



**Standards and Quality Report**  
**2023 - 2024**  
*Achieving Excellence and Equity*



**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.

## Our Context

<b>Setting/School Roll</b>	For Session 2023-24 there were 17 pupils enrolled at Largoward Primary School which has reduced to 14 pupils by April 2024. The 14 pupils range from P2-7. The school is now a single multi-stage composite class. 50% of our learners have an identified additional support need.					
<b>FME</b>	As of February 2024, the FME profile for P6 and P7 was 25%.					
<b>SIMD Profile for establishment</b>	All pupils at Largoward reside within SIMD deciles 4, 5, 6 or 8, with almost all pupils residing within decile 6. The average SIMD is 5.7.					
<b>Attendance (%)</b> As of 31 <sup>st</sup> May 2024	<b>Overall</b>	92.82%	<b>Authorised</b>	4.74%	<b>Unauthorised</b>	2.25%
<b>Exclusion (%)</b> As of 31 <sup>st</sup> May 2024	0.18%					
<b>Attainment Scotland Fund Allocation (PEF and SAC)</b>	The PEF allocation for Session 2023-24 was £6,125.					
<b>Cost of the school day statement</b>	<p>At Largoward Primary School we recognise the need to reduce the Cost of the School Day for all our young people and particularly for our young people who are already experiencing poverty. We examine the school day through the following headings; Uniform, Travel, Learning, Friendship and Community, School trips, Eating, Clubs and Home learning.</p> <p>Additional information on how we reduce the Cost of the School Day can be found on our school website – <a href="https://www.largowardprimaryschool.org.uk">Cost of the School Day   Largoward Primary School (glowscotland.org.uk)</a></p>					

# Improvement Priorities - Session 2023 - 2024

**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) – Year 1 of 3

<u>Directorate Improvement Plan:</u>		<u>HGIOS 4 Quality Indicators</u>				
Equality & Equity		1.3 Leadership of change				
Achievement		2.3 Learning, teaching and assessment				
Health & Wellbeing		3.2 Raising attainment and achievement				
Attendance & Engagement						
Has this priority been: (please highlight)	Fully Achieved		Partially achieved	X	Continued into next session	X

**Progress:**

**Across the BGE:** All teaching staff have been involved in developing a Largoward learning, teaching and assessment strategy reflecting the unique P1-7 multi-composite setting in our school (in draft form). All teaching staff have engaged in professional learning sessions focused on plenaries, the 4-part lesson model and co-operative learning strategies. The SEIC small school network reformed in term 3 and a member of school staff attends the monthly meetings and cascades new learning to the wider staff team.

**Writing:** All staff were involved in creating a driver diagram which then led to the development of model for improvement aims and three PDSA cycles focused on identified learners.

**Digital Literacy and Computing Science:** Teaching and support staff have participated in a range of professional learning sessions delivered by colleagues from Lawhead and members of the professional learning team. The focus for professional learning sessions were identified from an audit completed by staff in September 2023. This has included sessions on CAS Barefoot, coding, animation and using Microbits.

**1+2 - L2 French and L3 BSL:** All French phrases of the week from last session were revisited over terms 1 and 2. English/French Boardmaker labels were in place in the classroom and around the school from August. Almost all staff worked with Lawhead colleagues on the November inset day to share good practice and resources for delivery of progressive French, with a particular focus on reading. Almost all staff have completed their online BSL modules and identified staff members attended training on the new Highland BSL resource pack.

**Outdoor Education:** All support staff have worked with Lawhead colleagues during inset days to be upskilled on how to support the delivery of outdoor education. Ideas have been shared across the joint headship to explore how playground zoning can be further developed. Identified teaching staff worked with Tony Credland from Natural Connections to plan for the delivery of Natural Connections across the multi-stage composite.

**Impact:**

The draft learning, teaching and assessment strategy is ready for implementation for session 2024-25 and will ensure that all learners experience a consistent approach from all teaching staff and appropriately differentiated learning. As a result of professional learning strategies on plenaries teachers are using a wider range of plenary approaches and making more time within their lesson for the plenary, as a result of this almost all learners are more confident at discussing what they are learning, how to be successful and their next steps in learning. This has been observed during lesson visits and during conversations with learners.

All identified learners as part of the PDSA cycles have demonstrated increased motivation and engagement with their writing across a range of text types. The majority of learners in P2-7 can honestly self-assess their writing against success criteria and articulate their next steps (observed and discussed with children during scheduled lesson visits).

All teaching staff are using the technologies progression pyramids to plan learning and teaching for digital literacy and computing science which has led to all pupils experiencing a wider, more challenging range of learning experiences in these areas. This is evidenced in the class annual overview and through learner dialogue.

