



From mountain to sea



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# **Standards and Quality Report**

## **Lague School**

Session 2024-2025

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## School Foreword

We are pleased to present our Standards and Quality Report for Session 2024- 2025. This report forms part of our quality improvement framework and provides important information regarding our school's progress to date and identifies our next steps in school improvement.

**Self-Evaluation for Self-Improvement** is at the heart of our practice in Largue School. We continue to develop our practice in making robust use of evidence as a basis for judgements regarding the impact of our work on our learners by asking ourselves the following questions -

**How are we doing?**

**How do we know?**

**What are we going to do now?**

By **Looking inwards** to evaluate our work, **Looking outwards to** find out more about what is working well for others locally and nationally and **Looking forwards** to gauge what continuous improvement might look like in the longer term we hope to present a clear and coherent Standards and Quality Report for session 2024/2025.

Our improvement priorities are always based on the national priorities in the National Improvement Framework (NIF). Within this document we have indicated what progress we made with these priorities in Session 2024/25 and what the impact has been.

You can find out more about the National Improvement Framework and drivers at:

[National Improvement Framework \(NIF\) - Schools - gov.scot](#)

Our next steps in continuing to address these priorities in session 2025/26 are detailed in our School Improvement Plan which can be found on the school website.  
**(Insert Link to SIP on site??)**

We have evaluated our overall provision using quality indicators (QIs) in How Good is our School 4 (HGIOS4) which is a key aspect of the Scottish approach to self-evaluation and school improvement.

At Largue School, we continue to be committed to working closely with our community and all other stakeholders that support the education we provide. Together, we are working hard 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. Through this document we hope that you will get a sense of our developments, successes and areas for further growth.

H. M. McIntosh

**Head Teacher**

## Section 1 - Context of the School

### Largue School 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'.*

### Largue School Values

We believe that our pupils should be

- Learning
- Aiming High
- Responsible
- Growing
- Understanding
- Enthusiastic

### **What do we aim to achieve for our children/pupils?**

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, confident, 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 strive 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 (SIMD) profile indicates an overall ranking of 4504, with the parish of Forgue sitting in the 7<sup>th</sup> Decile and 4<sup>th</sup> 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 SIMD indicates that Largue is well placed in terms of education and housing. Geographic access ranks very poorly, which is evidenced by the fact that there are no public transport links in the locality, making all residents reliant on the use of private motor car.

### Staffing

Largue School is staffed by a full time Teaching Head, a Teacher of Flexible Days, a part time PSA, Administrator and Catering Assistant.

## Section 2 - Review of priorities for session 2024-2025

Priority 1	How did we do?
Introduction of Circle Framework	We have made good progress.
<b>NIF Driver(s):</b> <ul style="list-style-type: none"> <li>▪ School and ELC Improvement</li> <li>▪ School and ELC Leadership</li> <li>▪ Teacher and Practitioner Professionalism</li> <li>▪ Parental Engagement</li> <li>▪ Curriculum and Assessment</li> <li>▪ Performance Information</li> </ul>	<b>What did we do?</b>
	<ul style="list-style-type: none"> <li>• Introduce key aspects of the Inclusive Learning and Collaborative Working (Circle Framework) Data/evidence.</li> <li>• In-service Day 15/11/24 used to revisit and assess progress.</li> <li>• Staff read and discussed paperwork associated with CIRCLE framework.</li> <li>• Preliminary look at the organisation of the classroom, suggestions from staff, rearranging furniture, ideas for improvement in order to encompass Universal support to our learners.</li> <li>• Curriculum Development time was given to staff discussions.</li> </ul>
	<b>Evidence indicates the impact is:</b>
	<ul style="list-style-type: none"> <li>• Visual timetable and labels now routinely used across the school, therefore classrooms now more accessible to non-readers and younger pupils.</li> <li>• Consultation with pupils/parents as to how they feel about the changes to classroom management.</li> <li>• Awareness raised of CIRCLE Framework with all pupils and staff.</li> </ul>

