preceded the use of our H&W and BGE planners. This was supported by the document Supporting the Return to School – using a trauma informed approach created by the Educational Psychology team. A number of books were purchased to aid this approach. * A three-year rolling programme for the broad, general education was introduced in August 2020. Within the programme, we planned opportunities to ground learning in our local context, embed skills for learning life & work and skills from the Careers Standard. * Utilising a three-year rolling programme allows staff to plan for rolling composites, ensuring children experience a broad, balanced and coherent curriculum. Embedding RME within the planners ensures that there is balanced, planned learning opportunities to learn about world religions. * We were able to choose an agreed topic for Lockdown from Year B that allowed us to set shared family activities for the BGE rather than setting separate tasks for different members of the same family. This received favourable comments from families in feedback and was identified by families as one aspect that had improved from the first lockdown. * Project boxes were created and resources re-organised to ensure that materials to support learning in the BGE are accessible and easy to supplement. Resources will be purchased on a rolling programme depending on the Year of focus. * Curriculum Rationale has been reviewed and updated. This updated version signposted the embedding of our local context in our BGE and a commitment to play based pedagogy in the early years. * Developed What Learning Looks and Feels Like at Ladybank as part of our Curriculum Rationale Review in Nov 20. Our next step is to share this with pupils and parents and amend as a result of feedback. Our aim is to use this as a tool to engage parents and pupils in reflecting on and improving learning and teaching in school. | |
| **Impact:**   * Nursery children make extensive use of the outdoor area for learning. Enhanced use of technology available has been observed and has extended the learning that has taken place. * Curriculum Rationale now reflects our evaluations of and amendments to our Curriculum at Ladybank. There is a shared commitment within the Rationale that pinpoints the ways in which Ladybank is unique. * The use of the three-year rolling programme allowed us to better meet families’ needs within the BGE during remote learning. We received positive feedback from families on the shared activities. * We have not managed to fully follow the programme for this session due in part to an initial focus on mental health and wellbeing and the subsequent second Lockdown which impacted on pace. * All staff agreed that they had regular opportunities to shape the curriculum as part of the team with 43% strongly agreeing. * Most pupils said that they knew why and how their learning would help them, either now or in the future. | |
| **Next Steps:**   * Continue to embed the approach to our BGE, adding to and amending planners as necessary. * Identify focus topics which require resources to supplement and support what we have already. * Seek feedback on What Learning Looks and Feels Like at Ladybank from pupils and families. Amend as a result of feedback and begin to embed use in language of learning around the school. | |
| **Priority 3:**  Through the implementation of a progressive and coherent health and wellbeing programme, increase the percentage of children reporting positive wellbeing. This programme will have a focus during the recovery phase of positive mental health and wellbeing. | |
| **National Improvement Framework Priority:**  Improvements in children and young people’s health and wellbeing.  **NIF Drivers:**  School Improvement  Teacher Professionalism | HGIOS 4  1.2 – Leadership of learning  2.4 – Personalised support  2.6 – Transitions  **3.1 – Improving wellbeing, equality and inclusion**  **HGIOELC**  **1.2 – Leadership of learning**  2.4 – Personalised support  **3.1 – Ensuring wellbeing, equality and inclusion** |
| **Progress:**  At a Universal Level:   * Implemented Year One of three-year rolling Health and Wellbeing progression. This was disrupted by the Lockdown in Term 3. * All staff planned first 4-6 weeks using the Supporting the Return to School – Using a trauma-informed approach to support the children’s return to school. The 5 Ways was a focus throughout this period. * Rolled out the use of the RSHP Scottish Government resources to support delivery of Relationships, Sexual Health and Parenthood education. All materials shared with families for their information. We have included learning in our programme that was not covered last session due to the first Lockdown to ensure continuity of learning in this very important area of the curriculum. * *The Edinburgh Resilience Pack was used to support children in P4-7 both during and post Lockdown in Term 3.* * *All children have completed health and wellbeing questionnaires during the session tracking the impact of recovery work and identifying children for additional interventions. These will be embedded into our H&W progression and take place biannually.* * *All teachers were supported by our Health and Wellbeing PT to plan activities around Wellbeing, the 5 Ways and Kitbag.