Largoward Primary School

STANDARDS & QUALITY REPORT

Session 2025-2026



<table>
<tr><th colspan="7">Largoward Primary School Context</th></tr>
<tr><td>Demographic:</td><td colspan="6">For academic session 2025-26 there were 8 children enrolled at Largoward Primary School which reduced to 6 pupils shortly after the academic session began. The pupils range from P4-7 with no P1, P2 or P3 pupils currently enrolled in the school. The pupils are taught in a single multi-stage composite class. The pupils enrolled in the school live within the village of Largoward, the surrounding farms and within the hamlet of New Gilston. All pupils who attend Largoward Primary School live within the catchment area.

Largoward is a small rural school situated in the heart of the community. We have a very active and supportive Parent Council that meets at least four times per session. The school uses the village hall for PE and the village church for special performances.

The pupils at Largoward Primary reside within SIMD deciles 5 and 6 with an average SIMD profile for the school of 5.7. There is no free school meal entitlement recorded for P6 and P7, no care experienced pupils or young carers currently registered. 16.67% of pupils have an identified additional support need. We have excellent levels of school attendance.</td></tr>
<tr><td>Vision, values and aims:</td><td colspan="6">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 school vision, values and aims were reviewed and refreshed during academic session 2025-26 and our updated values and aims will be fully launched in August 2026.</td></tr>
<tr><td>Attendance:</td><td>Total</td><td>99.21%</td><td>Authorised</td><td>0.79%</td><td>Unauthorised</td><td>0%</td></tr>
<tr><td>Exclusions %:</td><td colspan="6">0%</td></tr>
<tr><td>Summary of consultation with stakeholders:</td><td colspan="6">Parents: This session parents shared their views through the ParentWise survey and through school questionnaires linked to our improvement priorities. School improvement updates and discussions are part of every Parent Council meeting.

Pupils: On-going feedback is gathered from learners through regular pupil focus groups, together time and questionnaires. Pupils also shared their views during our Learning Partnership visit in November 2025 and through the PupilWise survey and Fife Health and Wellbeing survey.

Staff: All staff have been involved in ongoing self-evaluation activities to review progress and impact of improvement work and the ongoing review of our</td></tr>
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	Summary Self-Evaluation document. Staff have also reviewed and moderated a range of data to inform next steps. Staff views have also been collected through a Transforming Learning Cluster questionnaire and improvement work is discussed at staff meetings, collegiate sessions and as part of our learning partnership in November 2025. All staff have also had the opportunity to share their views through the StaffWise survey. **Other Stakeholders:** Other stakeholders including our link educational psychologist, Supporting Learners Service professionals (e.g. NST) and Active Schools Co-Ordinator have had regular planning meetings with school staff and developed shared working agreements to ensure their work supports the improvement priorities of the school.
Attainment Scotland Fund Allocation (PEF):	£6,125 (£3,370 available to spend due to overspend in 24/25)
Cost of the School Day statement:	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. Additional information on how we reduce the Cost of the School Day can be found on our school website – Cost of the School Day | Largoward Primary School (glowscotland.org.uk)

Summary of Progress and Impact from last session's Improvement Plan and Next Steps

Focused Priority 1:

- Plan a progressive curriculum for all children across 8 curriculum areas ensuring that all children receive their entitlement to a broad general education.
- Use benchmarks for all curriculum areas to measure children's progress and achievement of a level across the broad general education using a range of assessment evidence to inform professional judgements.
- All 8/9 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 3 of 3 year cycle)

HGIOS4 Quality Indicators:

- 1.2 – Leadership of Learning
- 1.3 – Leadership of Change
- 2.2 – Curriculum
- 2.3 – Learning, Teaching and Assessment
- 3.1 – Ensuring wellbeing, equality and inclusion
- 3.2 – Raising attainment and achievement

Has this priority been: (please highlight)	Fully achieved	X	Partially achieved		Continued into next session	

Progress:

- Teaching and support staff have engaged in a range of relevant professional learning activities to increase knowledge and understanding of approaches to learning, teaching and assessment, moderation against national benchmarks, dyscalculia, Fife Core Approaches for positive relationships and accessibility features withing iPads and Office365.
- Pupils, staff and parents have been involved in reviewing and updating our school vision, values and aims.
- All pupils are using the 'My World of Work' portal to track their wider achievements.
- Our approaches to promoting meaningful pupil voice have continued to develop this session, particularly when reviewing and updating Summaries of Support.
- Three-year planner for expressive arts developed to support progressive delivery of music, dance, drama and art & design.

