# Largoward Primary School

# SCHOOL IMPROVEMENT PLAN

# SESSION 2026-2027

**Education Directorate Improvement Plan:** Improving Learning, Teaching & Assessment

**Focused Priority 1: Improve assessment and moderation practices across the school to ensure greater consistency, reliability and accuracy in professional judgement, leading to improved learner outcomes and attainment.**

**HGIOS4 Quality Indicators**

- 1.2 Leadership of learning
- 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<br>*(Triangulation of Evidence/QI Methodology)* | Timescales |
|---|---|---|---|---|
| Staff will demonstrate increased confidence and consistency in using CfE Benchmarks to inform professional judgement across the BGE.<br><br>Assessment evidence will be used more effectively to inform planning, teaching and targeted support.<br><br>Almost all learners will be able to articulate their progress and next steps in learning. | **Moderation Processes:**<br>• Cluster moderation activity focused on music and drama (see Madras Cluster Plan)<br>• Use Local Authority and National exemplification materials as part of termly structured moderation sessions<br>• Moderate a range of learner evidence across curricular areas (focus child discussions) as part of termly E&E meetings | Cluster HTs and teacher<br><br>SLT and teacher<br><br>SLT and teacher | ➢ **Reliable, data informed judgements for all learners.**<br>➢ **Tracking of targeted support will be robust and impact will be clear to demonstrate.**<br>➢ **Almost all learners will accurately identify their learning goals.**<br><br>**Evidence to support the measures of success will be found from the data, observations and views listed below.**<br><br>**Data:**<br>• NSA data<br>• Progress tracking data<br>• High quality assessment results<br>• Termly mental maths assessments and core maths assessments<br>• Other formative and summative assessment data<br><br>**People's views:**<br>• Feedback from individual pupils<br>• Support staff and teacher feedback<br>• SfL/SLT weekly meetings | Cluster twilight 16.09.26, online meeting 25.11.26 and follow up session at Feb Inset (AM)<br><br>Termly E&E meetings as per annual calendar. |

| | | | | |
|---|---|---|---|---|
| | | | • Termly E&E meetings<br>• MS Forms feedback from Cluster staff<br><br>**Observations:**<br>• Lesson observations<br>• Learning partnership visit<br>• Jotter monitoring<br>• Planning folder monitoring<br>• Pupil trackers | |
| | **Assessment Practices:**<br>• CLPL on assessment principles and research informed approaches – Small Test of Change QI approach – all teachers to carry out practitioner enquiry<br>• High-quality formative assessment across all classes – review AiFL approaches<br>• Review assessment calendar<br>• Review assessment approaches across the school ensuring appropriate balance of formative and summative assessment<br>• Plan and implement termly high-quality assessment with stage partners<br>• Introduce Fife Assessment Packs for Reading and Listening & Talking – teaching staff to form two working parties<br>• Improve assessment evidence gathering by expanding the range of | SLT and class teacher<br><br>SLT and class teacher<br><br>SLT and class teacher<br><br>Class teacher with joint headship colleagues<br><br>SLT, TL Ambassador | **Data:**<br>• P4 and P7 NSA data<br>• Progress tracking data<br>• Termly High quality assessment and results<br>• Termly mental maths assessments and core maths assessments<br>• Updated assessment calendar<br><br>**People's views:**<br>• Feedback from individual pupils and focus groups<br>• Support staff and teacher feedback<br>• SfL/SLT weekly meetings<br>• Termly E&E meetings<br>• Staff meetings and collegiate sessions<br><br>**Observations:**<br>• Lesson observations<br>• Learning partnership visit<br>• Jotter monitoring<br>• Planning folder monitoring<br>• Pupil trackers<br>• Showbie classes and portfolios | Term 3<br><br>Ongoing<br><br>Term 1<br><br>Ongoing<br><br>Termly<br><br>Working parties established Sept 26 then trial term 1-3 and feedback term 4 |

