



**Largoward Primary School**  
**Standards and Quality Report 2022-2023**



*Achieving Excellence and Equity*

**Context**

|  |  |           |                     |              |
|--|--|-----------|---------------------|--------------|
| <b>Setting/School Roll</b>                               | <i>For session 2022-23 there were 19 pupils enrolled at Largoward Primary School and two classes were maintained – P1-3 with 9 pupils and P4-7 with 10 pupils.</i> |           |                     |              |
| <b>FME</b>   | 37%  |           |                     |              |
| <b>SIMD Profile for establishment</b>                    | <i>All pupils at Largoward reside within SIMD deciles 5, 6 or 8, with almost all pupils residing within decile 6.</i>  |           |                     |              |
| <b>Attendance (%)</b>                                    | <b>Authorised</b>  | <b>5%</b> | <b>Unauthorised</b> | <b>0.82%</b> |
| <b>Exclusion (%)</b>                                     | 0.26%  |           |                     |              |
| <b>Attainment Scotland Fund Allocation (PEF and SAC)</b> | £6,125   |           |                     |              |

**Our Vision:** Being Ourselves – Together!

**Values:** Kindness, Safety, Happiness, Learning and Respect

**Aims:**

For all our young people to achieve their potential.

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

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

**Improvement Priorities Session 2022 – 2023**

**Priority 1 – Raise attainment in writing across P1-7 from 68.4% to 75% by developing pedagogical approaches to learning, teaching and assessment (Year 2 of 3-year improvement cycle)**

NIF 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)

NIF Driver

- Teacher and practitioner professionalism
- Curriculum and assessment
- School and ELC improvement
- Performance information

HGIOS 4 Quality Indicators

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

| Has this priority been:<br>(please highlight)   | Fully<br>Achieved |  | Partially<br>achieved |  | Continued into next<br>session |  |
|---|-------------------|--|-----------------------|--|--------------------------------|--|
| <p><b>Progress:</b></p> <ul style="list-style-type: none"> <li>• All staff using the 4-part lesson model for all writing lessons</li> <li>• Classroom has a dedicated writing area that pupils are involved in developing</li> <li>• Teacher has completed four cycles of change using PDSA improvement tool focusing on a single learner who was not on track in writing</li> <li>• Planned moderation activities with colleagues from across the Madras Cluster during terms 2 and 3</li> <li>• Consistent use of genre tracker by all class teachers</li> <li>• Workshop for Literacy approach revisited</li> <li>• Two members of teaching staff engaged in Smart Notebook and Lumio training</li> </ul>  |                   |  |                       |  |                                |  |
| <p><b>Impact:</b></p> <ul style="list-style-type: none"> <li>• Writing attainment for P1-7 has increased from 68.4% to 78.9%</li> <li>• Increased use of 'language of learning' across the school – most learners can articulate their next steps. Almost all learners can discuss how to be successful in their writing.</li> <li>• Teacher reported improved writing performance for identified learner after completion of PDSA cycles. Strategies introduced during small test of change cascaded to other learners and resulted in improved performance for two further learners.</li> <li>• Increased confidence in teacher professional judgement on achievement of a level, improved collegiate working across the Madras cluster and improved understanding of high school expectations to support improved primary to secondary transition.</li> <li>• All learners have had planned, purposeful opportunities to write across a wide range of genres this session</li> <li>• Increased range of tools used as a 'hook' for writing leading to improved motivation and engagement in writing for majority of learners.</li> <li>• Increased range of digital tools being used to support learner engagement and differentiation to ensure pupils are appropriately supported and challenged.</li> </ul> |                   |  |                       |  |                                |  |
| <p><b>Next Steps:</b></p> <ul style="list-style-type: none"> <li>• Develop consistent approaches to support target setting and identification of next steps for learners</li> <li>• Further opportunities for collegiate working and moderation, including colleagues from the Madras cluster</li> <li>• Introduce increased range of model for improvement/quality improvement tools for staff to utilise. Targeted interventions specific to age/stage of learners using QI tools.</li> <li>• Focus on plenaries and feedback from 4-part lesson model.</li> <li>• Develop approaches to support effective differentiation of writing within a P1-7 class.</li> </ul>   |                   |  |                       |  |                                |  |

