



From mountain to sea

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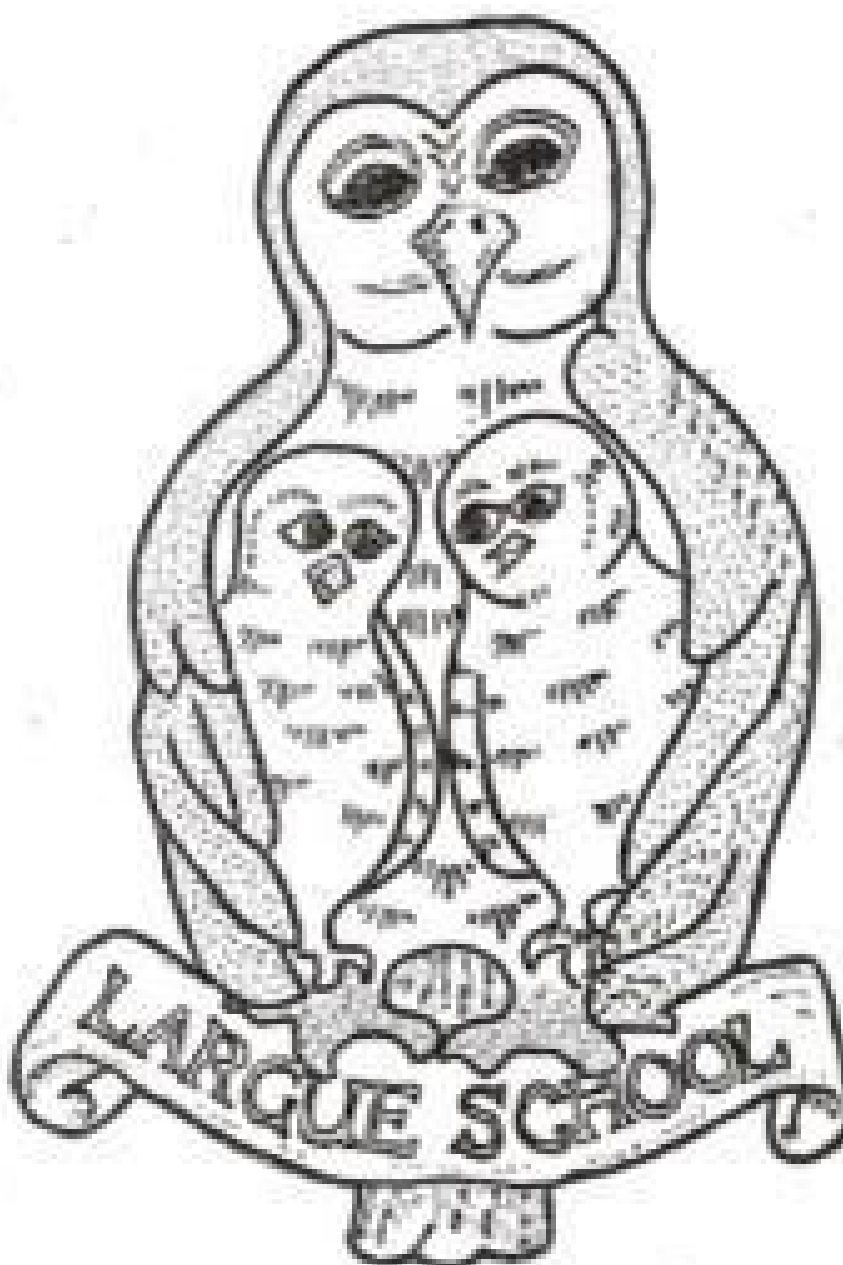
Aberdeenshire
COUNCIL



Largue School

Improvement Plan

2025 – 2026



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Section 1 - Looking Forward

Looking Forwards – 3-year improvement plan priorities			
Session	2025-2026	2026-2027	2027-2028
Priority 1	To raise attainment and achievement particularly in early literacy and writing across the school.		
Priority 2	Extend and further develop play across all stages in order that pupils can develop and consolidate their understanding and skills in practical situations.		
Priority 3	Continue to prioritise use of digital technology across the curriculum to engage learners and create opportunities for pupils to develop digital skills required for learning, life and work in the changing world.		

