

**Communities and Education Directorate**

**Largs Primary School**

**Improvement Plan**

**2023-2024**





**Vision, Values and Aims**

At Largs Primary School, our vision is that, by working together, we will provide children with an education of the highest quality. Through valuing each one equally and fostering a culture of mutual respect, we will meet their needs in a nurturing and safe environment.

We aim to:

* enable all of our young people to become successful learners, confident individuals, responsible citizens and effective contributors and to encourage within them the values of compassion, wisdom, justice and integrity
* provide a broadly based, balanced and integrated curriculum allowing for continuity, progression, challenge, enjoyment, relevance, personalisation and choice
* provide opportunities for all to attain and achieve their potential
* provide the highest quality teaching which meets the needs of all pupils and promotes effective learning
* provide emotional, physical and educational support for all pupils and an environment within which children feel secure and happy
* develop partnerships between staff, Parent Council, the wider parent forum and other agencies which promote a positive ethos within the school and a positive image within the community
* value diversity, promote social inclusion and reward wisdom in a happy, relaxed, healthy and active, safe and secure learning environment where everyone is made to feel welcome
* make use of the resources at our disposal – staffing, accommodation and financial
* ensure that appropriate and effective leadership and management systems are in place and operate effectively

Underpinning our vision and our aims, are our values: Kindness

Responsibility

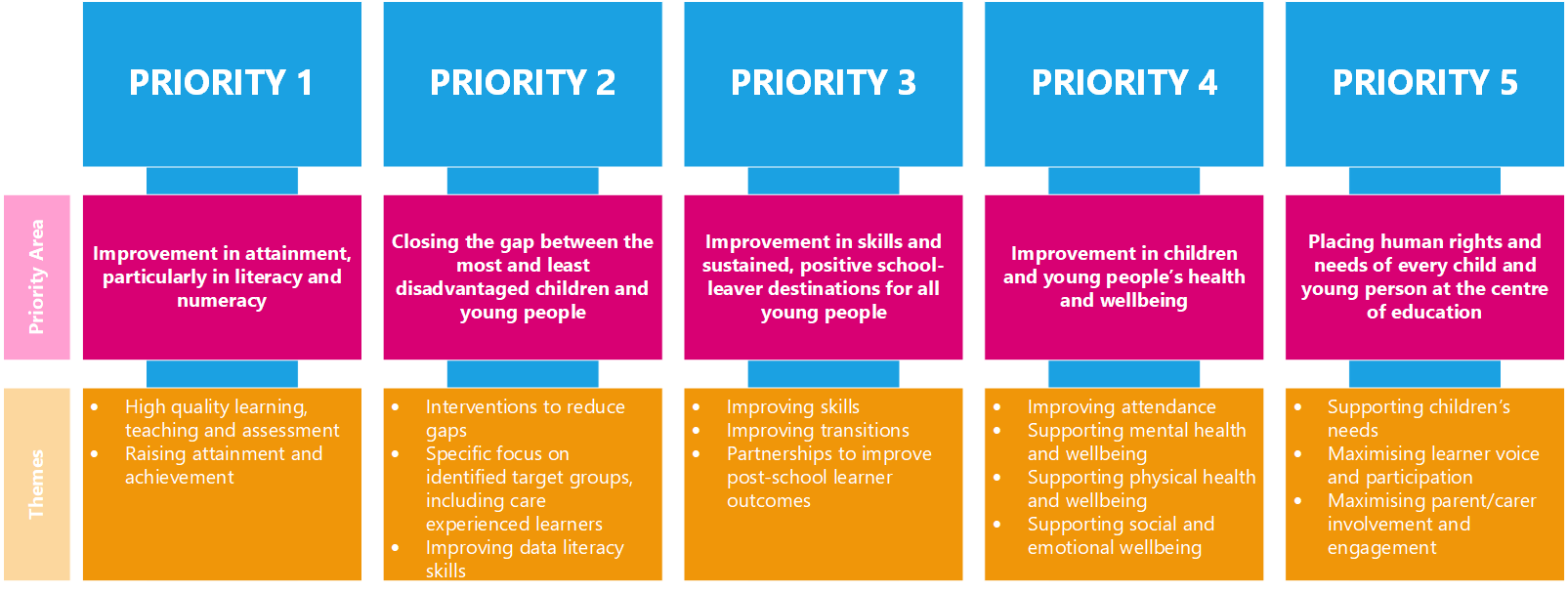
Respect

Honesty

Courage

**EDUCATION SERVICE: IMPROVEMENT PLAN SUMMARY 2023/4 – 2025/6**

The Education Service Improvement Plan is aligned to the 5 priorities of the National Improvement Framework. Individual establishments should create their own plan under these 5 priorities, based on rigorous self-evaluation and analysis of performance evidence. Stakeholders should be fully engaged in the development of the plan. In the diagram below, the orange boxes show the thematic areas under each priority which the service intends to focus on in the year ahead.

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| **PRIORITY 1** | | | | | | |
| **Strategic Objective:**  To raise attainment in Literacy and Numeracy by improving teaching and learning pedagogies. | | | | | | |
| **Highlight your KEY drivers for this improvement priority** | | | | | | |