* * Nursery families were introduced to the 5 Ways and the Wellbeing Indicators by our Nursery Team led by our Nursery Teacher through Sways shared prior to our nursery teacher going on maternity leave in January. These were sent home every 3-4 weeks in Terms 1 and 2 and linked the children’s play and learning to the 5 Ways and the indicators. * A review of how to maintain engagement with nursery parents and carers under the new covid restrictions was undertaken as part of our Care Commission self-evaluation. Seesaw was introduced at the start of the second Lockdown to address this.   At an additional level:   * *Children were identified for additional support using health and wellbeing questionnaires. Target groups were identified for interventions focussed on confidence and anxiety.* * *A small group of P6/7s have taken part in a Wellbeing pilot funded by Fife Active Schools and led by Marc Young (our janitor and Fife Active Schools coach).* * *Children received additional kit bag sessions in small group or in one to one with a PSA or our Health and Wellbeing PT.* * *Our H&W PT led an anxiety management group for a small group of targeted P6 and P7 girls.* * *Supported by our PT, our NCCT teacher took small groups for 4-week blocks to complete resilience activities from the Edinburgh Resilience Pack in the woods. These have taken place in all classes across the school for identified pupils. We targeted pupils that we felt would respond particularly well to the activities taking place in an outdoor environment.* * On our return to school, our P7 cohort was identified as significantly affected by Lockdown. Additional time has been spent with them at the end of Term 3 and 4 to increase their feelings of readiness for transition to High School.   At an intensive level:   * We have referred to and accessed support from DAPL to meet identified children’s needs. * We have accessed support and advice from Primary Mental Health workers and our EP and made referrals to CAMHS, Community Paediatrician and the Family Support Service to access intensive support for a small number of our families. | |
| **Impact:**   * All families in nursery felt that nursery helped their child to feel confident. Most parents and carers felt that the Sways raised their awareness of the wellbeing indicators and the 5 Ways. All families felt supported by nursery during Lockdown and that they could access support if needed. * Almost all parents (95%) felt that the school helped their child to feel confident with 52% strongly agreeing. Almost all parents felt that the school supported their child’s emotional wellbeing with 61% strongly agreeing. * Almost all families (91%) felt supported by the school during Lockdown and were able to access support if they needed to. * Our partnerships with and support for families was commented on very favourably during the North East Fife Parent Council Meeting and followed up with an email of praise for school staff to the education service. * Most children (89%) had someone in school that they could speak to if they felt upset or worried about something and most children (77%) felt that school was helping them to become more confident. 19% of children didn’t know. Almost all children said that school helped them to understand and respect other people. * *Children at additional level*   + *Outdoor Learning groups “The outdoor wellbeing work and challenges kids get are amazing at this school. A well balanced curriculum that helps even the most challenging kids achieve and belong.” Quote from a parent gathered in our feedback questionnaire.*     - *All of children who attended the sessions enjoyed the experience, with half of the children saying that they felt more relaxed on their return to school.*     - *Most (89%) of children felt more resilient as a result of attending the outdoor sessions with Mrs Laing. Half of the children then felt they had been able to apply the toolkit when things go wrong.*     - *Staff observed that the outdoor sessions had a positive impact on the mood and presentation of the children when they returned to class. We had informal positive feedback from parents of children who attended saying how much the children had gained from the sessions.*     - *We feel it would be beneficial to return to the toolkit on an ongoing basis to revisit the strategies with the children.*   + *Normalising Anxiety group*     - *All children felt that they had strategies that they could use if/when things got tricky.*     - *All children were able to identify a strategy that worked for them and they felt comfortable and confident using.*     - *One child commented that they now felt confident speaking about their emotions and another that they had learned new ways to cope when they were anxious. Many of the children commented that the sessions were enjoyable and that they felt better afterwards.* * *Our Primary 7’s are now much more positive about their transition to High School. One parent commented “Mrs Bruhn has been amazing with P7s this year. It has been a challenging year for all the children and she has been fantastic at supporting a smooth transition for the children into High School. My son feels more relaxed about High School as this was a wee worry for him.”* * We have had little social conflict within school either upon our return after the summer or post lockdown. We are aware however, that there have been difficulties out in the community between friendship groups. It is likely that the highly structured bubble system has minimised impact in school and we would therefore anticipate greater potential conflict arising once bubbles are allowed to mix outside. * The emotional wellbeing and resilience of their children remains the primary concern of most (74%) of our parents. | |
