

**Education Directorate**

**Largs Primary School**

**Improvement Plan**

**2024-2025**





**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

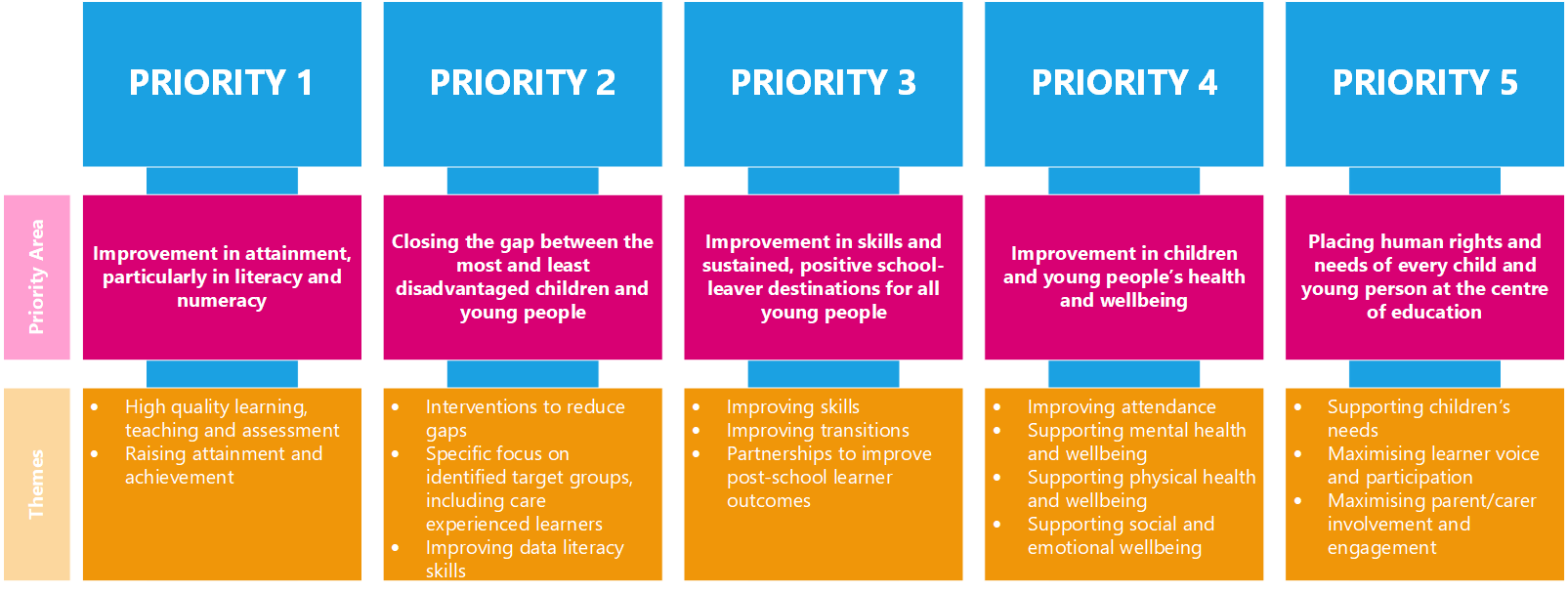
Respect

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 and Mathematics  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**  **Our attainment data:**  In Reading, 79.4% of P1, 81.5% of P4 and 73.4% of P7 achieved national levels. In Writing, 76.2% of P1, 75.4% of P4 and 73.4% of P7 achieved national levels.  In Numeracy and Mathematics, 84.1% of P1, 78.5% of P4 and 68.4% of P7 achieved national levels.  In addition to the attainment data above, evidence from our Educational Review from North Ayrshire in November and quality assurance procedures have also highlighted the need to improve teaching and learning pedagogies in Literacy and Numeracy and Mathematics. This would enable us to raise attainment in these areas, with a stretch aim of achieving 80%. | | | | | | |