Priority 2	How did we do?
	We have made satisfactory progress.
	<b>What did we do?</b>
Introduction of Play Pedagogy  <b>NIF Driver(s):</b> <ul style="list-style-type: none"> <li>▪ School and ELC Improvement.</li> <li>▪ School and ELC Leadership</li> <li>▪ Teacher and Practitioner Professionalism</li> <li>▪ Parental Engagement</li> <li>▪ Curriculum and Assessment</li> <li>▪ Performance Information</li> </ul>	<ul style="list-style-type: none"> <li>• Started to establish play as a means to form bonds, establish routines and promote child-led learning.</li> <li>• Made first steps in developing understanding of staff, including support staff, to have a greater understanding of the role of the adult and observation/assessment of learning during play.</li> </ul>
	<b>Evidence indicates the impact is:</b>
	<ul style="list-style-type: none"> <li>• Play is becoming more integral for all pupils as part of their learning.</li> <li>• Learners have been offered greater opportunities to learn through play in P1-3, developing understanding and practical skills.</li> </ul>

Priority 3	How did we do?
<p>Broaden opportunities for our learners to develop confidence and competence in digital skills.</p>	<p>We have made good progress.</p>
<p><b>NIF Driver(s):</b></p> <ul style="list-style-type: none"> <li>▪ School and ELC Improvement.</li> <li>▪ School and ELC Leadership</li> <li>▪ Teacher and Practitioner Professionalism</li> <li>▪ Parental Engagement</li> <li>▪ Curriculum and Assessment</li> <li>▪ Performance Information</li> </ul>	<p><b>What did we do?</b></p> <ul style="list-style-type: none"> <li>• All pupils completed a questionnaire to identify perceived levels of competence and areas for improvement.</li> <li>• Teaching staff have attended several CPD opportunities offered by Aberdeenshire Love Learning to enhance staff competence e.g. Love Learning Animation. Kaligo/ Sumdog refresh/update, Pupil and Parent Internet Safety Workshop by Love Learning Team.</li> <li>• All learners have increased their skills in using IT to create PowerPoints, Just 2 Easy and are gaining in proficiency in typing skills.</li> <li>• All pupils in P2-6 completed a 3-week tutorial on Just 2 Easy.</li> </ul>
	<p><b>Evidence indicates the impact is:</b></p> <ul style="list-style-type: none"> <li>• All pupils are gaining in proficiency in this area, pupils are starting to build up examples of their work and routinely use IT to record work on Google Drive, via GLOW and Google Classrooms.</li> <li>• All pupils, with an emphasis on P2/3, are becoming independent and confident when using IT for learning and as a means of recording their work.</li> <li>• All pupils use IT routinely as part of the school day.</li> <li>• All pupils completed the Love Learning Internet Safety Workshop.</li> </ul>

## Section 3 – Quality indicators – Key strengths and priorities

### 1.3 Leadership of Change

This indicator focuses on collaborative leadership at all levels to develop a shared vision for change and improvement which is meaningful and relevant to the context of the school within its community. Planning for continuous improvement should be evidence-based and linked to effective self-evaluation. Senior leaders should ensure the need for change is well understood and that the pace of change is appropriate to ensure the desired positive impact for learners.

Evaluation: Good

#### Key Strengths:

##### **Developing a shared vision, values and aims relevant to the school and its community**

- Our Vision and Values were refreshed during session 24/25. This was done in consultation with all stakeholders.
- Our Class Charter was also revisited during session 24/25 with due reference to the UNCRC Rights of the Child. We believe that our Values run through all that we do.
  - Pupils have, we believe, a strong voice, suggestions and ideas are given due consideration, discussed and acted upon.
- Consultation and review of Curriculum Rationale in progress.

##### **Strategic planning for continuous improvement**

- Time is routinely set aside for staff to review progress within the QA calendar.
- Teaching staff have areas of responsibility e.g. curricular areas and awards like RSPB award scheme and RRSA.
- Pupils and the parent body each have areas of responsibility, which is regularly reviewed.