| | | | | |
|---|---|---|---|---|
| | evidence we gather – explore how digital tools can support this | | | |
| | **Learner Engagement:**<br>• Increase pupil ownership of assessments through use of learning conversations, personal targets, progress trackers, reflection journals, etc.<br>• Strengthen approaches to self and peer assessment, including use of Showbie<br>• Strengthen approaches to target setting and identification of next steps, including use of Showbie.<br>• Introduce weekly reflection time – 30mins each Friday – for all pupils P4-7 | SLT, SfL and class teacher<br><br>Class teacher<br><br>Class teacher<br><br>Class teacher | • Pupil targets in jotters and Showbie classes<br>• Pupil feedback and focus group discussions<br>• Lesson observations | Initial focus term 1 and then ongoing.<br><br>P6 and P7 staff to agree approaches Aug inset<br><br>From August 26 |
| | **Targeted Intervention:**<br>• Introduce new tracking system for 'Red' off-track learners to moderate impact of targeted interventions.<br>• Moderation discussions for all 'Red' off-track learners at all termly E&E meetings and weekly SfL meetings. | SLT, SfL and PSA<br><br>SLT, SfL and class teachers | • Whole school overview tracker<br>• Progress intervention trackers<br>• Termly E&E meeting minutes<br>• Support staff observations and intervention records | From August 26 |
| **Ongoing Evaluation** | | | | |
| | | | | |

**Education Directorate Improvement Plan:** Meeting Learner's Needs

**Focused Priority 2:** Improve outcomes for all learners through a systematic and consistent approach to planning for, recording, tracking and celebrating wider achievement, ensuring pupils develop skills, attributes and experiences across the **four capacities** and **four contexts for learning**, leading to all pupils achieving the **Fife Diploma of Achievement** by the end of P7.

**HGIOS4 Quality Indicators**

- 1.2 Leadership of learning
- 1.3 Leadership of change
- 2.7 Partnerships
- 3.2 Raising attainment and achievement
- 3.3 Increasing creativity and employability

| Expected Impact | Strategic Actions Planned | Responsibilities | Measure of Success *(Triangulation of Evidence/QI Methodology)* | Timescales |
|---|---|---|---|---|
| All pupils will experience a coherent pathway enabling all P7 pupils to achieve the Fife Diploma of Achievement.<br><br>All pupils will be able to discuss the skills and attributes they are developing through wider achievement opportunities. | **Planning For, Recording and Evidencing Achievement:**<br>• All staff will engage in professional learning and become familiar with the different strands of the Fife Diploma of Achievement.<br>• Map opportunities for achievement across the academic session – link to the 4 contexts for learning.<br>• Identify any gaps and plan how these will be addressed. Link with appropriate partners.<br>• Plan will be shared and developed with learners and also shared with families. Send home MS Form termly to gather personal achievements from home/outside of school.<br>• All pupils will use their Showbie portfolio to record achievement and | SLT, CT and PSA<br><br>SLT and CT<br><br>CT and P4-7 Pupils<br><br>CT and P4-7 Pupils | **Success and impact will be evidenced from the sources listed below:**<br><br>**Data:**<br>• Records of pupils achieving the FDA<br>• Academic calendar highlighting opportunities for wider achievement<br>• Analysis of tracked achievements, gaps/trends, improvement over time<br>• Active schools impact reports (See PEF plan)<br><br>**People's Views:**<br>• Learner conversations and feedback<br>• Feedback from staff – staff meetings and collegiate sessions<br>• Feedback from parents/carers<br>• Case studies showing impact on specific learners | Term 1<br><br>Dates for three PL sessions t.b.c<br><br>26/8 or 29/8– introduction session<br><br>Term 2 onwards – pilot group check in sessions<br><br>Ongoing |

| | | | | |
|---|---|---|---|---|
| All pupils will be resilient, adaptable and understand the value of the skills they are acquiring.<br><br>All pupils will be able to identify gaps in their skill set and with support be able to plan appropriate opportunities to develop these skills. | reflect on their progress – link to the 4 contexts of learning<br>• All pupils will update their 'My World of Work' profile on a regular basis | | **Observations:**<br>• Learner's ability to reflect on and articulate their achievements and the skills they have developed<br>• My WOW profiles<br>• Showbie portfolios<br>• Showbie reflections<br>• Class planning annual overview<br>• School communication systems e.g. weekly newsletter | |
| | **Sharing and Celebrating Achievement:**<br>• During weekly reflection time pupils will update and add to their achievements on My WOW and Showbie<br>• All pupils will be upskilled on how to write high quality evaluations focused on skill development and identifying areas for improvement.<br>• Pupils will help to co-create a new celebrating success system for the school (link to refreshed VVA).<br>• Progress of all learners will be shared via weekly newsletter, class learning journey and other relevant routes.<br>• Plan ongoing celebration (e.g. certificates) and end of year celebration and sharing event with families. | CT and P4-7 Pupils<br><br>CT<br><br>SLT, CT, PSA and pupils<br><br>SLT<br><br>SLT, CT, PSA and pupils | | Weekly<br><br>Term 1 and 2<br><br>Term 1<br><br>Ongoing<br><br>By June 2027 |
| | **Tracking and Monitoring Progress:**<br>• Regular learner conversations to review progress and identify any gaps<br>• Provide any necessary targeted support to address gaps<br>• Build FDA/wider achievement into whole school QA tracker | SLT and CT<br><br>SLT | | |

| | | | | |
|---|---|---|---|---|
| | • Update curriculum rationale to reflect updated approach to wider achievements | | | By June 2027 |
| **Ongoing Evaluation** | | | | |
| | | | | |

## PEF Plan

| **Pupil Equity Fund allocation for session 2026/27** | **£6,125 + £1,649 underspend from 25/26 = £7,774** |
|---|---|

**School Context:**

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 attendance.

