

Largoward Primary School



School Improvement Plan 2023-2024

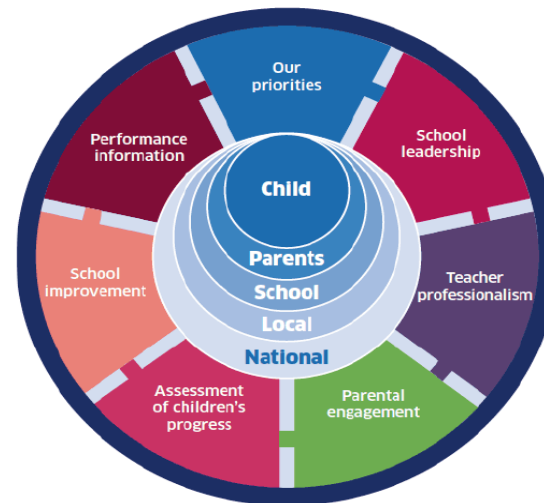
Information For Parents and Carers

Identifying Priorities for Improvement:

When identifying our priorities for improvement in Largoward Primary School we have taken into consideration national, regional and local guidance and information.



- HGIOS4/HGIOELC
- National Improvement Framework
- Fife Children's Services Plan
- Pupil Equity Funding
- Cluster Plan
- Learning Partnership
- On-going self-evaluation
- Evidence from staff, pupils, parents and partners



How We Triangulate Our Evidence:

Pupils:

- Focus groups
- Pupil surveys
- Pupil council
- PLJ's
- Microsoft Teams/GLOW
- Observations
- Assessment information

Parents:

- Focus groups
- Workshops
- Parental questionnaires
- Parents evenings
- Microsoft Forms
- Facebook page and Twitter
- Parent council



Staff:

- Staff meetings – teachers, PSA's and nursery
- Staff wise survey
- PRD's
- Classroom visits
- Excellence and equity meetings
- Moderation activities
- Assessment information

Partners In Education:

- Planning with partner agencies – family support team, active schools, educational psychologist, SALT, EAL, social work, EP.
- Planning with community groups – rotary club, sports groups and clubs, etc

National Improvement Framework Priority:

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

Focused Priority 1: All pupils in P1-7 multi-composite class will have learning experiences that are effectively differentiated to meet learner needs (particular focus on writing, technologies, 1+2 and Outdoor Education linked to previous sessions school improvement plan)

QI (HGIOS4):

- 1.3 Leadership of change
- 2.3 Learning, teaching and assessment
- 3.2 Raising attainment and achievement

Expected Impact	Strategic Actions Planned	Responsibilities	Measure of Success (Triangulation of Evidence)	Timescales
<p>All pupils will be appropriately challenged in their learning based on where they are in their learning journey, making progress through current CfE levels at a pace that is right for them.</p> <p>Most learners will attain expected national benchmarks across the BGE, working towards Literacy stretch target of 80.7% and Numeracy stretch target of 83%.</p>	<p>Across the BGE: Update learning, teaching and assessment strategy to reflect P1-7 composite and approaches to target setting.</p>	<p>HT Donna Bain and class teachers</p>	<p>Strategy document published on school website and shared with Parent Council. LTA observed in practice during lesson visits and learning partnership. Parental feedback from Parent Council (minutes)</p>	<p>By Nov 23</p>
	<p>Professional learning sessions focused on feedback and plenaries, linked to prior work on 4-part lesson model.</p>	<p>HT Donna Bain and class teachers</p>	<p>Observed during lesson visits and learning partnership as per QA calendar.</p>	<p>By end of term 3</p>
	<p>Professional learning sessions focused on developing co-operative learning strategies.</p>	<p>HT Donna Bain, SfL teacher Jill Macmillan and class teachers</p>	<p>Observed during lesson visits and learning partnership as per QA calendar. Pupil focus groups.</p> <p>Parental questionnaire Term 1 and Term 4.</p>	<p>By end of term 3</p>