## Priority 2 – Develop and trial progressive learning pathways from P1 to P7 for learning outdoors and outdoor education– Year 2 of 3-year improvement cycle

### 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 and ELC leadership
- Teacher and practitioner professionalism
- School and ELC improvement

### HGIOS 4 Quality Indicators

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

Has this priority been:  
(please highlight)

Fully  
Achieved

Partially  
achieved

Continued into next  
session

### **Progress:**

*Due to emerging issues within the school this session we have not made significant progress with this improvement priority. Our focus switched to developing our ‘Promoting Positive Relationships and Behaviour’ policy.*

- Working party from Lawhead developed progression pathway in collaboration with Largoward and shared with teaching staff. Staff have trialled use this session.
- P7 residential resumed in September 2022. All P7 pupils attended.
- P1-7 wellbeing/outdoor pupil leadership group established focusing on improving the school grounds.
- Orienteering resource purchased and all teaching staff trained on how to use maps and markers in the school grounds.
- All PSA’s attended ‘Playground Pedagogy’ training during June inset day.
- Worked in collaboration with Parent Council to continue development of school garden and grounds

### **Impact:**

- Increased pupil leadership opportunities and opportunities for pupil voice to lead change and improvement within the school.
- All P7 pupils attended the residential and had opportunities to develop teamwork, resilience and problem solving skills. Also supported high school transition as attended with pupils from Lawhead.

### **Next Steps:**

- Upskill pupil support staff to support delivery across the school
- Pupil support staff to use learning from recent ‘Playground Pedagogy’ professional learning session to develop ‘zoning’ of school grounds
- Collaborative working with Lawhead – upskilled staff from Lawhead to cascade learning and support implementation at Largoward
- Use outdoor education to support effective differentiation and learner engagement next session when we are a single P1-7 class.
- Add information about outdoor education to our school website

**Priority 3 – Whole school, consistent approach to the delivery of Digital Literacy and Computing Science**

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 and ELC leadership
- Teacher and practitioner professionalism
- Curriculum and assessment
- School and ELC improvement

HGIOS 4 Quality Indicators

- 1.2 Leadership of learning
- 1.3 Leadership of change
- 2.2 Curriculum
- 2.3 Learning, teaching and assessment
- 3.3 Increasing employability skills

|   |                |  |                    |  |                             |  |
|---|----------------|--|--------------------|--|-----------------------------|--|
| Has this priority been:<br>(please highlight) | Fully Achieved |  | Partially achieved |  | Continued into next session |  |
|---|----------------|--|--------------------|--|-----------------------------|--|

**Progress:**

- Digital leaders pupil leadership group established. Learners have been upskilled to trouble shoot common technical issues.
- Device audit conducted in term 1
- Investment in devices and improved systems for replacing faulty hardware/reporting faults – 10 new iPads and new Smart TV.
- Two members of teaching staff engaged in professional learning session with Gemma Sanderson on Smart Notebook and Lumio
- 80% threshold reached against all areas of digital schools award self-evaluation
- Class participated in safer internet day and almost all pupils contributed to the development of our internet safety and safe use of devices agreement.
- Both classes share learning every week through their class SWAY
- All teaching staff have joined Fife Digital Team

**Impact:**

- All pupils have access to a suitable device to support learning at home as per the Fife Equity of Devices standard
- Majority of staff report increased confidence in delivering digital literacy and computing science resulting in increased pupil confidence.
- Almost all pupils making expected progress against technologies benchmarks for digital literacy and computing science.
- All pupils have increased access to reliable, up-to-date devices to support learning in school
- Almost all learners demonstrate improved care and respect for school devices and almost all pupils demonstrate a good understanding of our safe use agreement.