| **Next Steps:**   * Provide conflict resolution training for P5 or P6 cohorts to establish peer-mediators in the playground to help support and sustain positive social relationships amongst the children. * We recognise that their children’s mental health and wellbeing is our families’ main concern. We will aim to audit the roots of their concerns and provide support to address these where possible. * We will broaden out our approach to target support for pupils at an additional level and include staff and community wellbeing with a specific focus on providing guidance on how families can support the children’s emotional wellbeing and resilience at home. | |

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| **Attainment of Children and Young People** | |
| Attainment over time   |  |  |  |  |  | | --- | --- | --- | --- | --- | | **Session 2020~2021** | **Reading** | **Writing** | **Listening and Talking** | **Numeracy** | | Primary 7 | 73% | 47% | 87% | 60% | | Primary 4 | 50% | 36% | 64% | 38% | | Primary 1 | 82% | 82% | 73% | 73% | | **School** | **68%**  **(-2%)** | **55%**  **(-16%)** | **75%**  **(-8%)** | **57%**  **(-17%)** | |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | | **Session 2019~2020** | **Reading** | **Writing** | **Listening and Talking** | **Numeracy** | | Primary 7 | 71% | 71% | 85% | 82% | | Primary 4 | 63% | 63% | 88% | 63% | | Primary 1 | 77% | 77% | 77% | 77% | | **School** | **70%** | **71%** | **83%** | **74%** | |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | | **Session 2018~ 2019** | **Reading** | **Writing** | **Listening and Talking** | **Numeracy** | | Primary 7 | 100% | 86% | 100% | 100% | | Primary 4 | 69% | 69% | 88% | 69% | | Primary 1 | 85% | 85% | 77% | 85% | | **School** | **85%** | **80%** | **92%** | **85%** | |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | | **Session 2017~2018** |  |  |  |  | | Primary 7 | 84% | 68% | 79% | 84% | | Primary 4 | 75% | 56% | 94% | 69% | | Primary 1 | 73% | 80% | 93% | 80% | | **School** | **77.3%** | **72%** | **88.7%** | **77.7%** | |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | | **Session 2016~2017** |  |  |  |  | | Primary 7 | 50% | 35.7% | 100% | 50% | | Primary 4 | 55.6% | 38.9% | 72.2% | 44.4% | | Primary 1 | 71.4% | 57.1% | 100% | 78.6% | | **School** | **59%** | **43.9%** | **90.7%** | **57.6%** |  * As with all small schools, we are affected by the variability within our cohorts and the impact small numbers of pupils has disproportionately on our overall attainment. This session in particular, our P4 and our P7 class have children with ASN which has ongoingly affected the cohort’s overall attainment. We have seen the attainment gap in these cohort of learners increase as a result of both lockdowns. * Our attainment has regressed significantly in Writing and Numeracy. This session our attainment is comparable to that of 3 sessions ago. We are confident that some recovery will be gained quickly next session should we sustain in-school learning for the session. * Whilst our attainment has dipped most significantly in both Writing and Numeracy, staff have indicated that they are most concerned about the general impact of both Lockdowns on learning within the numeracy aspects of Numeracy and Mathematics in particular. This has been identified as a priority for improvement for next session. * The dip in attainment in writing is strongly centred on our children with additional support needs in particular. Improvement planning next session will focus on interventions for those with additional support needs, increased use of technology to support skill development and demonstration of a level and continued consistent teaching in P4-7 using the model for improvement approach. * The attainment gap at Ladybank has widened for those children with additional support needs, including those that were previously on track. Meeting the needs of children with additional support needs, both at a universal level in class and at an additional level in terms of targeted interventions, has been identified as a priority for development.   Stretch targets for Session 2021~2022 (provided by Stuart Booker)   |  |  |  | | --- | --- | --- | | **Session 2020~2021** | **Literacy** | **Numeracy** | | **School** | **74%** | **78%** | | |
| **Evidence of significant wider achievements** |
| * We were awarded Primary School of the Year by Fife Active Schools. This was in recognition of our commitment to ensure that all our children and young people can access physical activity and sport and the positive impact this has had on their mental health and wellbeing. #SportyKids #HappyKids * We have introduced the John Muir Award as part of a more consistent approach to Outdoor Learning undertaken in P4-7. Pupils visited the woods fortnightly. All children in P4-7 achieved part of the John Muir Award this session. The approach to using the outdoors to enhance positive mental health and wellbeing was particularly promising for our children and young people. * We have made huge strides forward in our use of digital technology. Our children now have well developed skills in using Office 365 in P4-7 and children from P2-P7 use Teams regularly. We have used Teams to maintain partnerships with parents and families and our partners such as our local minister and Pauline, our librarian. We look forward to continuing to build on these particularly for those children with ASN next session. |
