



PRIMARY SCHOOL

Largoward Primary School & Nursery

Standards and Quality Report 2021 - 2022

Achieving Excellence and Equity



PRIMARY SCHOOL

Context

Setting/School Roll (including ELC)	19			
FME	7			
Attendance (%)	Authorised	3.06%	Unauthorised	1.69%
Exclusion (%)	0%			
Attainment Scotland Fund Allocation (PEF and SAC)	£3,308 + carry forward and 15% increase = £3,709			

Our Vision: Being Ourselves – Together!

Values: Kindness, Safety, Happiness, Learning and Respect

Aims:

For all of our young people to achieve their potential.

Staff will work collaboratively in supporting our young people to succeed as learners.

That Largoward School is a nurturing environment with a focus on attainment and achievement for all.

Improvement for Recovery Priority Work Session 2021 – 2022

Focused Priority 1: Development of our curriculum rationale in partnership with stakeholders

NIF Priority

- Improve attainment, particularly in Literacy and Numeracy
- Close the attainment gap between the most and least disadvantaged children
- Improve children and young people's health and well-being
- Improve employability skills and sustained, positive destinations for all young people (DYW 3 to 18)

NIF Driver

- school leadership
- teacher professionalism
- parental engagement
- assessment of children's progress
- school improvement
- performance information

HGIOS 4 Quality Indicators

- 1.2 Leadership of learning
- 2.2 Curriculum

HGIOELC Quality Indicators

- 1.2 Leadership of learning
- 2.2 Curriculum

Progress:

Staff inset days have been used to engage and consult with the whole school staff team on the development of our curriculum rationale. Pupils have been consulted throughout the school session during assemblies, classroom visits and focus groups. The pupil council have also taken the lead on gathering pupil views through a questionnaire they designed based on theme 1 of pupil participation. Parents have been consulted during Parent Council meetings and the wider parent forum have been consulted through a parental questionnaire.

The curriculum rationale is now in draft form ready to be shared in August via a SWAY link.

Impact:

Almost all staff now have a deeper understanding of the purpose of a curriculum rationale. Almost all children can articulate our school vision and values and have a deeper understanding of our curriculum and the uniqueness of our school setting. Some parents have actively been involved in shaping our curriculum rationale.

Next Steps:

- *Share the link to the curriculum rationale SWAY through all communication channels*
- *Regularly review with all stakeholders (minimum of once per session)*

**Improvement for Recovery Priority Work
Session 2021 – 2022**

Focused Priority 2: Raise attainment in writing across P1-7 from 66.7% to 75% by developing pedagogical approaches to learning, teaching and assessment.

NIF Priority

- Improve attainment, particularly in Literacy and Numeracy
- Close the attainment gap between the most and least disadvantaged children

NIF Driver

- school leadership
- teacher professionalism
- assessment of children's progress
- school improvement
- performance information

HGIOS 4 Quality Indicators

- 1.2 Leadership of learning
- 2.3 Learning, teaching and assessment

HGIOELC Quality Indicators

- 1.2 Leadership of learning
- 2.3 Learning, teaching and assessment

Progress:

The writing attainment average across P1-7 for Session 2021-2022 is 68.4%. We are continuing to work towards the attainment target average of 75%.

All pupils who are off track in writing have been identified and through consultation with class teachers, support for learning teacher, pupil support assistants and the senior leadership team have ensured that all appropriate universal and additional supports are in place. For example, the use of digital tools such as Clicker and the 4-part lesson model. These are reviewed termly during excellence and equity meetings and during support for learning liaison. Senior leadership team and support for learning meet every four weeks to monitor.

All teaching staff have engaged with collegiate sessions focused on 'Teaching Backwards' and 'Pedagogy Premieres'. These have focused on the learning, teaching and assessment of writing. All teaching staff and pupil support staff have been upskilled on the use of digital tools to support writing, specifically through the use of Clicker and iPads.

An inter-school (Lawhead and Largoward) professional learning team has been established and this has been used to facilitate moderation and professional learning.

All teachers have introduced the 4-part lesson model for all writing lessons. All teachers dedicate sufficient time to writing across the week and the majority of teachers are building in sufficient time for a meaningful plenary and time for learners to act on feedback.

Impact:

At this early stage there is not a significant improvement in writing attainment across the school. However, for a number of identified individuals tracking data shows a reduction in their attainment gap and they are now closer to being on track.

The use of BASE data has allowed the early identification of individuals who require additional support and intervention within writing.

Quality assurance visits during writing lessons and monitoring of literacy jotters timetabled throughout the session have shown that pupils are now writing across a greater variety of genres and the 4-part lesson model has been observed in the majority of observed lessons. A minority of learners can articulate their strengths and next steps.