Almost all learners are familiar with routine French instructions and phrases and can describe how they are used daily e.g. sharing the date each morning. Most learners talk positively about their language learning and can discuss why it is important. All learners can sign their name using BSL and have increased the number and range of signs they can use and understand (observed in weekly assemblies).

All P2-4 pupils have successfully completed their Bronze Natural Connections Award and all pupils in P5-7 have completed Level 1. Almost all learners talk positively about their outdoor learning experiences and can give examples of the skills they have developed and the impact on their wellbeing (Natural Connections wall chart, log books and evidence SWAY).

**Next Steps:**

Continue to develop collaborative working with other small schools including Pittlessie Primary School (Fife) and other members of the SEIC small school network in order to develop best practice within a single P1-7 multi-composite class/school.

Consistent use of the Fife Council Writing Assessment pack, including the peer and self-assessment mats. Work with the raising attainment Principal Teacher to develop our school writing policy.

All staff to consistently use routine French and BSL phrases and instructions. Continue with French and BSL phrases of the week to support this becoming embedded using GLOW and Fife French resources and Highland BSL pack.

Build outdoor learning into three-year rotation as per system in place for other curricular areas to ensure skill progression and breadth of opportunities.

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

<u>Directorate Improvement Plan:</u> Equality & Equity Health & Wellbeing Attendance & Engagement	<u>HGIOS 4 Quality Indicators</u> 1.3 Leadership of change 2.3 Learning, teaching and assessment 3.1 Ensuring wellbeing, equality and inclusion
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Has this priority been: (please highlight)	Fully Achieved	X	Partially achieved		Continued into next session	
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**Progress:**

All staff completed PACE training that was delivered by ASIST team in August. All teaching staff used the Circles Inclusive Classroom audit when setting up the classroom areas in August.

Identified staff implemented the LEANS neurodiversity course across terms 2 and 3. They carried out initial safety planning and familiarised themselves with the course content.

All staff have worked with learners, including house captains and junior leaders, to embed the house system and approaches to recognising and celebrating success and achievements.

All staff have worked collaboratively to develop summary of support documents for children with an identified additional support need or barrier to their learning. These have been shared and reviewed with parents and learners.

**Impact:**

Use of the Circles Inclusive Classroom audit led to high quality professional dialogue in relation to the physical environment, social environment, structures and routines. This led to greater consideration on the impact these factors can have on learner inclusion. The follow up Glasgow Wellbeing and Motivation Profile showed increased whole school scores across all four areas measured – affiliation (31>33), agency (30>34), autonomy (29>32) and feeling healthy and safe (32>34). The majority of learners had increases in their individual scores with particularly significant increases in certain areas for individual children. This data shows an improved sense of wellbeing linked to the SHANARRI wellbeing indicators.

All learners can discuss (age/stage appropriate) what neurodiversity is, how this is relevant to their own lives and how it can impact on school experiences for themselves or others. One parent fed back that the LEANS sessions supported their child to accept and understand their recent ASD diagnosis (will remove comment before publication to parents/website).

All learners can discuss how they are successful in a range of ways and the majority can link these to the four contexts for learners.

Summaries of support are regularly reviewed with staff, learners and parents to ensure they accurately reflect learner need. All pupils with an identified support need are able to discuss some of the supports that are in place and how they use them to help them learn.

**Next Steps:**

Establish annual calendar for assembly inputs to embed learning in relation to inclusion and diversity.

Largoward staff to share good practice with partner school Lawhead in relation to developing an inclusive learning environment.

Review quality assurance calendar to ensure that summaries of support are updated and shared with all stakeholders at key points across the year.

### Attainment of Children and Young People

Stage	Listening and Talking	Reading	Writing	Numeracy
	Actual	Actual	Actual	Actual
<b>Whole School P2-7 (14 pupils)</b>	78.6%	78.6%	57.1%	64.3%

#### Overall Attainment for 2023 - 2024

	Literacy		Numeracy	
	Stretch	Actual	Stretch	Actual
<b>Whole School P2-7</b>		57.1%		64.3%

#### 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. 50% 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.

For some learners with attendance below 95% there appears to be a link between school attendance and those pupils not meeting expected attainment levels.

## Evidence of significant wider achievements

There has been a wide variety of wider achievement opportunities across the Nursery and School this session. All opportunities have developed a range of skills linked to the 4 capacities: Effective Contributor, Successful Learner, Responsible Citizens and Confident Individuals. These are also linked to our school values, the UNCRC and the 4 contexts for learning.

These have been shared throughout the session through our weekly newsletters, weekly updates on class SWAYs, our school website and using our school TEAM. Our wider achievements are celebrated every week during our assemblies, with photographs added to our celebrating success wall.

