

**Largue School**

**Standards & Quality Report**

**2017-2018**

**&**

**School Improvement Planning**

**2018-2019**

# Introduction

This document encompasses both the Standards and Quality Report for Session 2017/18 and our School Improvement Plan for Session 2018/19.

The contents of this report form a significant part of our quality improvement framework, provides important information regarding our school’s progress thus far and identifies our next steps in ongoing school improvement. .

**Self-Evaluation for Self-Improvement** is at the core of our practice in Largue School. We continue to develop our practice by making robust use of evidence as a basis for judgements to gauge the impact of our work on our pupils.

**How are we doing?** We continue our work to raise attainment and offer opportunities for our pupils to meet the reality of our Vision and Values.

**How do we know?** Our judgements are based on comparisons of actual achievement with those at local and national level. By using shared Tracking and Monitoring structures, regular moderation activities across the cluster and results from SNSA we have evidence to support the perceptions we have of our pupils.

**What are we going to do now?** Through continuous analysis of our data and knowledge of national and local benchmarks, we aim to further build on the work done to date to raise attainment and offer wide and rich educational opportunities for all our pupils.

**Looking inwards** for self-improvement

**Looking outwards** to find out more about what is working well for others locally and nationally

**Looking forwards** to gauge what continuous improvement might look like in the longer term

At Largue School we continue to be committed to working closely with our community and all other stakeholders who support the education we provide. By working together, we aim to ensure all our pupils get the best possible start in life and are enabled and encouraged to maximise their potential.

We realise that within education things never stand still or stay the same. We continue to strive to meet the changes and challenges that are ‘round the corner. Through this document we hope that you will get a sense of our developments, successes and areas for further growth.

Hazel M. McIntosh

Head Teacher

**Largue School and its Context**

**Vision**

The positive ethos of Largue School is reflected in our Vision, which is,

‘*to provide a happy, caring environment where pupils and staff are ambitious, creative and encouraged to achieve to their greatest potential’.*

**Values**

We believe that our pupils should be

* well motivated, hardworking and enjoy challenge
* engaged with their learning, show enthusiasm and respond well to the variety of learning experiences offered
* encouraged to pursue activities which will enhance their learning out with school and count towards ‘Wider Achievement’

**Aims**

Our overriding aim is to provide our young people with the wide and varied experiences which will foster the development of skills and attitudes needed to become responsible, respectable and independent young citizens who are armed with the skills needed for the work of work.

These core elements are best summed up in our School Aims, which are to

* *offer a stimulating and challenging educational environment*
* *meet the needs of all our learners*
* *raise attainment and maintain high expectations of all members of our school community*

We aim to ‘Get It Right For Every Child’ by working in partnership with staff, pupils, parents and carers, other agencies and our local, national and wider community to deliver a curriculum from which we all take pride.

**Context**

Our Scottish Index of Multiple Deprivation (SMID) profile indicates an overall ranking of 4504, with the parish of Largue sitting in the 7th Decile and 4th Quintile.

This means that our pupils live in an area which scores extremely well in terms of income, employment, health and absence of crime. The SMID indicates that Largue is well placed in terms of education and housing. Geographic access ranks very poorly, which is supported by the fact that there are no public transport links in the locality, making all residents reliant on the use of private motor car.

As of August 2018, Largue School will be in the position of being able to offer the wider community use of a recently revamped classroom for groups and meetings.

**Impact of our developments**

In this section we will outline the Targets we set last session and identify the progress we have made during session 2016-2017.