Having a whole school genre focus for writing has been very successful this session as reported by all teaching staff. It has helped to facilitate increased collegiate planning, assessment and moderation.

All pupil support staff have reported increased confidence in being able to support learners with writing, particularly when using Clicker.

Digital technology is being used to support the majority of learners in writing. Digital technology is supporting pupils to become increasingly independent and to write more extensively.

All teaching staff have a greater understanding of the assessment cycle, greater confidence in the learning teaching and assessment of writing. This was measured through staff questionnaires at the beginning and end of the session.

All children are given planned opportunities to write every day for a range of purposes and in a range of styles and genres.

Next Steps:

- *Planned opportunities to moderate writing across the school and the cluster (minimum of once per term)*
- *Use of data and assessments to identify specific aspects of writing that are preventing pupils from attaining desired levels*
- *Small test of change/use of improvement methodologies to target pupils that are 1-6 months off track in writing*
- *Embed 4-part lesson model across the school*
- *Collegiate development work focused on high quality plenaries, feedback and identifying next steps for improvement*
- *Collegiate development work focused on differentiation and challenge within writing*
- *Further upskilling of teaching and support staff on digital tools to support writing*
- *Develop approaches to improve parental engagement in supporting children's writing*

**Improvement for Recovery Priority Work
Session 2021 – 2022**

Focused Priority 3: Develop progressive learning pathways from P1 to P7 for learning outdoors and outdoor education

NIF Priority

- Improve attainment, particularly in Literacy and Numeracy
- Close the attainment gap between the most and least disadvantaged children
- Improve children and young people's health and well-being
- Improve employability skills and sustained, positive destinations for all young people (DYW 3 to 18)

NIF Driver

- school leadership
- teacher professionalism
- school improvement

HGIOS 4 Quality Indicators

- 1.2 Leadership of learning
- 1.3 Leadership of change
- 2.2 Curriculum
- 2.3 Learning, teaching and assessment

HGIOELC Quality Indicators

- 1.2 Leadership of learning
- 1.3 Leadership of change
- 2.2 Curriculum
- 2.3 Learning, teaching and assessment

Progress:

School has undergone significant developments this session in partnership with staff, parents and pupils.

Almost all teaching staff have engaged in professional learning and collegiate planning to develop draft learning pathways for outdoor learning.

We are still at the early stages of this improvement priority.

Impact:

All teaching staff now understand the difference between outdoor learning and taking learning outdoors. Support staff, pupils and parents will require further training and information on this.

The school garden has been well used this session by all classes. Almost all pupils have experienced a range of outdoor learning experiences this session. Almost all pupils can discuss the impact that outdoor learning and experiences have on their wellbeing. Pupils are developing a sense of ownership

and pride in their school gardens. Some pupils are developing their leadership capabilities when engaging in activities to enhance the school grounds.

Almost all staff are confident delivering learning outside within the school grounds but most will require additional support and training to successfully and confidently deliver this beyond school grounds.

Next Steps:

- *Develop an information SWAY for parents on Outdoor Learning*
- *Working party to finalise and trial Outdoor Learning pathway during session 2022-23*
- *4 contexts*
- *Pupil support staff to engage in professional learning and upskill in supporting the delivery of Outdoor Learning*
- *Develop wider community links to support the delivery and sustainability of outdoor learning provision.*
- *Further develop school grounds to support the delivery of outdoor learning.*
- *Establish a dedicated working party to lead this development*

Attainment of Children and Young People

Attainment Data:

	June 2021	June 2022
Listening and Talking	88.9%	89.5%
Reading	83.3%	89.5%
Writing	66.7%	68.4%
Number, Money and Measurement	72.2%	79%
Shape, Position and Movement	72.2%	79%
Information Handling	72.2%	79%

Due to the low school roll the data above is an average across P1-7 so that it is not possible to identify individual pupil attainment. We are starting to build a picture of attainment over time for Largoward.

Literacy: When comparing performance across the three literacy organisers over time pupils are attaining at higher levels in reading and listening & talking. Performance in writing is consistently lower than the other two organisers. This supports the decision to continue focusing on raising attainment in writing next session.

Mathematics/Numeracy: Gains have been made in numeracy attainment this session but continued focus is required for ongoing improvement. Pupil equity funding will continue to focus on targeted interventions, specifically within conceptual understanding of number.

Evidence of significant wider achievements:

This session, with the gradual reduction in covid mitigations, pupils have enjoyed increased opportunities for wider achievements.