<p>All pupils will be able to discuss what they are learning, why and how.</p> <p>All pupils will be able to discuss their strengths and how to be successful in their learning.</p> <p>All pupils will be able to discuss their next steps/areas for improvement.</p> <p>All pupils will be motivated and engaged in their learning.</p> <p>Increased staff confidence to meet the needs of learners across P1-7.</p>	<p>Termly meetings with SEIC small school network. Sharing of ideas and resources with other single class schools across the collaborative. Partnership working with Pitlessie Primary School.</p> <p>Enhanced pupil voice/learner participation to support identification of meaningful contexts for learning across early, first and second level.</p>	<p>HT Donna Bain to attend termly network meetings co-ordinated by Michelle Matthews. Class teachers to link with Pitlessie and SEIC colleagues.</p> <p>Class teachers and P1-7 learners.</p>	<p>Minutes from termly excellence and equity meetings and minutes from SEIC network meetings.</p> <p>Annual and termly learning overviews, minutes from termly E&E meetings. Pupil focus groups and lesson visits as part of QA calendar.</p>	<p>Termly</p> <p>Ongoing</p>
	<p>Writing: Use of QI tools to identify robust aims and tests of change for identified individuals who are off track in writing.</p> <p>Termly opportunities to meet with Largoward/Lawhead staff to moderate using new writing resource pack.</p> <p>Embed use of the peer/self-assessment mats from new writing resource pack.</p>	<p>HT to upskill staff on QI tools, class teachers and Sfl to collaborate on tests of change.</p> <p>DHT Jen Simpson and HT Donna Bain, class teachers from Lawhead and Largoward.</p> <p>Sarah-Jane Forsyth (Lawhead), HT Donna Bain, class teachers</p>	<p>PDSA cycles/Driver diagrams for test of change.</p> <p>Genre assessment sheets from writing resource pack. Moderated examples of learner writing.</p> <p>Evidence of peer/self-assessment in jotters, pupil targets, pupil focus groups</p>	<p>Term 3 and Term 4</p> <p>Minimum once per term.</p> <p>Term 2</p>
	<p>Digital Literacy and Computing Science:</p> <p>Professional Learning Sessions to upskill teachers, new digital</p>	<p>HT Donna Bain and Wendy Garty teacher from Lawhead to support delivery to all</p>	<p>Feedback from staff audit – pre/post. Observations from</p>	<p>Term 1 and Term 2</p>

<p>leaders and PSA’s after initial audit to identify need.</p> <ul style="list-style-type: none">• Setting challenges on Sumdog• Advanced features of Word for P6 and P7 learners• Installing and using apps on iPads• CAS Barefoot• Microbits <p>Introduction of new technologies progression pyramids to support planning</p>	<p>class teachers, digital leaders and PSAs.</p> <p>HT Donna Bain and class teachers</p>	<p>lesson visits and learning partnership.</p> <p>Online planning folders, termly evaluation, minutes from termly E&E meetings</p>	<p>Focused input during November Inset Day</p>
<p>1+2:</p> <p>L2 French: Revisit French phrases of the week from last session to ensure routine classroom language is embedded.</p> <p>English/French Boardmaker labels in classroom and around the school.</p> <p>Use Fife sentence builder resource, Thinglink and 1+2 GLOW resources to support delivery.</p> <p>L3 BSL: Staff to complete modules 6-10 of online BSL training.</p> <p>Introduce BSL sign of the week</p>	<p>HT Donna Bain, class teachers and PSAs.</p>	<p>Lesson visits as per QA calendar, pupil focus groups, classroom environment monitoring record. Minutes from termly E&E meetings and termly evaluations in online planning folders.</p>	<p>By end of term 2</p> <p>By September 2023</p> <p>Ongoing – input at November Inset day.</p> <p>Ongoing</p> <p>Term 3 and term 4</p>

	<p>Outdoor Education:</p> <p>Upskill PSA staff to support delivery.</p> <p>Zoning of our school grounds based on learning from recent PSA 'Playground Pedagogy' training.</p> <p>Collaborative working with Lawhead school staff.</p>	<p>DHT Jen Simpson, Lawhead teacher Nicole Johnston and Lawhead PSA Agnes Fulton to support Largoward staff.</p> <p>PSAs Laura Martin and Lucy Clark to work with PSAs from Lawhead.</p>	<p>Lesson visits as per QA calendar, pupil focus groups. Minutes from termly E&E meetings and termly evaluations in online planning folders. Feedback from staff.</p>	<p>Input at November Inset day</p>

Ongoing Evaluation:

National Improvement Framework 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

Focused Priority 2: Largoward Primary School will provide an inclusive learning environment for all learners

QI (HGIOS4):

- 1.3 Leadership of change
- 2.3 Learning, teaching and assessment
- 3.1 Ensuring wellbeing, equality and inclusion

Expected Impact	Strategic Actions Planned	Responsibilities	Measure of Success (Triangulation of Evidence)	Timescales
All children will feel supported and included by removing barriers to learning and achievement.				
<ul style="list-style-type: none"> ➤ Staff to respond with playfulness, acceptance, curiosity and empathy to distressed behaviours. ➤ The physical environment, social environment, structures and routines will support learner inclusion. ➤ Reduction in distressed and dysregulated behaviour (individual SMART targets contained within Child Plans for identified learners) 	<p>Term 1: PACE training for all staff delivered by ASIST team</p> <p>Staff to use the Circles Inclusive Classroom audit when setting up their class</p> <p>All pupils to complete Glasgow Motivation and Wellbeing Profile. To be repeated at end of term 3.</p>	<p>Cordelia Manson from ASIST team to deliver training to all teaching and support staff.</p> <p>SfL Mrs Macmillan, class teachers and head teacher to review audit and agree actions.</p> <p>HT Donna Bain and SfL Jill Macmillan to administer. Teaching staff to help analyse results.</p>	<p>Monitor HS1 forms, entries into Seemis WBA/LPN and teacher logs. Reduction in reports of conflict, defensiveness or withdrawal.</p> <p>Improvement in scores from Circles audit completed in June 2023.</p> <p>Improvement in scores from September to March.</p>	<p>15.08.23 Inset Day 2</p> <p>Within first 4 weeks of term 1</p> <p>September 2023 and March 2024</p>