**Next Steps:**

- Finish collating evidence for digital schools award and apply for accreditation
- Engage with new technologies progression pyramids when published
- Continue to build on progress made this session, particular focus on computing science as staff feel less confident in this area compared to digital literacy – audit staff to identify specific gaps and arrange appropriate training/professional learning e.g. CAS Barefoot and Microbits
- Upskill PSA staff and digital leaders to support delivery
- Explore how effective use of digital tools can support differentiation and learner engagement in a single P1-7 class.

**Priority 4 – 1+2 - Embed L2 French across the school and Introduce L3 British Sign Language**

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

- Teacher and practitioner professionalism
- Curriculum and assessment
- School and ELC improvement

HGIOS 4 Quality Indicators

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

|   |                |  |                    |  |                             |  |
|---|----------------|--|--------------------|--|-----------------------------|--|
| Has this priority been:<br>(please highlight) | Fully Achieved |  | Partially achieved |  | Continued into next session |  |
|---|----------------|--|--------------------|--|-----------------------------|--|

**Progress:**

- Two members of teaching staff attended French master classes and cascaded learning to other members of staff
- All teaching staff using languages progression pyramids, GLOW resources, thing link and are members of the 1+2 Fife Team. Collegiate time dedicated to familiarisation with resources available on Fife GLOW pages.
- Class teacher attended 1+2 cluster input during November inset - led by Madras staff and Curriculum QIO
- Audit of French resources across the school. Additional French resources purchased to support L2 delivery – class calendar, globes, dictionaries. Staff training delivered by 1+2 SPOC from Lawhead to colleagues on how to use French calendar effectively and to support correct pronunciation.
- All staff enrolled in 2-year online BSL training – first 5 modules to be completed by end of session 2022-23
- Termly BSL song taught at weekly assemblies (Terms 2, 3 and 4) – learned by all pupils P1-7. Songs performed at Christmas concert and filmed to share with parents.

**Impact:**

- Teaching staff report feeling increased confidence in delivering progressive French lessons and using routine French vocabulary daily.
- Learning within L2 is evident in the classroom
- All pupils have received more frequent French lessons and pupils working within first/second level are reading and writing more regularly in French
- All learners in P1-7 can demonstrate a range of simple signs in BSL, almost all pupils are highly motivated and engaged in learning BSL and can discuss the reasons why sign language is used.

**Next Steps:**

- Boardmaker labels in French prepared for use across the school from August 2023
- Staff to complete next 5 BSL online learning modules
- Introduce BSL sign of the week
- Revisit French phrases of the week in term 1 to ensure they are embedded
- Embed use of the L2 sentence builder resource
- Continue to build 1+2 into school events and activities so that use becomes routine and embedded e.g. BSL house quiz
- Build staff capacity to deliver differentiated and progressive French lessons within a single P1-7 class. Use progression pyramids to track learner progress through CfE levels.

## Attainment of Children and Young People

| Stage | Reading | Writing | Listening and Talking | Numeracy |
|-------|---------|---------|-----------------------|----------|
| P1    | 100%    | 100%    | 100%                  | 100%     |
| P4    | 50%     | 50%     | 100%                  | 50%      |
| P7    | 66.7%   | 33.3%   | 66.7%                 | 66.7%    |

### Overall Attainment for 2022 - 2023

|    | Literacy | Numeracy |
|----|----------|----------|
| P1 | 100%     | 100%     |
| P4 | 50%      | 50%      |
| P7 | 33.3%    | 66.7%    |

| Literacy       |        | Numeracy       |        |
|----------------|--------|----------------|--------|
| Stretch Target | Actual | Stretch Target | Actual |
| 73.8%          | 78.9%  | 78.4%          | 78.9%  |

### Evaluative statement of attainment over time:

With a small school roll, and low pupil numbers at each stage, the attainment percentages do not represent an accurate picture of pupil attainment over time. At Largoward we track individual learner attainment journeys within our excellence and equity trackers. 37% of learners have an identified additional support need and pupils are being appropriately supported to make the best progress they can.