| **What have been the success and challenges of school/setting closure period (school/class/playroom isolation, remote learning between January – March 2021)** |
| * Almost all parents and carers in school and all in nursery felt supported during Lockdown and were able to access support if needed. * Almost all learners engaged in remote learning. However, within this we tracked varying degrees of engagement and progress in learning. The layers within the headline data were the most important aspect of our tracking and our knowledge of our pupils as we came back into school for the second recovery phase was key to planning to meet our pupil needs. * We had tracking in place which allowed us as a school to promptly engage with families when children disengaged. As a result, we were able to support any barriers to learning and almost all learners engaged after periods of identified disengagement. * Issues identified during comms with parents   + - IT issues – resolved by issuing additional school netbooks and Chromebooks and 1 MiFi device. In one case, we have also provided paper resources for a child to complete.     - Working from home.     - Children at childminder or staying with Granny.     - Tough weeks – we provided reassurance and positive support for these families and all have reengaged to an extent.     - Nursery families – when contacted many said that they enjoyed the daily contact from nursery but did not have capacity to share what they were doing with the children for a variety of reasons. We continued to share daily on Seesaw and keyworkers kept in contact individually with families. * Partnerships and support for families – this was commented on very favourable during the North East Fife Parent Council Meeting and followed up with an email of praise for school staff to the education service. * The commitment of all members of our school community to supporting children’s learning during this second Lockdown. * The amendments made which took into account family feedback has enabled us to better meet our families’ needs. Parents have commented favourably on the school’s flexibility and responses to parental feedback.   **Successes identified:**   * Seesaw as a platform * Themed learning across the school * Feedback * House challenges * Keyworker families – positive impact of attending school on those in the Keyworker bubble   **Challenges identified and addressed:**   * The amount of learning set for the children. * Star Awards * Juggling working from home and home learning * Pupil engagement and motivation at home * Mental health and resilience   What we changed as a result:   * Shared one optional challenge activity a week. * Continued to share Star Awards but increased amounts awarded to 2-3 per class per week. * Shared a Wellbeing task on a Monday. * Archived any activities more than a week old. * All staff schedule all lessons in activities for the next day – the night before at 6pm. |
| **Impact of Local/National resources to support recovery within your setting (digital devices, additionality of staffing)** |
| |  |  | | --- | --- | | Number of devices provided to support learning at home | 14 | | Additionality in staffing | 0.8 FTE |  * Unfortunately, we had a 0.6 FTE absence from early November which we were unable to get supply to cover. As a result, our designated recovery teacher has been class committed in P2/3 for a significant portion of her week with us from November until February. At the end of February, we received a teacher at 0.4 FTE. This has allowed us to sustain the outdoor learning sessions led by our NCCT teacher and continue to release our H&W PT to work specifically with our P7 cohort and support their transition to High School. * Additionality in staffing allowed us to:   + Facilitate small group sessions for Outdoor Learning in the woods using the Edinburgh Resilience Pack.   + Release a Health and Wellbeing PT to deliver anxiety management and mindfulness groups.   + Provide small group focussed support in numeracy, reading and writing for targeted identified pupils in each class.   + Supported delivery of NCCT as a result of no whole-school assemblies.   + Provided cover for classes for staff absence ensuring that not only was frontline staffing maintained, but the children also had a known adult covering their class. We have had increased short-term absence throughout the year as a result of testing and self-isolation requirements. The requirements for additional cover often impacted on our capacity to deliver the small group focussed support in particular. * All 14 Chromebooks have been allocated to families. 8 were allocated on their arrival in December. The following 6 were distributed to families in response to ICT difficulties raised in conversations following lack of engagement data in our weekly trackers. * A further 4 families have identified themselves post-Lockdown in ICT surveys sent out in April 21. 2 of these can be supported by redistributing Chromebooks gathered from P7s as they move on to High School. * 3 MiFi devices have been shared with families with 2 being returned as no longer required. The MiFi device supplied enabled the family to access learning via Seesaw without incurring costs by using mobile internet. |