This session all P7 pupils completed a three-day residential at the Belmont Centre. Pupils enjoyed a range of outdoor activities helping to develop communication and problem-solving skills. This also supported initial transition plans as the two Largoward pupils attended the residential with peers from Lawhead.

In December Largoward Primary School achieved our Bronze Rights Respecting School Award and we are currently on track to achieve our Silver Award early in academic session 2024-25. All pupils are becoming increasingly rights aware and developing an understanding of how they can influence positive change.

This session we have continued to embed our house system and pupil leadership groups. Through these whole school systems pupils are becoming responsible citizens and effective contributors, leading meaningful change and making improvements across the school.

Almost all pupils have earned their bronze (P2-4) or Level 1 (P5-7) Natural Connections award this session. Pupils have been actively involved in developing our school grounds, demonstrating that they are effective contributors.

Partnerships with Active Schools have continued to be strong and our school has 100% activity data for the session. Pupils have also benefitted from a range of visitors to enhance their experiences across the curriculum including the Beat Box music project, first aid sessions and workshops from St Andrews Museum. As a small rural school it is important that our learners have the same opportunities as pupils in larger schools. These partnerships support with this.

## Feedback from External Scrutiny

### Extended Learning Partnership Strengths and Areas for Improvement

#### Extended Learning Partnership Visit Held on 2<sup>nd</sup> October 2023:

##### Strengths identified:

Parents in the focus group spoke very positively about the school. The Parent Council is committed to continuing to support the school's ongoing development. Within this, parents are keen to promote the good work of the school with the wider local community and to encourage more parents to send their children to the school.

Staff feel valued as members of the team, by colleagues and the wider school community.

Staff know the children and their families well and conversations about children's needs are easily organised.

### **1.3 – Leadership of Change:**

- ✓ Staff (teaching and support) were able to talk articulately about the school's strengths and improvement priorities, aligned to the school's SQR and SIP for this session.
- ✓ Staff felt that their views were sought and acted upon and recognised their important role within the improvement process to deliver improvements for learners.
- ✓ Staff felt that the areas for improvement identified for the school were in line with the needs of learners. Planning for continuous improvement is evidence-based.

### **2.3 – Learning, Teaching and Assessment:**

- ✓ All children (in a focus group of two upper school children) reported some opportunities to make choices in their learning in regard to the difficulty and context, and spoke about how adults adjust the challenge in order to meet children's needs.
- ✓ Teaching across the curriculum is organised in fluid groupings (e.g. mixed ability, ability and age/stage)
- ✓ Differentiation within numeracy is evident within jotters.
- ✓ Clear guidelines are in place regarding pupil feedback.
- ✓ Adults were well deployed and were seen to be proactive in supporting learner engagement.
- ✓ PSAs were able to talk about planned interventions to close identified gaps in learning using a range of resources (e.g. SEAL, Hornet, Toe-be-toe, Word Wasp) and recognised the need to respond flexibly to children's needs on a particular day.
- ✓ Children were able to talk articulately about their involvement in the decision making regarding the classroom environment (e.g. around the use of the 4 Part Model boards)
- ✓ The school work in partnership with the Parent Council and Active School Co-ordinator to continue to recruit parents and community members into volunteer roles (e.g. for After School Clubs)
- ✓ Teachers talked about a range of assessment tools used across the course of the year and reflected upon the importance of day-to-day assessment and feedback, which needs a quick turnaround from pupils and teachers.
- ✓ There is a Largoward Primary Staff Guide in place, which is updated by the whole team annually, to ensure that core practice is coherent and applied by all, this supports new members of the team new members of the team.

### **3.1 – Ensuring Wellbeing, Equality and Inclusion:**

- ✓ The majority of children (5 out of 7) in the upper school are able to articulate their role as a leader within the school, whether as House Captain, member of a leadership group or as Sports Leader. The Active School coordinator was able to speak about the impacts of being a Sports Leader upon individual children's skills/confidence/attitudes.
- ✓ Most children in the upper school focus group (5 out of 6) talked positively about school life and reported that they enjoy coming to school.
- ✓ The majority of children (focus Group of 4 x P4-7s) were aware of a) what they find tricky in school and b) how adults support them (socially and with their learning); the majority were able to talk about how the school removes barriers to learning.
- ✓ All children in focus group (focus Group of 4 x P4-7s) and the House Captains were aware of UNCRC and can talk about it in relation to their class charter: most verbalised that the school valued their opinion.
- ✓ Most children (focus Group of 4 x P4-7s) said they feel safe in school and all children have had the opportunity to talk about their feelings and their learning needs, and were able to talk about supports.

