

Largoward Primary School



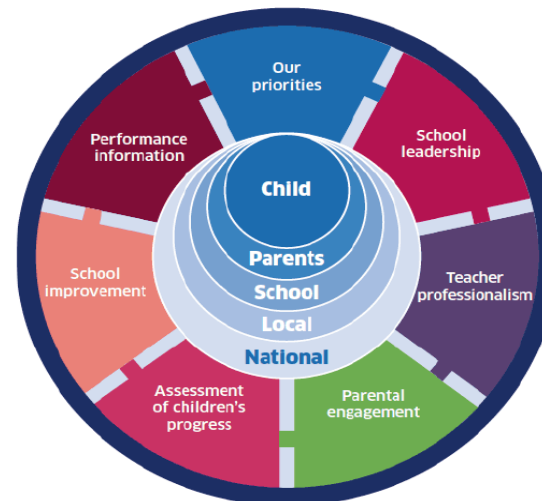
School Improvement Plan
2024-2025
Summary for Parents and Carers

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

Education Directorate Improvement Plan:

- Equality & Equity
- Achievement
- Health & Wellbeing
- Attendance & Engagement

Focused Priority 1: All 12 learners in the P1-7 multi-composite class will experience an appropriately challenging curriculum and learning experiences that are effectively differentiated to meet individual learner need (Year 2 of 3 year cycle)

QI (HGIOS4):

- 1.3 Leadership of Change
- 2.3 Learning, teaching and assessment
- 3.1 Improving wellbeing, equality and inclusion
- 3.2 Raising attainment and achievement

Expected Impact	Strategic Actions Planned	Responsibilities	Measure of Success <i>(Triangulation of Evidence)</i>	Timescales
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<p>All pupils will be appropriately challenged in their learning based on where they are in their learning journey, making progress through current CfE level at a pace that is right for them.</p>	<p>Forward Planning:</p> <ul style="list-style-type: none"> Develop three-year rotations for PE, outdoor learning and expressive arts Embed use of updated rotations for HWB, social subjects, technologies and RME. 	<p>HT from Largoward and Pitlessie to lead All teaching staff</p>	<p>Data:</p> <ul style="list-style-type: none"> GMWP results for September and May CfE tracking data across the BGE 	<p>March 25</p> <p>Ongoing</p>
<p>All pupils will be able to discuss what they are learning and why.</p>	<p>Learning, Teaching and Assessment:</p> <ul style="list-style-type: none"> Embed use of newly developed learning, teaching and assessment strategy 	<p>HT, teaching and support staff</p>	<p>Peoples Views:</p> <ul style="list-style-type: none"> Feedback from staff moderation activities Professional dialogue during termly excellence and equity meetings Feedback from parents and pupils on their plans Pupils focus groups 	<p>Ongoing</p> <p>September and May</p>
<p>All pupils will be able to discuss their strengths and how to be successful in their learning.</p>	<p>Pupil Participation:</p> <ul style="list-style-type: none"> All pupils to complete Glasgow Motivation and Wellbeing Profile – September and May Pupils to lead development of SHANARRI learning wall and assembly inputs Introduction of Skills Development Scotland meta skills within play provision and other areas 	<p>HT</p> <p>Pupil Council, house captains and HT</p>	<p>Observations:</p> <ul style="list-style-type: none"> Moderation of SofS, CP and PAMP Lesson visits as part of QA calendar Learning partnership visit 	<p>December 24</p> <p>By February 25</p> <p>February inset t.b.c</p>
<p>All pupils will be able to discuss their next steps and areas for improvement.</p>	<ul style="list-style-type: none"> Professional learning for staff on loose part play Lawhead EYO and DHT to support development of play within Largoward Continue to upskill pupils on self and peer assessment, using the language of learning 	<p>HT, class teachers and support staff</p> <p>Michelle Copeland EYO and Jen Simpson DHT</p> <p>Class teacher</p>	<p>February inset t.b.c</p>	<p>By December 24</p> <p>Ongoing</p>
<p>All pupils will be motivated and engaged in their learning.</p>	<p>Professional Learning:</p> <ul style="list-style-type: none"> Collegiate sessions looking at research into 'adaptive teaching' 	<p>HT, class teacher and SfL teacher</p>	<p>February inset t.b.c</p>	<p>By May 25</p>
<p>Universal Level:</p>	<p>Universal Level:</p>	<p>Universal Level:</p>	<p>Universal Level:</p>	<p>Universal Level:</p>