| **Service Priorities**   1. Improvement in attainment, particularly in literacy and numeracy 2. Closing the attainment gap between the most and least disadvantaged children and young people 3. Improvement in skills & sustained, positive school-leaver destinations for all young people. 4. Improvement in children & young people’s health & wellbeing 5. Placing human rights & needs of every child & young person at the centre of education | **HGIOS□ & HGIOS ELC**  *Language specific to HIGIOELC is in green* | | | | | |
| **1.1** Self-evaluation for self-improvement  **1.2** Leadership for learning  **1.3** Leadership of change  **1.4** Leadership & management of staff  *(practitioners)*  **1.5** Management of resources to promote equity | | **2.1** Safeguarding & Child Protection  **2.2** Curriculum  **2.3** Learning, teaching & assessment  **2.4** Personalised Support  **2.5** Family Learning  **2.6** Transitions  **2.7** Partnerships | | **3.1** Ensuring wellbeingequality and inclusion  **3.2** Raising attainment & achievement  *(Securing children’s progress)*  **3.3** Increasing creativity and employability  *(Developing creativity and skills for life and learning)* | |
| **NIF Drivers of Improvement**   1. School & ELC Leadership 2. Teaching & Practitioner Professionalism 3. Parent/carer involvement & engagement 4. Curriculum & Assessment 5. School & ELC Improvement 6. Performance Information | **Care Standards - Care Inspectorate Quality Indicators**  *Applicable within all early years settings* | | | | | |
| * 1. Nurturing care and support   2. 1.2 Children are safe and protected   3. Play and learning   4. Family engagement   5. Effective transitions | **2.1** Quality of the session for care, play and learning  **2.2** Children’s experience high quality facilities | | **3.1** Quality assurance and improvement are led well  **3.2** Leadership of play and learning  **3.3** Leadership and management of staff and resources | | **4.1** Staff skills, knowledge and values  **4.2** Staff recruitment  **4.3** Staff deployment |
| **Rationale for Change**  What did our analysis of data tell us? What self-evaluation information supports this change? Provide details of the gaps or barriers you wish to address. State clearly if this is related to PEF spend.  Attainment data:  94.6% of P1, 91.5% of P4 and 91.7% of P7 achieved national levels in Listening and Talking. 91.1% of P1, 78.0% of P4 and 77.8% of P7 achieved national levels in Reading. 82.1% of P1, 78.0% of P4 and 79.2% of P7 achieved national levels in Writing. 92.9% of P1, 74.6% of P4 and 79.2% of P7 achieved national levels in Numeracy.  Reading, Writing and Numeracy data for Primary 4 and Primary 7 is just below 80%. Our priority is to maintain these levels of attainment by focusing School Improvement on Literacy and Numeracy. Evidence from quality assurance procedures and validation visits from Senior Manager have highlighted the need to improve teaching and learning pedagogies in Literacy and Numeracy to raise attainment. | | | | | | |