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| Priorities   * Build on changes made to transition activities – further work done with other cluster schools, engagement with principles of DYW. * Delegating areas for individual staff consideration e.g. wall displays, friezes, communication with parents * Raising attainment by purchasing new resources to enhance the teaching of phonics and mental maths strategies / upskilling staff. * Further familiarisation and use of HGIOS to raise self-evaluation * Embrace new assessment procedures/tracking and monitoring * Enrich the curriculum by investing in CPD and new teaching resources e.g. Numicon/Jolly Phonics and Early Literacy Skills/developing Mental Maths strategies * Work to further improve our Digital Learning / engagement with Cluster STEM project / DYW * Health and Wellbeing Cluster priority to development a cohesive and strategic plan to promote well-being across the school and cluster using resources from CORAM. * Work with Education Officer to develop skills in talking about learning from a pupil’s viewpoint * Further engagement with Aberdeenshire Frameworks, in conjunction with a robust and comprehensive Quality Assurance calendar. * To develop increased opportunity for pupil led discussions regarding target setting, next steps and wider achievement. * Active involvement in developing new Tracking paperwork for Cluster, to aid transition from Primary to Secondary School. | |
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| **Progress**  28/09/17  07/0917  28/09/17  12/02/18  14/02/18  23/04/18  14/02/18  15/0318  27/04/18  December 2017  August 2017  8.11.17  29.11.17  And 25.1.18  Feb 2018 | Evidence of progress/comments/identified next steps:  Big conversation returns to Maria Walker  Pupil Council reconvened - first event planned – ‘Fly Cup & Beetle Drive Afternoon’  Pupil Council (Owlet Council) Fly Cup and Beetle Drive event - £119 raised for school playground improvements / £35 for MacMillan Cancer Relief  Parent representative now on Owlet Council  Questionnaire to parents to gauge interest in ‘Think Like an Engineer’ parent/pupil workshop.  Think Like an Engineer workshop for pupils and parents  Establishment of Moderation small working party – Forgue/Cairney/Largue. Group formed to increase moderation opportunities across the three schools. First priority to work through Moderation Hub materials form Education Scotland, with a view to developing moderation activities. Next meeting 28 February 2018.  Clatt School visit – Music Therapy Workshop / PE activities, Quiz  **Largue visit Clatt for Generation Science event.**  Tracking information transferred to AC (Kay McDonald) digital form.  Hazel McIntosh member of Tracking Cluster Working Party meetings held with TGS, DHT, FH and other HTs to further this work  Jolly Phonics/Grammar in use for P1 – 3. Heavy investment in new reading books for P1 – 7. Organised and in use Feb 18.  Emerging Literacy CLP training form Gaye Stephenson (all staff)  Learning Conversations with Alison Reid. All staff attended half day training with pupil participation  Establish Moderation Group from within Cluster (Forgue, Cairney and Largue). Through planning for short block of work on commonwealth Games (to tie in with Cluster Schools Commonwealth Games in June) work together on planning, delivering and moderating. |
| **Impact** |  |
| Next steps  Ongoing  Nov 18  19.9.18  Ongoing  Ongoing | Continue with parental representation on ‘Owlet Council’  Second STEM Workshop  Moderation group set up with several other cluster schools – Forgue, Cairnie and Drumblade  Further together days with Clatt |

2. How good is our leadership and approach to improvement?

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| Relevant NIF priority: All  Relevant NIF driver(s): School leadership, Teacher professionalism, School improvement  Level of quality for core QI: 4 |
| Overview:    All staff, pupils, parents and partners are involved in ambitious school improvement initiatives. Regular opportunities are built into the academic year for sharing ideas/ giving feedback. Highly valued by all, we routinely enjoy 100% of returns for requests for information, views and comments.  [1.3](https://education.gov.scot/improvement/Documents/Frameworks_SelfEvaluation/FRWK2_NIHeditHGIOS/FRWK2_HGIOS4.pdf)  Key strengths:   * Establishment of moderation group within cluster (Forgue, Cairney and Largue) in order to share practice, work on progressions within Literacy, Maths and Numeracy and HWB * All stakeholders actively encouraged to engage in process of school improvement * Regular consultation of stakeholders, e.g. questionnaires, Owlet Council and feedback forms * Continual CLDP opportunities for all staff linked to school improvement * Quality Assurance calendar ensures focused attention on Learning and Teaching, Monitoring and Tracking as well as views and peer led monitoring of all staff and pupils * Staff use assessment data to inform planning, target support and ensure challenge for all   Identified priorities for improvement:   * Moderation and learning visits within cluster      * Continue work on Tracking and Monitoring, use of assessment data to inform planning, support/pace and challenge * Establish a system for recording pupil Wider Achievement, link to DWY (cluster?) |