	<ul style="list-style-type: none"> Summaries of Support – professional learning sessions to share good practice on developing, updating and sharing summaries of support – including pupils and parents in this process. Further develop ‘Support for Learning’ section of the school website. Digital Tools – upskill staff on the range of digital tools available to support learners with identified need e.g. immersive reader, speech to text, etc. Arrange professional learning input from ATSS. <p>Additional/Intensive Level:</p> <ul style="list-style-type: none"> Child’s Plans and Pro-Active Management Plans – professional learning sessions to share good practice on developing, updating and sharing CPs and PAMPs – including pupils, parents and other agencies/professionals in this process Key staff members to attend whole family wellbeing sessions to collaborate with partners. Cascade learning on the revised ‘Child Wellbeing Pathway’. 	<p>HT, class teacher and SfL teacher</p> <p>Member of ATSS team t.b.c Wendy Garty P7 teacher from Lawhead</p> <p>Link educational psychologist HT, DHT and SfL</p> <p>HT</p>		<p>February 25</p> <p>Ongoing</p> <p>Term 1 and 2</p> <p>May 25 inset</p> <p>By May 24</p> <p>9th September 24, 25th November 24 and 4th March 25</p>
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	<p>Tracking & Monitoring</p> <ul style="list-style-type: none"> All staff in liaison with SLT will develop their understanding of the Progress Framework. This will be used to track progress in learning across the curriculum and record targeted interventions for individual or cohorts of children. <p>Reporting</p> <ul style="list-style-type: none"> All staff will be familiar with the reporting framework built into Progress and this will support reporting to parents/carers at key points throughout the session. All staff will use the reporting aspect of the framework to complete end of session written reports to ensure all parents/carers have access to an annual written report which is informed by professional judgements. <p>Curriculum Rationale</p> <ul style="list-style-type: none"> Our Curriculum Rationale will be further developed to ensure that it is reflective of the experiences all children are experiencing across the school in relation to the BGE. 	<p>Led by HT/DHT All teaching staff staff</p> <p>Teaching and nursery staff</p> <p>Led by HT/DHT All staff</p>	<ul style="list-style-type: none"> Children's views gathered through class groups and pupil focus groups on the learning experiences across the curriculum <p>Observations</p> <ul style="list-style-type: none"> Forward planning documentation monitoring Jotter sampling – literacy/numeracy and other curriculum areas Classroom observations linked to identified areas of the curriculum (QA calendar) Focus for LP – analysis of data, Learning experiences across the curriculum/identified area of curriculum, parent/pupil views of the delivery of the curriculum 	<p>February 2025</p> <p>April 2025</p> <p>May/June 2025</p> <p>June 2025</p>
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Session 2024 - 2025 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>
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Intervention 1: Phonics/Spelling – identified individuals in P4 and P5 who have identified gaps in their phonic knowledge will have increased confidence and accuracy in their word attack skills.

Expected Impact	Interventions Planned	Measure of Success (Triangulation of Evidence)	Impact on learners Ongoing evaluation Dec/June <small>(What has been the actual impact/outcome, in particular for the targeted group of learners) (What data/evidence shows the impact of the project/intervention? Refer to outcome statement. Did you achieve what you set out?)</small>
<p>Increase in spelling age.</p> <p>Increase in accuracy when writing high frequency words.</p> <p>Improved phonological awareness.</p> <p>Increased confidence to write, reduced anxiety/hesitation over spelling.</p>	<p>Baseline assessments of high frequency words – reading and writing.</p> <p>Initial screening using 5/10-minute literacy box.</p> <p>5/10-minute sessions, minimum three times per week using 5/10 minute literacy box with PSA.</p> <p>Additional literacy supports including Nessy subscriptions for identified learners.</p> <p>Pupil personalised targets – shared with pupil and reviewed regularly</p> <p>Follow up assessment at end of intervention block.</p>	<p>Data:</p> <ul style="list-style-type: none"> Schonnel assessment in September and May High-frequency work initial and follow up assessment 5/10 minute box screening <p>Peoples Views:</p> <ul style="list-style-type: none"> Pupil views on how they feel about spelling and writing gathered at start, mid point and end <p>Observations:</p>	

	Share with parents top tips to support targeted work in school.	<ul style="list-style-type: none">• Sampling of jotter work throughout the session	
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