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| PRIORITY 1: Action Plan | | | | | |
| Pupil Outcomes | **Implementation Plan** | **Timescales/**  **Responsibility** | **Measurement of Impact** | **Analysis & Evaluation of Progress** | **Cost**  **(PEF)** |
| *Specifically, what will change for our learners?* | *How will we achieve this?*  *What do we plan to do?* | *What are our timescales? Who will lead?* | *How will we know the change is an improvement? Can you quantify this?*  *What data will be collated and analysed to demonstrate progress? Consider baseline data.* | *How do we know that the experiences & outcomes for learners have improved? What does the data tell us which demonstrates impact?* | *Please enter the cost to the nearest £* |
| Pupils will experience a consistent, high-quality approach to teaching and learning in Literacy and English. | * We will embed the NAC ‘Learning, Teaching and Assessment’ Policy within the teaching and learning of Literacy. * We will embed the NAC ‘Literacy Strategy’ within the teaching and learning of Literacy. * Identify PM Writing leads across the school. * Staff will participate in visits to other schools to observe PM writing. * As part of staff meetings, we will facilitate the sharing of good practice, pedagogies and resources amongst staff. * Staff will participate in peer observations, focused on the teaching and learning of Literacy. * Staff will work collegiately to plan outdoor learning experiences in Literacy and English. * Targeted support and interventions will be used to close gaps in Literacy and English. | Karen Colquhoun (DHT)  Jill Brooks (PT)  Any other volunteers leading?  Term 3 | * Classroom observation feedback will evidence that the NAC ‘Learning, Teaching and Assessment’ policy has been embedded. * Classroom observation feedback will demonstrate good practice from the NAC ‘Literacy Strategy’. * Pre and post self-evaluation will show that staff have further confidence in using the PM Writing resource. Pupils writing will show a progression of skills. * Staff feedback through self-evaluation activity will demonstrate increased knowledge of pedagogies and resources. * Paperwork from peer observations will highlight strengths and areas for development. * Weekly planning and observations will demonstrate that outdoor learning experiences are planned for. * Pre and post baseline assessment data will show improvement in Literacy skills. * The number of children achieving national levels for Literacy in P4 and P7 will increase by 2%. |  | £61,294  (1.0 FTE Class Teacher) |
| Pupils will experience a consistent, high-quality approach to teaching and learning in Numeracy and Mathematics. | * We will embed the NAC ‘Learning, Teaching and Assessment’ Policy within the teaching and learning of Numeracy and Mathematics. * We will embed the NAC ‘Numeracy Strategy’ within the teaching and learning of Numeracy and Mathematics. * As part of staff meetings, we will facilitate the sharing of good practice, pedagogies and resources amongst staff. * Staff will participate in peer observations, focused on the teaching and learning of Numeracy and Mathematics. * Staff will participate in a variety of CLPL opportunities focused on a Numbertalks approach. * Staff will introduce a ‘Numbertalks’ segment to Numeracy and Mathematics lessons, three times a week. * We will engage parents/carers in Numeracy and Mathematics approaches through a variety of contexts including the ‘National Numeracy Family Engagement Programme’. * Staff will work collegiately to plan outdoor learning experiences in Numeracy and Mathematics. * Targeted support and interventions will be used to close gaps in Numeracy and Mathematics. | Lynsey Boyes (DHT)  David Straw (PT)  Any other volunteers leading?  Term 1 and Term 2 | * Classroom observation feedback will evidence that the NAC ‘Learning, Teaching and Assessment’ policy has been embedded. * Classroom observation feedback will demonstrate good practice from the NAC ‘Numeracy Strategy’. * Staff feedback through self-evaluation activity will demonstrate increased knowledge of pedagogies and resources. * Paperwork from peer observations will highlight strengths and areas for development. * Pre and post audit information will demonstrate an increase in knowledge and understanding in the Numbertalks approach. * Pre and post baseline data will show an increase in parental engagement and confidence in supporting children’s maths learning. * Weekly planning and observations will demonstrate that outdoor learning experiences are planned for. * Pre and post baseline assessment data will show improvement in Numeracy and Mathematics skills. * The number of children achieving national levels for Numeracy and Mathematics in P4 and P7 will increase by 2%. |  | £61,294  (1.0 FTE Class Teacher) |
| Pupils will benefit from learning experiences that are differentiated effectively, providing support and challenge for all. | * Staff will engage in an ‘Adaptive Learning and Teaching Pilot’ provided by Education Scotland. * As part of staff meetings, we will facilitate the sharing of good practice in differentiation. This will also involve sharing good practice with other schools. * We will adapt our Staged Intervention approach in line with new North Ayrshire guidelines. * Staff will use a new format of Reporting to Parents e.g. Learning Conversations and target setting. | Kirsty Carson (HT)  Karen Colquhoun (DHT)  Lynsey Boyes (DHT)  Jennifer McFadyen (CT)  Terms 1-4 | * Pre and post staff survey will demonstrate increased knowledge and understanding of adaptive teaching. * Pre and post learner surveys and focus groups will indicate some improvements in the learning experiences. * Classroom observations, analytics from shared teams’ space (comments, resources, access to the toolkit and materials…) and dialogue from staff meetings will evidence that teachers are implementing adaptive teaching strategies. * Assessment data – summative and formative incl. teacher professional judgement * Quality Assurance of Staged Intervention action plans and targets will demonstrate understanding of the new approach. * Staff, parent/carers and pupils will be able to articulate learning targets and will know what they have to do to achieve these. Feedback will be positive. |  | £61,294  (1.0 FTE Class Teacher) |