Impact:

- Staff professional learning activities have led to increased knowledge, understanding and confidence to apply an increased range of appropriate supports and strategies to meet learner need.
- Our updated vision, values and aims are ready for launch in August 2026. Our vision, values and aims underpins our approach to continuous improvement and commitment to high expectations across our school community.
- Pupils are becoming more confident at linking their wider achievements to the Metaskills and pupils are increasingly able to recognise, value and celebrate the full range of their successes both within and beyond the classroom.
- Pupils have an increased sense of learner agency and understand that staff are responsive to their needs and pupils are better able to articulate what supports and strategies work best to help them learn.
- Pupils are experiencing a more cohesive and progressive curriculum across the BGE.

Next Steps:

- Full launch of the updated vision, values and aims from August 2026
- Take part in trial of the Fife Diploma of Achievement – Session 26/27
- Implement 3-year planner for expressive arts from August 2026
- Continue to update Curriculum Rationale on a regular basis – move to Bookcreator version rather than Sway

Summary of Progress and Impact from last session's Improvement Plan and Next Steps

Focused Priority 2:

- Support and enhance the delivery of high-quality learning, teaching and assessment through professional learning for all staff on the use of digital technology (***linked to Focused Priority 1***)
- To support all staff, through the use of digital technologies, to create a more inclusive, engaging and personalised learning environment leading to improved outcomes for children and young people

HGIOS4 Quality Indicators:

- 1.3 Leadership of Change
- 2.2 Curriculum

- 2.3 Learning, Teaching and Assessment
- 2.4 Personalised Support
- 2.6 Transition
- 3.2 Raising Attainment and achievement
- 3.3 Increasing creativity and employability

Has this priority been: (please highlight)	Fully achieved	X	Partially achieved		Continued into next session	

Progress:

- All teaching staff engaged in 5 hours of core professional learning with Cluster colleagues plus additional professional learning with ATSS service on accessibility features and training on Bookcreator
- All staff are using an increased range of digital tools to plan and deliver engaging learning experiences.
- All staff have personalised learning to meet learner need by digitally adapting content and using accessibility features on iPads and laptops.
- Accessibility features are available for all learners within our universal continuum of support.
- All staff are using digital tools to assess learning, provide feedback and identify next steps.
- All pupils are successfully using Showbie to support their learning and are receiving feedback from their teacher to support identification of nest steps.
- All teaching staff are using Showbie to support delivery of differentiated learning.
- All staff are modelling safe and responsible use of digital devices and have worked with pupils to develop our safe use agreement.

Impact:

- All staff have developed increased digital skill which is leading to increased learner engagement and digital skill application.
- All pupils are demonstrating increased engagement, motivation and skill at using a wider range of digital skills to engage in learning, teaching and assessment activities.
- All pupils have been able to personalise their device to suit their personal preferences.
- All pupils are using digital supports successfully to support and enhance their learning
- All pupils have started to develop a profile of their learning and are demonstrating increased awareness of their next steps for improvement.
- All pupils are demonstrating safe and responsible use of digital technology

Next Steps:

- Increase opportunities to share professional practice within our joint headship and across the cluster
- Continue to develop consistency across joint headship on use of Showbie

Improving Outcomes

Attainment

Overall Attainment for 2025 - 2026				
	Literacy		Numeracy	
	Stretch	Actual	Stretch	Actual
Whole School	[redacted]	80%	[redacted]	80%

Stage	Listening and Talking	Reading	Writing	Numeracy
	Actual	Actual	Actual	Actual
Whole School	100%	100%	80%	80%

Attainment Over Time Evaluative Statement:

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. 16.67% of learners have an identified additional support need and pupils are being appropriately supported to make the best progress they can. Pupils continue to make good progress from prior levels of attainment within literacy and numeracy but for some learners this progress could be further accelerated.

The pupil support assistant works in collaboration with the class teacher and the 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.

Specific pupils with an identified ASN or learning difficulty are not meeting expected national benchmarks for some curricular organisers. All pupils with identified support need have a summary of support and some pupils also have a child plan to ensure that they are being fully supported to meet their potential.

Impact of PEF on outcomes for children and young people:

Intervention 1: Through the planned interventions all pupils have had the opportunity to develop their collaboration skills. Sessions with the Active Schools coach also supported all learners to develop and improve their communication skills with each other and with peers within the joint headship. The Active Schools coach also provided targeted support for P7 to S1 transition.