3. How good is the quality of care and education we offer?

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| Relevant NIF priority: All  Relevant NIF driver(s): Teacher professionalism, School leadership, Parental engagement, Assessment of children’s progress  Level of quality for core QI: 4 |
| Overview:  Our pupils are safe, fairly treated and protected by Aberdeenshire Council Child Protection and Safeguarding policies. Through continuous study of thinking on effective teaching and learning, staff are involved in work to support their understanding of key principles and the necessity to equip our pupils for the world of world in the 21st century. Staff routinely use Aberdeenshire Frameworks and Education benchmarks to plan, assess and identify next steps for pupils. This is an ongoing process. Work continues to improve and refine the transition of pupils from Largue School to The Gordon Schools, both in terms of curricular and social transition. Staff monitor and track pupils regularly, taking due cognisance of national assessment results to make informed decisions. Numerous opportunities are available for parental engagement throughout the year.  [2.3](https://education.gov.scot/improvement/Documents/Frameworks_SelfEvaluation/FRWK2_NIHeditHGIOS/FRWK2_HGIOS4.pdf) Key strengths:   * High quality and personalised support/teaching based on deep knowledge of our pupils and their individual learning needs * Excellent communication /opportunities for dialogue with staff, pupils, parents and wider stakeholders * Strong sense of community based on clear and well defined shared Vision and Values and Aims * Highly motivated pupils * Positive, respectful and genuine relationships are evident across the school and its wider setting   Identified priorities for improvement:   * Further enrich the quality of curriculum offered to pupils through use of newly purchased resources, e.g. new spelling programme/ mental maths strategies * Continue with STEM work, further workshops and open evenings focusing on DYW skills * Establish a Wider Achievement Folder for each child and develop pupils’ ability to talk about their learning/next steps * Develop increased confidence and competency in Moderation by working across the Cluster to extend planned and collaborative moderation |

4. How good are we at improving outcomes for all our learners?

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| Relevant NIF priority: All  Relevant NIF driver(s): Assessment of children’s progress, School improvement, Performance information  Level of quality for core QI: 4 | |
| Overview:  Pupils attending Largue School are actively prompted to be, ambitious, creative and encouraged to achieve to their greatest potential.  Through knowing each pupil as an individual, we are well placed to provide the care and nurturing educational environment to achieve this. Through confident application of GIRFEC principles and Child Protection procedures, staff at Largue School demonstrate clear commitment to our statutory duties and the welfare of our children.  Pupil Equity Funding is being used to update and modernise key resources, whilst also addressing the limited engagement of our pupils with extra-curricular activities by introducing a variety of opportunities within the school calendar.  Through collegiate working within the cluster, more robust Tracking and Monitoring and Moderation systems are coming into place to ensure a uniform approach across the cluster schools    [3.1](https://education.gov.scot/improvement/Documents/Frameworks_SelfEvaluation/FRWK2_NIHeditHGIOS/FRWK2_HGIOS4.pdf) Key strengths:   * Enthusiastic, motivated and hardworking staff who work well as a team * Active involvement in development work on Tracking and Monitoring working group (HT) * A whole school shared understanding of GIRFEC and SHANARI Indicators ensures that needs of our pupils are well met * The curriculum is differentiated to meet the needs of individual pupils. PSA support is always planned and targeted to best meet the needs of the pupils * Parents indicate that they feel are well informed about all areas of their child’s progress and appreciate the welcoming ethos of the school   Identified priorities for improvement:   * Further familiarisation with Aberdeenshire Frameworks and NIF in conjunction with a robust and comprehensive Quality Assurance calendar * Increase the quality and frequency of pupil led Learning Conversations, with regard to next steps, target setting, DYW and Wider Achievement * Gain further expertise in analysing SNSA data and Moderation skills * Targeted use of PEF to offer the widest possible range of opportunities and further develop strong links between small schools within the Cluster | |
| Evaluation of QI [3.2 Raising attainment and achievement](https://education.gov.scot/improvement/Documents/Frameworks_SelfEvaluation/FRWK2_NIHeditHGIOS/FRWK2_HGIOS4.pdf)  Level of quality for core QI: 4  Sources of evidence/ evaluation activities undertaken:  As per QA calendar  TMR system  Key strengths:   * The raising of attainment in Numeracy and Literacy is the key focus of all that we do. Due regard is given to professional judgements and returns from SNSA, giving useful comparisons both locally and nationally. * There is a strong correlation between professional judgement and standardised assessments. * Wider achievement is now celebrated and shared across the school. * Our pupils are successful, confident, responsible and participate fully in the life of the school. * Advice and expertise are quickly sought from ASN/partner agencies to access appropriate interventions.   Identified priorities for improvement:     * Further embed tracking, familiarisation with new national standardised assessments, SNSA * Staff collegiate time set aside for professional discussion about attainment, TMR and wider achievement * Continue to widen our use of benchmarks to inform our professional judgements * Establishing wider and more formal opportunities for moderation, thus ensuring shared expectations |