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| **PRIORITY 2** | | | | | | |
| **Strategic Objective:**  To improve approaches in Assessment and Moderation. | | | | | | |
| **Highlight your KEY drivers for this improvement priority** | | | | | | |
| **Service Priorities**   1. Improvement in attainment, particularly in literacy and numeracy 2. Closing the attainment gap between the most and least disadvantaged children and young people 3. Improvement in skills & sustained, positive school-leaver destinations for all young people. 4. Improvement in children & young people’s health & wellbeing 5. Placing human rights & needs of every child & young person at the centre of education | **HGIOS□ & HGIOS ELC**  *Language specific to HIGIOELC is in green* | | | | | |
| **1.1** Self-evaluation for self-improvement  **1.2** Leadership for learning  **1.3** Leadership of change  **1.4** Leadership & management of staff  *(practitioners)*  **1.5** Management of resources to promote equity | | **2.1** Safeguarding & Child Protection  **2.2** Curriculum  **2.3** Learning, teaching & assessment  **2.4** Personalised Support  **2.5** Family Learning  **2.6** Transitions  **2.7** Partnerships | | **3.1** Ensuring wellbeing, equality and inclusion  **3.2** Raising attainment & achievement  *(Securing children’s progress)*  **3.3** Increasing creativity and employability  *(Developing creativity and skills for life and learning)* | |
| **NIF Drivers of Improvement**   1. School & ELC Leadership 2. Teaching & Practitioner Professionalism 3. Parent/carer involvement & engagement 4. Curriculum & Assessment 5. School & ELC Improvement 6. Performance Information | **Care Standards - Care Inspectorate Quality Indicators**  *Applicable within all early years settings* | | | | | |
| * 1. Nurturing care and support   2. 1.2 Children are safe and protected   3. Play and learning   4. Family engagement   5. Effective transitions | **2.1** Quality of the session for care, play and learning  **2.2** Children’s experience high quality facilities | | **3.1** Quality assurance and improvement are led well  **3.2** Leadership of play and learning  **3.3** Leadership and management of staff and resources | | **4.1** Staff skills, knowledge and values  **4.2** Staff recruitment  **4.3** Staff deployment |
| **Rationale for Change**  What did our analysis of data tell us? What self-evaluation information supports this change? Provide details of the gaps or barriers you wish to address. State clearly if this is related to PEF spend.  Evidence from quality assurance procedures and validation visits from Senior Manager have highlighted the need to improve Assessment and Moderation practices. From progress and tracking and monitoring meetings there is not a consistent understanding and confidence in Assessment and Moderation. Classroom observations highlight the need for consistency in the use of AifL strategies. | | | | | | |