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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 introduce the NAC ‘Learning, Teaching and Assessment’ Policy within the teaching and learning of Literacy. * We will identify PM Writing and PM Benchmarking leads across the school. * We will upskill staff in using the PM Writing resources effectively. * We will upskill staff in using the PM Benchmarking resources to assess reading. * Staff will participate in visits to other schools to observe PM writing. * School will purchase supplementary literacy resources to enhance teaching and learning. * Staff will create a variety of assessments and resources to support professional judgement within reading. * As part of staff meetings, we will facilitate professional learning opportunities and the sharing of good practice, pedagogies and resources amongst staff. | Kirsty Carson (HT)  Teaching and Learning Working Party  Terms 1-4 | * Classroom observation feedback will evidence that the NAC ‘Learning, Teaching and Assessment’ policy has been embedded. This will be shown in the consistency in the teaching and learning of Literacy throughout the school. * 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. * Pre and post self-evaluation will show that staff have confidence in using the PM benchmarking resource to assess reading. * Staff feedback through self-evaluation activity will demonstrate increased knowledge of pedagogies, resources and assessments in reading and writing. * The number of children achieving national levels for Reading and Writing in P4 and P7 will reflect the stretch aim of 80%. |  |  |
| Pupils will experience a consistent, high-quality approach to teaching and learning in Numeracy and Mathematics. | * We will introduce the NAC ‘Learning, Teaching and Assessment’ Policy within the teaching and learning of Numeracy and Mathematics. * Staff will introduce a ‘Numbertalks’ segment to Numeracy and Mathematics lessons, three times a week. * School will purchase supplementary Numeracy and Mathematics resources to enhance teaching and learning. | Kirsty Carson (HT)  Teaching and Learning Working Party  Terms 1-4 | * Classroom observation feedback will evidence that the NAC ‘Learning, Teaching and Assessment’ policy has been embedded. This will be shown in the consistency in the teaching and learning of Numeracy and Mathematics throughout the school. * Pre and post audit information will demonstrate an increase in knowledge and understanding in the Numbertalks approach. * Children will be able to articulate their mathematical thinking and be able to share this with others. * The number of children achieving national levels for Numeracy and Mathematics in P4 and P7 will reflect the stretch aim of 80%. |  |  |

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| **PRIORITY 2** | | | | | | |
| **Strategic Objective:**  To prioritise and promote the 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* | | | | | |
| **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**   * Vision, Values and Aims were last reviewed when Largs Primary was first opened. With many new staff, pupils and families, it is important for these to be reviewed. * As Nurture provision from the Local Authority is reduced next session, all schools were provided with whole school nurture training. We saw the value in implementing this within our establishment to better meet the health and wellbeing needs of all pupils. * Staff and partnership agencies have identified an increase in the social and emotional needs of our pupils. It has been identified that our pupils need help and support in identifying, communicating and managing their emotions. There is a need for a clear protocol across the school to manage and support children displaying distressed behaviours. * In February 2024, The UNCRC (Incorporation) (Scotland) Act 2024 made Scotland the first country in the UK, and the first devolved nation in the world, to directly incorporate the UNCRC into domestic law. This is a landmark piece of legislation in making sure Scotland is the best place to grow up. Due to this, we are committed to children’s rights being at the heart of our school community. | | | | | | |

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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 have a clear understanding of what is expected in line with the school values.  Pupils will be able to identify their feelings, understand their behaviours and be able to effectively use regulation tools. | * Our Vision, Values and Aims will be refreshed in consultation with all stakeholders. * Staff will review and adapt the school’s Positive Relationships Policy in conjunction with the Anti-Bullying Policy (using Respect Me) with all stakeholders. * The school will launch a Promoting Positive Relationships Policy with the school community. * Staff will consistently implement Zones of Regulation throughout the school. | Kirsty Carson (HT)  Karen Colquhoun (DHT)  Lynsey Boyes (DHT)  Karen Colquhoun (DHT)  HWB Working Party  Term 1 | * Staff, pupils and community will be aware of vision, values and aims. They will be able to talk confidently about them. * Pre and post pupil, parent/carer and staff surveys will indicate the Positive Relationships policy is understood and adhered to. * Almost all children will be able to identify and communicate their feelings and regulate their emotions in different contexts. |  |  |
| Pupils will feel safe, respected and nurtured. Pupils will feel ready to learn. | * All staff will engage in a whole school nurture approach. * Staff will engage in professional learning in whole school nurture. | Karen Colquhoun (DHT)  HWB Working Party  Term 1 | * Pupil, Parent/Carer surveys will establish views of stakeholders and demonstrate progress. * Pre and Post Nurturing North Ayrshire Benchmarking Toolkit self-evaluation will show a consistent approach is being used. * Staff feedback through self-evaluation activity will demonstrate impact of whole school nurture approach. * SHANARRI wellbeing wheels will show that almost all children feel safe, respected and nurtured. |  |  |
| Pupils will have a greater understanding of the UNCRC articles and the impact on their daily lives. | * Action points from The Rights Respecting School Award - Silver accreditation visit – will be addressed. * Action Plan for Gold document will be used to carry out actions accreditation standards. * Learner voice and participation will be maximised through RRS Committee led assemblies. | Karen Colquhoun (DHT)  HWB Working Party  Terms 1-4 | * Gold Strand and Outcome Descriptors will be met and Gold Award will be achieved. * Pre and post pupil and staff questionnaires will show that rights are embedded throughout the school and community. |  |  |