PEF 2017-2018

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| Identified gaps | * Lack of up to date reading books, maths and literacy resources. * Need to increase parental involvement/awareness raising of STEM subjects. * Establish links with other small school with view to easing transition from P7 to S1 | |
| Expenditure  £3591.87 | £66.67  £60  £1492.88  £407.24  £300  £120  £685.48  £46.80  £157.20  £175.60  £80 | Haydock Music  First News  Browns Books  Oxford University Press  Teejay  Shearer of Huntly  ICT  Additional iPads and covers  XMA  YPO  STEM resources / glue guns  TTS  Generation science |
| Expected outcomes | * Refreshed and updates resources will renew interest and enthusiasm * Establishment of recorder group * Wider engagement with other small schools e.g. Clatt, strengthening friendships and collaboration * Extra iPads for new pupils * Resources to deliver STEM workshops and lessons | |
| Impact Measurements | * Increased participation, enthusiasm and engagement in maths, reading, current affairs and music through purchase of resources * iPads available for all pupils * STEM workshop increased parental/family involvement in curriculum | |

**Capacity for Improvement**

At Largue School all staff and stakeholders are fully committed to the aims of our school and as such, base all that we do on the following principles

* The school is responsible for the overall well-being and education of the children and strive to ensure that we meet the emotional physical and social needs of our children.
* We aim to provide an environment which is sufficiently challenging for the pupils, where pupils are actively involved in their own learning and development.
* To this end we work together to assist every child to have the satisfaction of achieving to the very best of their ability. We aim to continue to raise attainment and to ensure that all pupils are successful learners and confident individuals.
* A rural school is like a family unit and we aim to achieve an environment where all children are treated with kindness and tolerance and where there is a strong sense of equality and fairness.
* The aim of teachers and pupils is to advance and develop in knowledge, skill and attitude to learning in a happy, caring atmosphere where individuals are respected and where our work is continually evaluated to ensure improvement.

* The school is an important part of the local community and our aims can only be achieved fully in partnerships with parents, other agencies and the wider community.
* The maintenance of such an atmosphere is the responsibility of

everyone in the school and we strive through a wide range of activities to ensure that pupils and all stakeholders are included in the life of the school and pupils become responsible citizens and effective contributors to the school and the wider community.

* By continuing to look inwards, outwards and forwards we aim to prepare and equip our young people for their future and the world of work. Through effective partnerships with parents, health professionals and others we strive to ‘get it right’ for each and every pupil.