- ✓ Relationships across the school are positive; this extends to positive relationships for staff and some children with the school's partner school (Lawhead) for professional development and pupils' social events (e.g. P7 residential, discos)
- ✓ Parents in focus group reported that their children recognise that we all have different needs and this should be celebrated.

### **3.2 – Raising Attainment and Achievement:**

- ✓ The school has clear strategies and planning in place to support the attainment and achievement of children facing challenges, including those with additional support needs.
- ✓ Staff make good use of a range of assessment information to develop a shared understanding of how learners are progressing. This information is used to plan appropriate interventions.
- ✓ The school has clear strategies in place to track and celebrate the wider achievements of learners

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

### **1.3 – Leadership of Change:**

- ✓ Support the soon to be appointed new teacher's knowledge and use of school's practices and routines to ensure continuity of children's experiences and build effective relationships (children, staff and families) during the course of this school year.

### **2.3 – Learning, Teaching and Assessment:**

- ✓ As part of the creation of the school's Learning and Teaching Strategy imbed the use of digital literacy to enhance and support learning
- ✓ Continue to work for consistency in feedback practices to build greater sustainability through staffing changes. (e.g. practices for verbal feedback in multi-composite setting)
- ✓ Digital technology was not observed in action. Explore practice around use of digital technology to enhance and support learning; reintroduce practice around Digital Leaders, which has been impacted due to staffing changes.
- ✓ Review how children's individualised writing progression is evidenced (e.g. in a Writing jotter)
- ✓ Continue to support younger children to become purposefully independent within the one class multi-composite setting.
- ✓ Consider opportunities to grow cooperative learning approaches with pupils across the school

### **3.1 – Ensuring Wellbeing, Equality and Inclusion:**

- ✓ Continue to build children's awareness of wellbeing indicators and how these link to their experiences, behaviours and the values of the school.
- ✓ Build opportunities to reflect and connect the wellbeing indicators into the daily life of the school.
- ✓ Continue to involve children in the customisation of the school's Anti-Bullying policy to ensure their ownership and understanding of the policy.
- ✓ Reconsider the Health and Wellbeing Curriculum for the multi-composite setting based on good practice shared within small – school network, ensuring progressive opportunities.
- ✓ Reflect upon practice around equality, discrimination and intolerance and identify how to build upon programme of intentional promotion (e.g. assembly calendar).

### **3.2 – Raising Attainment and Achievement:**



- ✓ Reintroduce the sharing of photographs in the weekly newsletter from assembly/celebrating success
- ✓ When celebrating wider achievement make links to skills and attributes explicit

### Consultation with Stakeholders:

All parents/carers had the opportunity to feedback on improvement priority work through questionnaires in September and April. There was a parent focus group as part of Learning Parentship visit in November.

Pupils on-going feedback is gathered through regular pupil focus groups, pupil leadership groups and questionnaires. This session the pupil wise and parent wise questionnaires were shared by Fife Council. School improvement updates are shared as part of termly Parent council meetings.

### How is SQR, IP and PEF Plan shared with stakeholders?

In September 2023 our school improvement plan for 2023-24 and Standards and Quality Report for 2022-23 were shared with all parents/carers through our normal communication – copies of the plan and report have been uploaded to our school website and links were shared via our school newsletter, Parent Council Facebook page and school app.

A printed copy of the plan and report are available at the school reception.

A progress update is shared at termly Parent Council meetings. This is then available for all parents/carers through Parent Council meeting minutes which can be viewed on the school website.

### PEF Evaluation/Impact

#### Targeted Interventions

- Increased speed and accuracy of mental calculations involving addition/subtraction/multiplication/division for four identified learners in P6 and P7.

#### Progress:

In September all pupils completed an addition and subtraction baseline assessment. Results from this assessment informed targeted teaching of appropriate mental and written strategies. All pupils completed a follow up assessment in January. This process was then repeated for multiplication and division with a baseline assessment in February and follow up assessment in June. All pupils had weekly targeted sessions

with the support for learning teacher. Information on the strategies being consolidated with the learners were shared with parents and uploaded to the school website.

**Impact:**

All pupils had increased scores from their baseline assessment when compared to the follow up assessments for addition, subtraction, multiplication and division. All pupils report increased confidence in their knowledge, understanding and application of mental and written strategies for the four operations. The P7 learners have not achieved second level but are projected to achieve second level within six months. For one identified learner there has been a 6 month reduction in the attainment gap for the number, money and measure organiser.

**School/Setting Name: Largoward Primary School**

**NIF Quality Indicators (HGIOS 4) School Self- Evaluation**

<b>Quality Indicator</b>	<b>2021 -2022</b>	<b>2022- 2023</b>	<b>2023-2024</b>	<b>Inspection Evaluation</b> <i>(since August 2023)</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**