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| **PRIORITY 3** | | | | | | |
| **Strategic Objective:**  To provide high quality play provision in Primary 1-3 classes. | | | | | | |
| **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**  Despite having a robust programme of transition events in place where children from our Early Years Centres are given lots of opportunities to familiarise themselves with the building, area and key members of staff, we have identified that children should experience a greater continuity of quality learning experiences through play pedagogy in Primary 1, 2 and 3. It is hoped that there will be a reduction in distressed and challenging behaviour, dysregulation of emotions and disengagement from learning. | | | | | | |

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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 experience high quality learning opportunities through play pedagogy. | * Staff will engage in professional learning in play pedagogy. * Staff will create engaging and purposeful play areas within classrooms and departments. * Staff will participate in visits to other schools to observe play pedagogy. * Staff will work collegiately to begin to adapt and create formats to plan for play across the curriculum. * Staff will use Seesaw to profile teaching, learning and assessment through play. * We will engage with parents/carers in play pedagogy through a variety of contexts. | Lynsey Boyes (DHT)  Play Working Party  Terms 1-4 | * Analysis of pre and post data from ‘How Good is Our Play Pedagogy?’ audit framework will show improvements in play provision. * ACEL data will show 80% of P1 children will achieve Early Level in Reading, Writing and Numeracy and Mathematics. * SNSA data will show 85% of P1 children will achieve Band 4 and above in Literacy and Numeracy. * Almost all children will demonstrate high levels of engagement using the Leuven scale indicators. * GL Pass results will demonstrate at least 80% of children score moderate to high satisfaction with their school experience in all factors but especially ‘Feelings about school’ and ‘Response to learning’ factors. |  |  |

**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:** | £12, 137.00 | **Total Allocation:** | £72, 275.00 | **Total:** | £84, 412.00 |

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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? |
| Raising attainment in Literacy and Numeracy and Mathematics. | Pupils will receive targeted support to meet their needs. | Fully fund 1.0 FTE class teacher.  Purchase of supplementary reading and numeracy and mathematics resources. | 01/04/24 – 01/04/25  DHTs  Terms 1-4 | £69,126  Annual salary (inc. on costs) for Class Teacher  £10,000 | Attainment data will be measured.  A clear record of interventions, including baseline data will be kept. |  |
| Raising attainment in Literacy. | Pupils will have access to a school library with a wide range of age and stage appropriate books to meet their interests. | Create a school library and purchase new books. | DHTs  Term 1 | £2,000 | Pupil and staff feedback about library. |  |
| Supporting pupils with social and emotional needs. | Identified pupils will receive targeted health and wellbeing support.  Pupils who demonstrate distressed behaviours will be supported effectively. | Create a sensory room and nurture room that pupils can access to support them to regulate their emotions. | DHTs  Terms 1-4  DHTs  Term 1 | As above  £1,000 | Record of incident reports.  Pupil and staff feedback about sensory and nurture spaces. |  |
| Raising attainment in Literacy and Numeracy and Mathematics.  Supporting pupils with social and emotional needs. | Pupils will experience high quality play provision. | Continue to develop P1 play area.  Create a P2/P3 play room.  Create play areas within classrooms. | DHT  Term 1 and 2 | £2,286 | Pupil and staff feedback about play areas.  Analysis of pre and post data from ‘How Good is Our Play Pedagogy?’ audit framework will show improvements in play provision. |  |