All pupils have had the opportunity to participate in educational excursions this session during terms 3 and 4. Pupils in P1-7 visited the Dundee Science Centre and engaged in scientific workshops connected to their human body science topic. Pupils in P4-7 visited St Andrews Castle and Harbour and participated in the 'Tales of the Toun' story telling workshop. P1-3 also participated in an outdoor education day at Kenback Woods. All of these excursions helped build community links and enhanced the learning and teaching taking place in classes.

Staff have been trained to deliver 'Bikeability Level 1 and 2' this session and training was then offered to all P4-7 pupils. Almost all P4-7 pupils have achieved Level 1 Bikeability and will progress to Level 2 next session. This session Junior Road Safety Officers have been established and they have successfully contributed to the completion of our School Travel Plan. Our school travel plan will officially be launched at the start of the next academic session and we are looking forward to working with the pupils, parents and wider community to promote safe and healthy travel to school.

All pupils in the school are currently participating in the Dandelion School Growing Project by growing potatoes at home. This will culminate in a harvest festival in September. This project has helped to promote home-school links. P4-7 pupils took the lead in the redesign of our school garden in term 4. Raised beds were built, the pixie house was repaired and relocated and space created for a potential greenhouse. The pupils are now enjoying growing a wide range of fruit and vegetables that will be harvested throughout the growing season.

Impact of Local/National resources to support recovery within your setting (additionality of staffing)

Additionality in staffing (teaching/support)

25 hours – Pupil Support Assistant Level 2

The additional pupil support hours allocated this session have helped enhance the delivery of our Pupil Equity Fund interventions as detailed below and facilitated 1:1 support for pupils.

Scottish Attainment Challenge Funding

Progress:

Intervention 1: Literacy/Numeracy - Use of technology to support attainment in literacy and numeracy

Introduced clicker 7 and other digital tools to support literacy and numeracy (Lexia, Sumdog ,etc) for identified pupils. All pupils have had their 1:1 devices set up for easy access to the relevant literacy and numeracy platforms. Pupil support and teaching staff have been upskilled on the digital tools in use and impact is monitored during termly support for learning liaison with class teachers and monthly reviews with senior leadership team.

Intervention 2: Literacy - High-quality early level listening and talking experiences through play that will impact on literacy attainment with pupils being ready to read and write

Resources to enhance high-quality play provision in the P1-3 classroom were purchased and have been successfully used throughout the session. Pupils have planned and differentiated opportunities to engage in play that promotes discussion and development of vocabulary. Staff use well timed interventions to extend this play.

Intervention 3: Numeracy - Pupils will have improved mathematical strategies based on conceptual understanding rather than processes.

Identification of individuals/groups through Excellence & Equity tracking meetings and Support for Learning Liaison. Baseline assessments carried out to identify starting level. Daily inputs with pupils delivered by PSA staff and progress recorded.

Impact:

Intervention 1: Literacy/Numeracy - Use of technology to support attainment in literacy and numeracy

All pupils can independently log into their 1:1 device and access the relevant learning platforms. All pupils are demonstrating improved digital literacy skills.

Intervention 2: Literacy - High-quality early level listening and talking experiences through play that will impact on literacy attainment with pupils being ready to read and write

All P1 pupils have attained early level literacy this session.

Intervention 3: Numeracy - Pupils will have improved mathematical strategies based on conceptual understanding rather than processes.

All pupils participating in numeracy interventions have had a reduction in their attainment gap.

Next Steps:

Intervention 1: Literacy/Numeracy - Use of technology to support attainment in literacy and numeracy

- Upskill staff and pupils on use of iPads to enhance learning and teaching experiences

Intervention 2: Literacy

- Continue to use BASE and phonics assessment data to identify pupils who would benefit from early intervention.
- Continue to develop high quality play experiences that promote and extend listening and talking skills

Intervention 3: Numeracy

- Continue to use tracking data and assessment information to identify individuals/groups who would benefit from additional number support in session 2022-2023.
- Train additional support and teaching staff to deliver SEAL maths interventions
- Introduce conceptual numeracy play box to P1-3

School/Setting Name: Largoward Primary School

NIF Quality Indicators (HGIOS 4) School Self- Evaluation

Quality Indicator	2019 – 2020	2020 - 2021	2021- 2022	Inspection Evaluation (within last 3 years)
1.3 Leadership of change	Good	Good	Good	N/A
2.3 Learning, teaching and assessment	Good	Good	Good	N/A
3.1 Ensuring wellbeing, equity and inclusion	Very Good	Good	Good	N/A
3.2 Raising attainment and achievement	Good	Good	Good	N/A