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| PRIORITY 2: Action Plan | | | | | |
| Pupil Outcomes | **Implementation Plan** | **Timescales/**  **Responsibility** | **Measurement of Impact** | **Analysis & Evaluation of Progress** | **Cost**  **(PEF)** |
| *Specifically, what will change for our learners?* | *How will we achieve this?*  *What do we plan to do?* | *What are our timescales? Who will lead?* | *How will we know the change is an improvement? Can you quantify this?*  *What data will be collated and analysed to demonstrate progress? Consider baseline data.* | *How do we know that the experiences & outcomes for learners have improved? What does the data tell us which demonstrates impact?* | *Please enter the cost to the nearest £* |
| Pupils will benefit from a consistent approach to assessment and moderation. | * Staff will work collegiately to create an assessment and moderation calendar. * Staff will agree on High Quality Assessments to be completed. * Staff will work collegiately to create/source new High Quality Assessments as required (prioritise for manageability). * Staff will participate in school and cluster moderation activities. | Lynsey Boyes (DHT)  Wendy Yarr (CT)  Terms 1-4 | * All staff will be using assessment and moderation calendar to plan for assessment effectively. * Learners needs will be identified early through reliable and valid assessment data. * Pre and post baseline staff survey data will show increased confidence in Moderation across the curriculum. * Moderation paperwork and staff feedback will demonstrate an increased understanding and confidence in assessment and moderation. |  | £61,294  (1.0 FTE Class Teacher) |
| Assessment information will be used to provide next steps to pupils in their learning. Learners needs will be identified early through reliable and valid assessment data. | * Staff will use new SOFA standardised assessments to identify next steps in learning. * Staff will use AifL strategies more consistently in teaching and learning across the curriculum (fortnightly focus). * Staff will be involved in data analysis by scrutinising and interpreting data as part of focused progress meetings, staff meetings and In-Service Days. | Lynsey Boyes (DHT)  Terms 1-4 | * Gaps in learning will be identified using Standardised Assessments and support will be used to close the attainment gap * Staff self-evaluation follow activities will show an increased knowledge and confidence in using a range of strategies. Class observations will show concepts being applied. * Planning documents and dialogue from progress meetings will demonstrate staff are confident using the data available them to identify where support needs to be targeted. |  | £61,294  (1.0 FTE Class Teacher) |