Intervention 2: All identified pupils had the opportunity to research and make informed decisions on how best to spend allocated budget on resources that would provide them with specific support for an identified need. All resources purchased are being used appropriately by the identified learners.

Achievements:

Success and achievement come in all shapes and sizes at Largoward Primary School, supporting learners to develop the four capacities through the four contexts for learning. This session our termly homework grid has continued to be linked to the four contexts for learning and pupils receive recognition through house points and the school raffle for every challenge completed. Wider achievements in and out of school are tracked by the senior leadership team and active schools coordinator, leading to active promotion for identified pupils and equity of opportunity for all.

Curriculum Areas & Subjects: In January we welcomed members of the St Andrews Burns Society into school and they were impressed by the pupil's performance skills when reciting their Scots poems. The pupils enjoyed an excursion to the Wallace Monument as part of their social subject's topic. Billy Anderson, a local musician, helped the children learn several carols for our annual concert.

Interdisciplinary Learning: The pupils have continued to strengthen links with our joint headship school and attended sports day, an Easter workshop and Christmas activity morning at Lawhead. Pupils have also designed anti-fouling posters for Fife Council which are now on display around the village.

Ethos & Life of the School: Following a series of rugby coaching sessions the pupils took part in a rugby tournament and were able to enjoy being part of a bigger team in a competitive setting by teaming up with players from other schools. The school has continued to be active in the community by planting trees at the park, planning and taking part in a community Christmas carol concert and taking part in consultations on the plans for a new play park in the village.

Opportunities for Personal Achievement: Parents, pupils and staff members share pupil personal achievements and these are celebrated and shared on our success board. The children have been taking increased ownership of our school garden and have planted a range of fruit and vegetables. They are taking good care of everything they are growing.

This session our pupils have continued to link their success and achievements to the meta-skills. This has led to increased awareness of the skills pupils are developing through their wider achievements. This session our active schools data showed that 100% of pupils had engaged in at least one active schools activity. With support from active schools we have been able to run an after-school multi-sport club from September - March. We have also continued to engage in several online events, welcomed classroom visitors and organised curricular excursions to ensure that the pupils from our small rural school enjoy the same opportunities as pupils from larger schools.

Evaluations – Largoward Primary School				
	2023-24	**2024-25**	**2025-26**	**Inspection Evaluations** (since August 2024)
1.3 Leadership of Change	Good	Very Good	Very Good	N/A

2.3 Learning, teaching and assessment	Good	Good	Good	Good
3.1 Ensuring wellbeing, equity and inclusion	Good	Good	Very Good	N/A
3.2 Raising attainment and achievement	Good	Good	Good	Good

Learning Partnership Report – 11th November 2025:

Overall Strengths:

2.3 Learning, Teaching & Assessment

- Children experience a well-organised learning environment.
- Differentiation is planned around intended outcome for learners.
- Teachers use of mathematical language within teaching provides a very good model for learners.
- Formative assessment was observed being used within the classroom visit (e.g. Sharing of Learning Intentions, good use of questioning)
- Teacher used the four-part model effectively to structure her lesson.
- Teachers are using a range of assessment practices to plan learning effectively for children.
- Evidence that digital tools are being used effectively to support learning and teaching, including assisted technology

2.4 Personalised Support

- Children experience a well-organised learning environment, where children are encouraged to access a good range of supportive resources. Resources are clearly labelled and accessible.
- Summaries of Support are in place for all children who require one. These are understood by the children and regularly updated. Children's views of the supports are considered to inform revisions.
- Individual children are reflective about their needs and what's in place to support them.
- Individualised programmes are in place for children who require this. Children are involved in agreeing their sequence of tasks and pace of learning across the week.
- The Support for Learning Teacher is working within a clear model, with a strong teamworking approach evident across the whole team in relation to meeting the needs of all learners.
- Children report that they feel well known and supported and they get some challenge within their learning activity
- Summaries of Support are shared with parents and are discussed at Parents' Evenings

3.1 Ensuring Wellbeing, Equality & Inclusion

- All children commented that they feel safe and happy in school.

Areas for Improvement and planned next steps:

2.3 Learning, Teaching & Assessment

- Pace and challenge – continue use of personalised learning and planning to extend the learning for additional learners.

2.4 Personalised Support

- The school will continue to extend its use of new Fife assessment resource

QI 3.1: Ensuring Wellbeing, Equality & Inclusion

- Continue to explore and extend opportunities for children to experience social interactions with a wider range of children (through joint headship and other opportunities)