**Cost of the School Day:**

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)

| **Stakeholder engagement:** | **Participatory Budgeting:** |
|---|---|
| Staff, parents and pupil views are gathered in a range of ways as outlined in our Standards and Quality Report. | N/A |

| **Rationale**<br>(what poverty-related attainment gap are you trying to address?)<br>**This does not all have to have a PEF cost** | **Amount of Fund allocated £6,125 + £1,649 underspend from 25/26 = £7,774** |
|---|---|
| The poverty related attainment gap is difficult to measure at Largoward and those pupils impacted by poverty also have identified additional support needs. Due to very low pupil numbers we are also conscious of the need to protect the privacy of our learners and families and intend to use PEF funding to provide a holistic package of support that will benefit all 6 pupils enrolled in the school. All pupils are impacted by rural-poverty and are unable to access the opportunities that are more readily available to pupils in larger towns. | |

| **Expected Impact**<br>(What is the expected impact on outcomes for children and young people)<br><br>If this links to a SIP priority, please reference | **Interventions Planned**<br>(What is the intervention? How will it be delivered? Who is responsible?) | **Measure of Success**<br>(Triangulation of Evidence/QI Methodology) | **Impact on children**<br>**Ongoing evaluation ongoing throughout school session and final evaluation in June**<br>**(**What has been the actual impact/outcome, in particular for the targeted group of children)<br>(What data/evidence shows the impact of the project/intervention? Refer to outcome statement. Did you achieve what you set out?) |
|---|---|---|---|

| | | | |
|---|---|---|---|
| **Intervention 1: Health and Wellbeing**<br><br>Pupils will demonstrate improved collaboration and communication skills with people they know and people that are less well known. (see focused priority 2)<br><br>P7 pupil transitioning to high school will know several peers who will be moving to high school with them.<br><br>Pupils will be able to plan a journey and develop relevant life skills | Active schools assistant to work in collaboration with class teacher to deliver a range of activities that will encourage group work, collaboration and support transition.<br><br>Shared learning opportunities and activities with peers from joint headship school.<br><br>Outdoor adventurous opportunities at Lochore Meadows, Elie Water Sports or other local outdoor providers.<br><br>Use the service bus or flexi-bus to visit St Andrews or other local towns – visit the local library, museums and shops. Each visit will have a specific focus and will also link to focused priority 2 and PEF intervention 2. | **Data:**<br><br>• Stretch targets met – individuals will have specific stretch targets to work towards<br><br>**People's views:**<br><br>• Person centered planning to support planning<br>• Pupil feedback – pre, mid and post intervention interviews with learners<br>• Feedback from staff and parents<br><br>**Observations:**<br><br>• Improved collaboration and engagement<br>• Increased participation and interaction during group activities | |

| | | | |
|---|---|---|---|
| **Intervention 2: Literacy**<br><br>Pupils will read for pleasure more often and read a wider variety of text types.<br><br>Pupils will be able to increase the time they can sustain personal reading.<br><br>Pupils will be able to talk about the types of books/texts they enjoy, name some authors and titles. | Pupils will remove all outdated books from the current school library.<br><br>Use of Reading Schools and Booktrust resources for ideas on how to develop our school library and reading culture.<br><br>Pupils will visit local book shops and library to explore the range of genres and up to date authors and book titles.<br><br>Pupils will be given an agreed budget to enhance their library environment and must agree on how best to spend their budget.<br><br>Mrs. Macmillan and Miss Trewartha will have dedicated time with the pupils each Monday to develop 'Reading for Enjoyment' with the pupils.<br><br>Book of the month focus. Place online orders and have 'unboxing' sessions.<br><br>Staff will share their favourite books with pupils. Invite family members and community partners in to share their favourite stories. | **Data:**<br><br>• Records of books/texts read by pupils<br><br>**People's views:**<br><br>• Feedback from learners<br>• Feedback from staff<br>• Feedback from parents<br><br>**Observations:**<br><br>• Lesson observations<br>• Learning partnership visit | |