<p>➤ All learners will understand the concept of neurodiversity, how this is relevant to their own lives and how it impacts on school experiences for them or others.</p>	<p>Term 2 and 3: Staff to deliver LEANS neurodiversity course to class – approx. 1-2 hours per week.</p> <p>Focus of weekly LEANS input to be shared with parents.</p>	<p>Class teachers and Sfl teacher to deliver. PSAs to support delivery.</p>	<p>Pupil focus groups – learners able to give examples relevant to themselves.</p> <p>Information for parents on weekly newsletter and SWAY. Minutes from Parent Council meetings. Feedback from parents at April PTI.</p>	<p>October 2023 – March 2024</p>
<p>➤ All pupils will be able to recognise their success and achievements linked to the 4 contexts for learning.</p> <p>➤ All pupils with an identified support need will be able to discuss some of the supports they use to help them learn.</p>	<p>Ongoing: Embed the house system with minimum of one event per term planned by house captains.</p> <p>Weekly/Fortnightly:</p> <ul style="list-style-type: none"> • Adding photos to 4 contexts achievement board • House captains to update house point tracker and share leader board • Hot chocolate with Mrs Bain • Junior sports leaders to deliver lunchtime activities <p>Use of Circle Participation Scale for all pupils with identified additional support need. Results to inform supports and planning at universal, additional or intensive level.</p> <p>Summaries of support to be shared with pupils and parents to review and evaluate.</p>	<p>House captains, all staff, junior leaders, active school's co-ordinator.</p> <p>Sfl teacher Jill Macmillan, class teachers, HT Donna Bain and PSAs. ASIST and EP where they are involved in supporting learners.</p>	<p>Learning partnership visit</p> <p>Pupil focus groups as part of ongoing quality assurance calendar</p> <p>SfL chronologies and summaries of support.</p> <p>Feedback from learners and parents</p>	<p>Dates t.b.c</p> <p>Ongoing</p> <p>Term 2 and Term 4</p>

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Ongoing Evaluation:

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Session 2023-2024 Improvement Plan – PEF Plan

<p>Attainment Fund Rationale: <i>'To use education to improve outcomes for children and young people impacted by poverty with a focus on tackling the poverty-related attainment gap to deliver on the Scottish Government's vision of equity and excellence in education'.</i></p>		<p>Amount of Fund: £6,125</p> <p>To fund additional PSA hours</p>	
<p>Increased speed and accuracy of mental calculations involving addition/subtraction/multiplication/division for identified learners in P6 and P7 who are not on track to achieve second level by end of P7.</p>			
<p>Expected Impact</p>	<p>Interventions Planned</p>	<p>Measure of Success (Triangulation of Evidence)</p>	<p>Impact on learners Ongoing evaluation</p>
<p>Improved accuracy and recall of addition, subtraction, multiplication and division facts.</p> <p>Application to other mathematics topics such as fractions.</p> <p>Improved attainment within number organiser.</p>	<ul style="list-style-type: none"> • Baseline assessments – Aug-Feb focus on addition/subtraction and Feb-June focus on multiplication and division. <ul style="list-style-type: none"> ○ September – addition baseline assessment ○ November – subtraction baseline assessment ○ February – addition/subtraction follow up assessment. ○ End of Feb – multiplication/division baseline assessment ○ June – multiplication/division follow up assessment • Assessment of mental strategies used to add, subtract, multiply and divide. Gaps identified from baseline assessments. • Review of November NSA results and compare to baseline assessments and records of understanding. • Discuss assessment results with pupils to gather their views and opinions on how they like to learn, how 	<p>Improvement in speed and accuracy.</p> <p>Reduction in attainment gap across the number organiser.</p> <p>Improved NSA performance for P7 learners</p> <p>Addition, Subtraction, Multiplication and Division knowledge applied to other topics</p> <p>Increased learner confidence</p>	

	<p>they feel about number. Get them to rate their confidence levels at pre/post assessments.</p> <ul style="list-style-type: none">• Conceptual numeracy approach to teach range of mental strategies to improve manipulation of number• SfL teacher to deliver focused input on strategies on a Tuesday to the identified learners. This will be followed up by PSA on Wednesday, Friday and Monday.• Strategies being taught to learners will be shared with parents.• Model for improvement PDSA template used to track progress of tests of change.		
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