Whole School Three-year plan – Self-evaluation (in addition to QI 1.1, 1.3, 2.3, 3.1 and 3.2 which are considered annually)		
2025-2026	2026-2027	2027-2028
2.1 Safeguarding and Child Protection	2.5 Family learning	1.4 Leadership and management of staff
2.2 Curriculum	2.4 Personalised support	2.6 Transitions
1.2 Leadership of learning	1.5 Management of resources to promote equity	3.3 Increasing creativity and employability

2.7 Partnerships

2.6 Transitions

Looking Forward – 1-year improvement plan priorities

Session	2025-2026
Priority 1	To raise attainment and achievement particularly in early literacy and writing across the school.
Priority 2	To create a nurturing, inclusive environment where play is a driver of learning and meta-skills are explicitly developed across ages.
Priority 3	To prioritise use of digital technology across the curriculum to strengthen home-school learning links, enhance learner engagement and create opportunities to develop digital skills required for learning, life and work in the changing world.

Whole School One-year plan – Self-evaluation (in addition to QI 1.1, 1.3, 2.3, 3.1 and 3.2)

2025-2026

2.1 Safeguarding and Child Protection 2.6 Transitions 1.2 Leadership of learning 2.4 Personalised support	2.5 Family learning 2.7 Partnerships 1.5 Management of resources to promote equity	1.4 Leadership and management of staff 2.2 Curriculum 3.3 Increasing creativity and employability
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Section 2 - Improvement priorities

Improvement Priority 1: 3.2 – Raising attainment and achievement particularly in early literacy and writing across the school.

Rationale for change:
(What self-evaluation supports this change?)

By improving the quality and consistency of literacy instruction, we aim to use targeted interventions and universal supports to ensure all learners foster a love of reading and writing and are equipped with the tools they need to achieve success.

NIF Priority	NIF Driver	HGIOS 4 Qis	Aberdeenshire Priority
Improvement in achievement, particularly in literacy and numeracy	Curriculum and Assessment Performance information	3.2 Raising attainment and achievement 1.1 Self-evaluation for self-improvement	Improving learning, teaching and assessment

Outcomes/ expected impact (Outcomes for learners/targets set/%change)	Tasks to achieve priority (professional learning/L&T interventions/Activities to be carried out)	Person(s) Responsible/ Involved	Measures of impact (What will we see/How will we measure this/What does better look like? /How will we know it is improving?)	Timescales (key dates for implementation)	Progress/Comment/RAG
All children will make progress against their individual targets.	- Carry out Phonological Awareness Baseline Assessment in Primary 1 and with identified pupils. - Develop lessons based on a child's specific strengths and gaps in phonological skills. - Use new literacy resources to support high quality learning and teaching. - Implement play-based approaches	Head Teacher Class Teachers PSA to support literacy development through play-based approaches.	Track Progress – Regular assessment will help monitor how children are developing over time and whether interventions are effective.	- Baseline Assessment – August 2025 - On-going review of interventions. - Review baseline assessment – October 2025 - On-going literacy assessments in line with literacy programme.	

Outcomes/ expected impact (Outcomes for learners/targets set/%change)	Tasks to achieve priority (professional learning/L&T interventions/Activities to be carried out)	Person(s) Responsible/ Involved	Measures of impact (What will we see/How will we measure this/What does better look like? /How will we know it is improving?)	Timescales (key dates for implementation)	Progress/Co mment/RAG
A culture of high expectations and continuous improvement will help every child become a more confident and capable writer. All children will have a clear understanding of their next steps and make progress against their individual targets.	Track progress effectively.				
	Staff to review learning intentions and success criteria to develop a shared understanding to ensure learning intentions, success criteria and feedback are more consistent, supporting accurate tracking of progress. Staff to work together to review writing assessment procedures to increase confidence in identifying achievement of a level.	Class Teachers Head Teacher Cluster colleagues	BGE Moderation paperwork with colleagues across establishments will highlight consistency and increased confidence with staff in making accurate Teacher Professional Judgements. Assessment documentation will show all children are making good progress against their personal targets.	Initial event – August in-service day Follow-up event November in-service day. June 2026	

Improvement Priority 2:	
Improvement Priority	To create a nurturing, inclusive environment where play is a driver of learning and meta-skills are explicitly developed across ages.
Rationale for change: (What self-evaluation supports this change?)	Educational research and our recent review of learning and teaching confirm the need to develop play and metacognition to enable children to develop higher-order, transferable skills like problem-solving, adaptability, creativity, and self-management to enable them to thrive in a rapidly changing world, not just in school but throughout their lives.