| **Attainment Scotland Fund Evaluation (PEF/SAC)** |
| **SIMD Data profile:**  The average SIMD quintile for pupils in Fife is 2.9. The average quintile for pupils in Ladybank Primary School is 3.1. 80.4% of our children are within quintile 3, with 6.5% in quintile 2, 12.1% in quintile 4 and 0.9% in quintile 5. Our FME entitlement currently sits at 24%. Our SIMD profile does not reflect the poverty that exists within our community. A significant portion of our free school meal entitlement live in new build social housing within the village that is contained within quintile 3. We also have emergency homeless accommodation which is again within quintile 3. The 6.5% of children that live within quintile 2 live in affluent private housing within a more deprived village - this again does not reflect their economic circumstances. As with all data, it is our knowledge of our families that sits behind this that allows us to identify those children affected by the poverty related attainment gap. When identifying our children to target with PEF, we use a broad range of indicators in addition to FME and SIMD data. These are contained within our new Excellence and Equity tracker.  **Progress:**   * Additional PSA hours were used to facilitate additional reading for target pupils using comprehension resources and our new reading records. Reading records were created to scaffold parental support of the development of reading skills at home. * PSA hours were used to target individuals for additional speech and language input in short sessions 2-3 times per week. * PSA hours were used to support an individual to sustain success in class. * Our H&W PT has led normalising anxiety groups and mindfulness groups for targeted children within the Upper school. * Our H&W PT has developed and delivered an enhanced transition programme for our P7 pupils using Farewell & Welcome - A Neat Finish and a Good Start by Cossavella & Hobbs as a guide. * Our NCCT teacher, Felicity Laing, has been released to lead Outdoor Learning sessions using the Edinburgh Resilience Pack for target groups of pupils. These small group interventions have targeted children in all 5 classes. * We continue to use a small amount of PEF to reduce the cost of the school day and support target families with uniform, gym kit and, to a lesser extent this session, pay for attending school-based clubs such as football. |
| **Impact:**  *Please refer to evidence throughout S&Q in italics. These sections have been financed with PEF finance.*   * Slow but steady progress is being made by our children who receive speech and language support. Thesechildren have significant speech and language delays. * Following a review of PSA support timetables, additional support was put in place for a vulnerable pupil. This flexibility in staffing allowed the child to follow a personal timetable in the afternoon or sustain positive engagement in practical activities in class. This reduced any incidences of attention-seeking disruptive behaviour for periods when the support was in place. * We have supported families with uniform and gym kit. We have provided a free football club for pupils from two classes and funded attendance for targeted pupils in Term 4 for 2 classes. |

**Word Count – 4,848**

**School/Setting Name – Ladybank Primary School**

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| **NIF Quality Indicators (HGIOS 4) School Self- Evaluation** | | | | |
| **Quality Indicator** | **2018 - 2019** | **2019 - 2020** | **2020-2021** | **Inspection Evaluation**  *(within last 3 years)* |
| **1.3 Leadership of change** | Satisfactory | Satisfactory | Good |  |
| **2.3 Learning, teaching and assessment** | Satisfactory | Satisfactory | Satisfactory |  |
| **3.1 Ensuring wellbeing, equity and inclusion** | Satisfactory | Good | Good |  |
| **3.2 Raising attainment and achievement** | Satisfactory | Satisfactory | Satisfactory |  |

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| **NIF Quality Indicators (HGIOS ELC) Early Years Self- Evaluation (Nursery)** | | | | |
| **Quality Indicator** | **2018 - 2019** | **2019 - 2020** | **2020-2021** | **Inspection Evaluation**  *(within last 3 years)* |
| **1.3 Leadership of change** | Good | Good | Good |  |
| **2.3 Learning, teaching and assessment** | Very Good | Very Good | Very Good |  |
| **3.1 Ensuring wellbeing, equity and inclusion** | Good | Good | Good |  |
| **3.2 Securing children’s progress** | Good | Good | Good |  |

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| **Care Inspectorate (within last 3 years)** | **Grade (if applicable)** | | |
|  | **2018 - 2019** | **2019 - 2020** | **2020-2021** |
| **Quality of care and support** | **N/A** | **N/A** | **N/A** |
| **Quality of environment** | **N/A** | **N/A** | **N/A** |
| **Quality of staffing** | **N/A** | **N/A** | **N/A** |
| **Quality of leadership and management** | **N/A** | **N/A** | **N/A** |