**Key priorities for session 18-19**

**Priority 1 – School Improvement – Raising Attainment and Achievement**

Through the introduction of a new spelling programme and embedding of new reading and numeracy resources and further familiarisation of Education Scotland Benchmarks and Aberdeenshire Council Frameworks.

Refresh Health and Wellbeing teaching through SCARF and CORAM resources.

**Priority 2 – Teacher Professionalism / School Improvement**

Developing skill in and opportunities for moderation in school / cluster.

**Priority 3 – School Leadership**

Acknowledgement of the important role Wider Achievement has in shaping the ‘whole child’ by establishment of formal recording of such.

Increased opportunity for pupils to talk about their progress through Learning Conversations

**Action Planning**

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| Improvement Priority | Outcomes for learners | Impact Measurement | PEF |
| Priority 1  **School Improvement**  HGIOS 1.3, 2.2, 2.3, 3.1, 3.2 | **Numeracy**  Increased engagement due to refreshed methodologies and resources in mental maths  (In-service 12.11.18)  **Literacy**  New spelling programme will allow for clear progression | Evidence of impact:  SNSA results.  Moderation exercises across cluster.  Raised attainment  Increased accuracy in spelling in all curricular areas  Raised attainment | Numeracy resources & training  Spelling resources |
| Priority 2 –  **Teacher professionalism / School improvement**  HGIOS 1.3, 2.3 | * Embed TRM system/analysis of SNSA data * Through planned and collaborative moderation activities in working group and cluster increase confidence and skill in making sound judgements | Evidence of impact:  Robust TMR system  Target setting  Learning Conversations  Raised attainment |  |
| Priority 3 -  **School leadership**  HGIOS 2.5, 3.1, 3.3 | * Formal recording of wider achievements * Children responsible for upkeep of wall display * Develop learning conversations children will be able to identify what they can do, what action they need to improve, who can help them realise their goal | Evidence of impact.  Learning Conversations will enable the development of children reflecting and planning.  Target setting by children for academic, emotional and social goals |  |

***Wider Achievements***

At Largue School we place considerable value on the achievements of our pupils. We know the importance of acknowledging and celebrating these successes, both through school activities and other pursuits.

Our unique location also brings with it certain responsibilities, we are at the heart of a very supportive and nurturing community. As such, we aim to play our part by ensuring that as many members of our wider community are included.

Charities supported by Largue School this session are:

Guide Dogs for the Blind

MacMillan Cancer Research

28th August Huntly Express P1 photo

25th September Parent Council meeting

11th October Rugby Festival

30th Parent Council meeting

6th November Parent consultations

8th Emerging Literacy workshop with Gaye Stevenson

27th Parent Council meeting

11th December Geobus visit

15th Badenscoth Nursing Home visit

16th Coffee morning at Stewarts Hall Huntly

19th Christmas concert in school

21st Christmas party

14th February In-service –setting up new community room

19th Parent Council meeting

5th March ALEC visit

12th Sign language visit

Rotary Quiz at GP

15th Clatt School visiting Largue for the day

19th Stephen Reeves, National Trust Ranger visited with meadow square to plant

22nd March Visit to Aberdeen – P4-7 Satrosphere for NASA talk, P1 – 3 Maritime Museum followed by visit to Aberdeen Airport

20th April Hip Hop lessons start – 6 week block

23rd STEM workshop in evening with parents

27th Visit to Clatt School – Generation Science

30th Parent Council

14th May Reports out

15th Hearing impairment training at school – all pupils

18th Open afternoon

21st Parent consultations

Shopping and bowling trip to Huntly

24th Camping overnight at school – all pupils

25th Cricket training starts – 4 week block

29th CPR Training in new community room with Sandpiper Trust

4th June P7 trip to Loch Insh for the week

7th Hip Hop event at Stewarts Hall

14th Concert

18th P7 transition week at The Gordon Schools

26th Visit to Leith Hall to plant out meadow

27th Sports with Forgue

28th Cricket Festival

2nd July School disco 6-7.30pm with Clatt children

4th CSN Commonwealth Games at Kennethmont