NIF Priority	NIF Driver	HGIOS 4 Qis	Aberdeenshire Priority
Improvement in attainment, particularly Literacy and Numeracy	- School and ELC Improvement - Teacher and Practitioner Professionalism - Curriculum and Assessment	1.1 Leadership of Learning 1.2 Leadership of Change 2.2 Curriculum 2.4 Personalised Support	- Improving learning, teaching and assessment - Developing leadership at all levels

Outcomes/ expected impact (Outcomes for learners/targets set/%change)	Tasks to achieve priority (professional learning/L&T interventions/Activities to be carried out)	Person(s) Responsible/ Involved	Measures of impact (What will we see/How will we measure this/What does better look like? /How will we know it is improving?)	Timescales (key dates for implementation)	Progress/ Comment/ RAG
Learners will be able to apply creative thinking, self-management, and interpersonal skills to solve problems, reflect on challenges, and contribute meaningfully to group tasks	To undertake staff training and to take account of research to develop engaging, and well-structured learning experiences, to promote physical and mental	Head Teacher Class Teachers PSA	All pupils will routinely be offered opportunities to learn through play. Pupils will gain proficiency in identifying meta skills in the course of their learning.	Implementation will be complete by the end of the year.	

Outcomes/ expected impact (Outcomes for learners/targets set/%change)	Tasks to achieve priority (professional learning/L&T interventions/Activities to be carried out)	Person(s) Responsible/ Involved	Measures of impact (What will we see/How will we measure this/What does better look like? /How will we know it is improving?)	Timescales (key dates for implementation)	Progress/ Comment/ RAG
	well-being, encourage teamwork and resilience.				
	Staff will visit a setting where play is more embedded in the curriculum to get ideas. Use Skill Development Scotland Resources to support implementation. (skillsdevelopmentscotland.co.uk)	Head Teacher Class Teachers PSA	Quality assurance processes will demonstrate that pupils recognise and understand their meta-skills and are developing higher order thinking and transferable skills. (Use of the Skills Progression Framework). Children will be able to discuss and identify meta skills in the context of their learning.	Implementation will be complete by the end of the year.	

Improvement Priority 3:

Improvement Priority	To prioritise use of digital technology across the curriculum to strengthen home-school learning links, enhance learner engagement and create opportunities to develop digital skills required for learning, life and work in the changing world.
Rationale for change: (What self-evaluation supports this change?)	We are aware that we need to develop our use of digital technology to broaden and deepen the digital skills of our pupils.

NIF Priority	NIF Driver	HGIOS 4 Qis	Aberdeenshire Priority
Closing the attainment gap between the most and least disadvantaged children.	- Curriculum and Assessment - School and ELC Leadership - School and ELC Improvement	1.2 Leadership of Learning 1.3 Leadership of Change 2.2 Curriculum 2.4 Personalised Support	Improving learning, teaching and assessment.

Outcomes/ expected impact (Outcomes for learners/targets set/%change)	Tasks to achieve priority (professional learning/L&T interventions/Activities to be carried out)	Person(s) Responsible/ Involved	Measures of impact (What will we see/How will we measure this/What does better look like? /How will we know it is improving?)	Timescales (key dates for implementation)	Progress/ Comment/ RAG
Improved quality of home learning through iPad use.	Develop a consistent format for digital homework through Google Classroom. Train staff to design and assign tasks through Google Classroom. Staff to access training offered by the authority. Provide weekly homework through Google Classroom	Head Teacher Head Teacher Class Teacher Class Teacher	Homework set through Google Classroom and engagement from all pupils. Staff report improved efficiency in marking and providing feedback. Pupils can access Google Classroom and submit digital tasks independently.	Begin implementation Term 3 (January 2026)	

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Outcomes/ expected impact (Outcomes for learners/targets set/%change)	Tasks to achieve priority (professional learning/L&T interventions/Activities to be carried out)	Person(s) Responsible/ Involved	Measures of impact (What will we see/How will we measure this/What does better look like? /How will we know it is improving?)	Timescales (key dates for implementation)	Progress/ Comment/ RAG
To strengthen parent engagement and understanding of their child's learning.	Provide parent workshops on using Google Classroom, staying safe online and supporting digital learning.	Head Teacher	Positive parent survey results about understanding and supporting their child's learning. Parents feel connected to daily learning, strengthening home-school partnerships.	Begin implementation Term 3 (January 2026)	
To improve pupil digital literacy and responsibility.	Set expectations for iPad charging, care and appropriate home use. Implement digital-citizenship lessons – internet safety, device care	Head Teacher Class Teacher	Pupils demonstrate improved digital skills. Pupils become confident, safe and responsible citizens able to work independently at home.	June 2026	

Pupil Equity Funding Planning Template

PEF Allocation: £2 450 with £748 carry forward added and £123 admin charge deducted