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| **PRIORITY 3** | | | | | | |
| **Strategic Objective:**  To prioritise and promote the positive Health and Wellbeing of children and young people. | | | | | | |
| **Highlight your KEY drivers for this improvement priority** | | | | | | |
| **Service Priorities**   1. Improvement in attainment, particularly in literacy and numeracy 2. Closing the attainment gap between the most and least disadvantaged children and young people 3. Improvement in skills & sustained, positive school-leaver destinations for all young people. 4. Improvement in children & young people’s health & wellbeing 5. Placing human rights & needs of every child & young person at the centre of education | **HGIOS□ & HGIOS ELC**  *Language specific to HIGIOELC is in green* | | | | | |
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| **NIF Drivers of Improvement**   1. School & ELC Leadership 2. Teaching & Practitioner Professionalism 3. Parent/carer involvement & engagement 4. Curriculum & Assessment 5. School & ELC Improvement 6. Performance Information | **Care Standards - Care Inspectorate Quality Indicators**  *Applicable within all early years settings* | | | | | |
| * 1. Nurturing care and support   2. 1.2 Children are safe and protected   3. Play and learning   4. Family engagement   5. Effective transitions | **2.1** Quality of the session for care, play and learning  **2.2** Children’s experience high quality facilities | | **3.1** Quality assurance and improvement are led well  **3.2** Leadership of play and learning  **3.3** Leadership and management of staff and resources | | **4.1** Staff skills, knowledge and values  **4.2** Staff recruitment  **4.3** Staff deployment |
| **Rationale for Change**  What did our analysis of data tell us? What self-evaluation information supports this change? Provide details of the gaps or barriers you wish to address. State clearly if this is related to PEF spend.  Knowledge of classroom and playground behavioural incidents, anecdotal comments from staff, pupils and parent/carers and National and Local Authority legislation and requirements highlight the need to review policies and procedures. | | | | | | |

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| PRIORITY 3: Action Plan | | | | | |
| Pupil Outcomes | **Implementation Plan** | **Timescales/**  **Responsibility** | **Measurement of Impact** | **Analysis & Evaluation of Progress** | **Cost**  **(PEF)** |
| *Specifically, what will change for our learners?* | *How will we achieve this?*  *What do we plan to do?* | *What are our timescales? Who will lead?* | *How will we know the change is an improvement? Can you quantify this?*  *What data will be collated and analysed to demonstrate progress? Consider baseline data.* | *How do we know that the experiences & outcomes for learners have improved? What does the data tell us which demonstrates impact?* | *Please enter the cost to the nearest £* |
| Pupils will have a clear understanding of what is expected in line with the school values. Pupil’s behaviour will improve. | * Staff will review and adapt the school’s Positive Relationships Policy, in conjunction with the Anti-Bullying Policy (using Respect Me). * School will launch Promoting Positive Relationships Policy with school community. * Rights Respecting Schools Committee will continue their work to embed Children’s Rights and work towards their next accreditation. | Kirsty Carson (HT)  John Shields (CT) | * Pupil and parent/carer survey will indicate the Positive Relationships policy is well known and adhered to. |  |  |
| Pupils will actively take part in the decision making processes in the school community. Pupils will feel that their ideas are valued and acted upon. | * SMT will introduce NAC ‘Learner Participation Policy’ to pupils through assemblies. * Pupil Council will lead pupil school improvement through use of HIGOURS document. * Staff will work collegiately to review and refresh decision making processes in the school. | Kirsty Carson (HT)  Karen Colquhoun (DHT)  Lynsey Boyes (DHT)  Amanda Rawley (CT)  Terms 1-4 | * Pre and post audit information will demonstrate an increase in pupil voice and learner participation. |  |  |

**This should only be completed for aspects of your PEF spend not included within your Improvement Plan priorities.**

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| **PEF contact - HT or DHT with responsibility for the plan:** | | | Kirsty Carson | | |
| **Carry forward:** | £7, 094 | **Total Allocation:** | £72, 275 | **Total:** | £79, 369 |

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| PEF Action Plan | | | | | | |
| Poverty Related Gap | **Pupil Outcomes** | **Implementation Plan** | **Timescales/**  **Responsibility** | **Detail of Spend** | **Measures of Impact** | **Analysis & Evaluation of Progress** |
| Provide details of the gap or barrier you wish to address. | Specifically, what will change for our learners? | What do we plan to do to achieve this outcome? | What are our timescales?  Who will lead? | Record cost & provide concise detail of what this entails. | How will we know the change is an improvement? Can you quantify this? What data will be collated and analysed to demonstrate progress? Consider baseline data. | What does the data tell us? How well is evidence from self-evaluation analysed to improve pupil outcomes? How is the spend contributing to narrowing our attainment gap? |
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