Pupil support assistants work in collaboration with class teachers and support for learning teacher to deliver targeted support to learners who are not achieving expected national outcomes. Targeted interventions are carefully tracked to ensure they are focused on closing gaps in literacy and numeracy.

## Evidence of significant wider achievements

This session we reintroduced the house system to Largoward with three houses – Gilston, Lathones and Radernie. The house system has not operated since 2015. Pupils in P5-7 prepared manifestos and delivered speeches and then voting took place to elect house captains and vice-house captains. Throughout this session pupils have earned house points for demonstrating the school values and have taken part in several house events and activities. Reintroducing the house system has enhanced the ethos and life of the school, been motivating for learners and has provided opportunities for personal achievement as well as building teamwork.

This session we also introduced pupil leadership groups with all pupils selecting the leadership group they wanted to be involved in – Pupil Council, Digital Leaders or Wellbeing Group. Each group provides opportunities for the learners to lead an area of school improvement.

In September all P7 pupils attended a 3-day residential at the Dounans Outdoor Education Centre with P7's from Lawhead. This experience has supported transition and provided the learners with the opportunity to develop resilience, team-work and leadership skills.

In term 4 we launched Junior Sports Leaders. Pupils in P5-7 submitted applications and were interviewed for the position. Four junior leaders were successful at interview and then went on to be trained by our Active Schools Co-Ordinator to deliver lunch time activities to the rest of the school. This process provided DYW links, has provided a leadership role for the junior leaders and is providing additional opportunities for pupils to be active at lunchtime. Active school data collated across the session showed 100% of pupils have accessed extra-curricular activity sessions.

Since March we have had weekly 'Together We Can' sessions for an identified group of pupils. These sessions are led by the rugby development coach but focus on building resilience, teamwork and self-esteem for the learners involved.

All pupils in P4-7 completed Level 2 Bikeability training, ensuring they have the skills and knowledge to keep themselves safe when cycling.

Pupils in P4-7 also participated in a song writing workshop facilitated by the Youth Music Initiative that resulted in the children recording their own song and recording their own music video.

We have engaged in a wide range of opportunities offered by charities and organisations to enhance learner experience across the broad general education. As a small school with limited resources these opportunities are very valuable. This has included a natural object printing workshop with St Andrews museum linking to expressive arts, STEM workshops offered by the University of Highlands and Islands and Dynamic Earth, as well as First Aid training for P4-7 delivered by British Red Cross. All of these opportunities have supported pupils to develop the four capacities.

## Feedback from External Scrutiny

### Extended Learning Partnership (November 2022) - Strengths and Areas for Improvement

#### Strengths identified:

- All stakeholders demonstrated an awareness and could discuss their role in improvement and change within the school.
- Vision, values and aims were displayed and understood by pupils, staff and parents.
- All stakeholders spoke of the head teacher giving clear direction and leadership with school improvement planning. This message was consistent with pupils, staff and parents.
- Emerging evidence of increased pupil leadership – school is at the early stages of embedding pupil voice to lead change within the school
- Parent council felt well informed and involved in school improvement. They felt valued and that their opinions and suggestions were both welcomed and acted on.
- All staff know every learner well – teaching staff, support staff and support for learning