Gap	Outcome Statement	Details of Intervention	Lead Staff Member	Measures	Cost
Rural locality limits access to sport, culture and the arts for some learners. There is a lack of opportunity to attend out of school activities in the immediate area.	All pupils will have increased opportunities to take part in activities such as play, recreation and sport, which contribute to healthy growth and development, at home, in school and in the community.	To take part in a wide range of activities to promote inclusion and improve attainment through wider achievement opportunities. (Block of swimming lessons, theatre trips)	Head Teacher/Class Teacher	Feedback from pupils and parents will demonstrate how these activities promote inclusion and improve attainment through wider achievement. Pupil self-evaluation through using Northern Alliance tool will show progression in learning.	£927.80
School assessment data shows that a few children require additional support with language and literacy to make more rapid progress.	To improve literacy skills through carefully planned reading/spelling interventions.	Phonological Awareness assessment when entering Primary1 and reviewed regularly. Individualised programmes to support learning developed following initial assessment – synthetic phonics, Nessy Spelling,	Head Teacher/Class Teacher	Attainment discussions/ records will identify trends and improvements. Assessment data will show progress in learning. Termly tracking meetings with HT will	£597.60

Gap	Outcome Statement	Details of Intervention	Lead Staff Member	Measures	Cost
		progressive reading programme		ensure learners' needs are met.	
Lack of resources to promote positive behaviour during break/lunchtime.	Enhance positive pupil behaviour through structured outdoor play. Promote cooperation, teamwork, and conflict resolution skills. Reduce incidents of poor behaviour linked to boredom, lack of engagement, or disputes during unstructured times. Support physical health and wellbeing alongside social-emotional development.	Consult staff: Gain insights from teachers and playground supervisors about behaviour challenges and resource gaps. Audit current resources: Identify what equipment is already available and its condition. Gather pupil voice: Ask children what play activities they enjoy and what they feel is missing. Involve pupils in purchasing resources.	Head Teacher	Reduction in playground behaviour incidents. Increased pupil engagement during breaks. Positive feedback from staff and pupils. Improved cooperation and teamwork observed in play.	£804.22

Attending a small school may limit children's opportunities for social interaction, peer learning, and exposure to diverse perspectives, potentially impacting their social development and readiness for larger group environments.	Social Development –will enable learners develop confidence, empathy, and communication skills. Broader Learning Experiences – Interacting with children from different learning environments exposes them to new ideas, perspectives, and ways of thinking. Preparation for Transitions – will help children feel more comfortable in larger, unfamiliar settings. Collaboration and Teamwork – Joint activities encourage teamwork and problem-solving with new partners.	Continue to develop play and outdoor learning across the school. Participate in a six-week Outdoor Education Project with Fergie School February/March 2026 Staff to engage in professional learning.	Head Teacher Class Teacher Administrator	Calendar of activity to support and monitor improvement has been developed and agreed. (Term 1) Baseline established using statements from the Learning, Teaching and assessment Toolkit/ the Skills Development Scotland Meta-Skills Self-Reflection Workbook (Term 2 – play, Term 3 Outdoor Learning) Pupil self-evaluation through using the Northern Alliance tool and the Skills Development Scotland Meta-Skills Self-Reflection Workbook will show progression in learning. There will be an increased understanding and skills enhancement in outdoor and environmental Education. Grading of SE statements will show improvement.	£600
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Gap	Outcome Statement	Details of Intervention	Lead Staff Member	Measures	Cost
				Progress is tracked using Meta-Skills Progression Framework.	

Appendices

National Improvement Framework Priorities

- Placing the human rights and needs of every child and young person at the centre of education.
- Improvement in children and young people's health and wellbeing.
- Closing the attainment gap between the most and least disadvantaged children and young people.
- Improvement in skills and sustained, positive school-leaver destinations for all young people; and
- Improvement in achievement, particularly in literacy and numeracy.

Key Drivers for Improvement

- School and ELC leadership
- Teacher and practitioner professionalism
- Parental/carers involvement and engagement
- Curriculum and Assessment
- School and ELC improvement
- Performance Information

Aberdeenshire Priorities

- Improving learning, teaching and assessment.
- Partnership working to raise attainment.
- Developing leadership at all levels.
- Improvement through self-evaluation.

HGIOS

- 1.1 Self-evaluation for self-improvement
- 1.2 Leadership for learning
- 1.3 Leadership of change
- 1.4 Leadership and management of staff/practitioners
- 1.5 Management of resources to promote equity
- 2.1 Safeguarding and child protection
- 2.2 Curriculum
- 2.3 Learning teaching and assessment
- 2.4 Personalised support
- 2.5 Family learning
- 2.6 Transitions
- 2.7 Partnerships
- 3.1 Improving/ ensuring wellbeing, equality and inclusion
- 3.2 Raising attainment and achievement
- 3.3 Increasing creativity and employability