- The majority of learners presented as articulate, motivated and engaged. They spoke positively about their learning experiences.
- Opportunities for choice were evident in how they approached their learning.
- Learning experiences were matched to learning need.
- Evidence of digital technology being used in one class to enhance learning
- Tracking systems support staff to plan appropriately for learners
- Strong evidence of pupils individual needs being met – articulated by pupils, parents and staff
- Strong partnership working across the whole school team in order to meet individual needs – social, emotional and academic
- Evidence that interventions are having an impact on individual learner attainment and achievement. They had a clear focus and were regularly reviewed.
- High quality support for learners from PSA's who were knowledgeable and confident in their role to support learners and raise attainment.
- Staff at all levels demonstrated knowledge and understanding of the individual needs of learners.
- Well established approaches to supporting learner wellbeing. The wellbeing indicators and 5 ways to wellbeing are embedded across the school and learners are becoming more confident at talking about these and linking their relevance to themselves and their school.
- Parents were highly complimentary regarding the schools approach to support pupil wellbeing, achievement and attainment. They are very proud of the school and its place within the community.
- Additionality, funded through PEF, of additional PSA hours is effectively deployed to ensure equity for learners.
- Equity of digital device provision for learners
- Attainment data demonstrates a reduction in the attainment gap for almost all identified learners
- All relevant stakeholders are aware of the barriers that different children face in their learning and active steps are taken to address these. These are reviewed and adapted as necessary.

#### **Areas for Improvement/Planned Next Steps:**

- Review and amend vision, values and aims regularly to ensure they remain relevant to our school community.
- Continue to embed pupil leadership groups
- Consistent approaches to sharing learning intentions, constructing success criteria and differentiation
- Embed the 4-part lesson model and use of formative assessment approaches
- Within the breadth of learning need there is scope for further focus on how to meet the wide range of learning need in the class (differentiation).
- Ensure that technology is being used appropriately in both classes to enhance learning
- Continue to provide regular opportunities for learners to discuss the wellbeing indicators and 5 ways to wellbeing and link to real life experiences.
- Embed the use of the Circles tool to support learner wellbeing.



## PEF Evaluation/Impact

### Targeted Interventions

**Intervention 1:** HWB – improved resilience and emotional wellbeing of identified pupils and reduction in distressed behaviours.

**Intervention 2:** Numeracy – SEAL Maths Intervention – increased sophistication of children’s strategies for dealing with numbers

### Progress:

#### Intervention 1:

Focus for intervention 1 had to be changed to focus on a single child who enrolled at Largoward in October. The pupil required 1:1 support in place to support their engagement in learning. ASIST and EP involved in planning and support.

#### Intervention 2:

Long term staff absence and increased support hours being allocated to learner requiring 1:1 meant that SEAL maths interventions did not happen in term 3. SEAL interventions have taken place across term 1, 2 and 4. Pupils all receiving minimum of three inputs per week. Group have completed current box and are ready to move to purple box.

### Impact:

#### Intervention 1:

No measurable improvement at this point for the learner. PSA support helped to ensure the safety and wellbeing of other learners.

#### Intervention 2:

All learners that participate in SEAL group have demonstrated improved confidence as reported in weekly evaluations. No measurable reduction in attainment gap at this stage for two learners but one learner has reduced attainment gap by 5 months since last session.

School/Setting Name: Largoward Primary School

| <b>NIF Quality Indicators (HGIOS 4) School Self- Evaluation</b> |                   |                   |                  |  |
|---|-------------------|-------------------|------------------|--|
| <b>Quality Indicator</b>  | <b>2020 -2021</b> | <b>2021- 2022</b> | <b>2022-2023</b> | <b>Inspection Evaluation</b><br><i>(since August 2022)</i> |
| <b>1.3 Leadership of change</b>                                 | Good              | Good              | Good             | N/A  |
| <b>2.3 Learning, teaching and assessment</b>                    | Good              | Good              | Good             | N/A  |
| <b>3.1 Ensuring wellbeing, equity and inclusion</b>             | Good              | Good              | Good             | N/A  |
| <b>3.2 Raising attainment and achievement</b>                   | Good              | Good              | Good             | N/A  |

Headteacher: Donna Bain