##### **Implementing improvement and change**

- Teaching staff to swap areas of responsibility next session 25/26, to keep teaching fresh and inventive.
- Pupils, staff and the wider community are continuously seeking ways to enhance the learning experiences and environment at Largue School.

#### Key Priorities:

- Work towards accreditation for our UNCRC Silver RRSA award.
- Teaching staff to swap areas of responsibility within the curriculum session 25/26.
- Continue to embed refreshed Vision, Values and our commitment to the Rights of the Child legislation.
- Consultation and review of Curriculum Rationale in progress.

## 2.3 Learning, teaching and assessment

This indicator focuses on ensuring high-quality learning experiences for all children and young people. It highlights the importance of highly skilled staff who work with children, young people and others to ensure learning is motivating and meaningful. Effective use of assessment by staff and learners ensures children and young people maximise their successes and achievements.

**Evaluation:** Good

**Key Strengths:**

### Learning and engagement

- Pupils work routinely in differentiated groups, at an appropriate pace with the expectation that they will be supported, challenged and encouraged to aim high.
- Teachers are very aware of who will require individual support/guidance/help to focus and take appropriate action to support all learners across the curriculum.
- A variety of teaching approaches are used to engage all pupils in their learning, making use of IT and outdoor learning when appropriate.

### Quality of teaching

- Teaching is of good quality, varied and set at the correct level for our learners.
- Teaching staff have well defined areas of responsibility, we work hard to share details of progress and regularly discuss areas for revisiting and improving.

### Effective use of assessment

- Routine end of unit assessments for Literacy, including Big Writing and Maths & Numeracy show steady progress for all pupils with areas for revisiting noted and used as starting point for subsequent blocks of work.

### Planning, tracking and monitoring

- Regular opportunities for professional dialogue on Tracking and Monitoring enable us to weigh up progress, identify where pupils are exceeding/underperforming. We identify reasons for these circumstances and take appropriate action – pace, challenge, extra support, as required.
- We are confident that we have an accurate ongoing understanding of where our pupils are in their learning.

### Key Priorities for this Q.I.:

#### (What do we need to do next?)

- Find opportunities to work with a wider group of teachers to be confident that there is a consistency of approach, with regard to moderation of pupil levels within CfE.
- Afford our pupils the opportunity to extend their range of experiences through implementing guidance on play pedagogy.

- Develop wider use of IT to engage learners and develop digital skills they need for learning, life and work in the ever-changing world.

### 3.1 Inclusion, equity and wellbeing

This indicator focuses on the impact of the school's approach to wellbeing which underpins children and young people's ability to achieve success. It highlights the need for policies and practices to be well grounded in current legislation and a shared understanding of the value of every individual. A clear focus on ensuring wellbeing entitlements and protected characteristics supports all learners to maximise their successes and achievements.

**Evaluation:** Good

**Key Strengths:**

#### Wellbeing

- Through knowing each pupil as an individual, we are well placed to provide the care and nurturing educational environment to allow our pupils to flourish.
- Positive, respectful and genuine relationships are evident across the school and its wider setting. Teacher professionalism is strong. Our pupils strive to succeed and are highly motivated. Our pupils enjoy being at school.

#### Fulfilment of statutory duties

- Our pupils are safe, treated fairly and protected by Aberdeenshire Council Child Protection and Safeguarding policies. By applying GIRFEC principles and Child Protection procedures, staff at Largue School demonstrate clear commitment to our statutory duties and the welfare of our children.

#### Inclusion and equality

- Pupils who require extra support, either emotionally or academically or are experiencing barriers to their learning are quickly identified by staff and help/advice sought from the appropriate agency.
- Each family is regularly represented at our Parent Council.
- Pupils, staff, parents and wider stakeholders feel opportunities for dialogue/communication are good. All suggestions are given careful consideration. Again, parents feel able to raise issues as and when they occur. Communication between pupils, parents and staff is very good.

#### Key Priorities:

- Ensure that time is protected to allow pupils to reflect on their learning and progress. Reflecting on learning will form part of our RRSA/Pupil Council work in session 25/26.
- Continue to promote 'Wider Achievement Wall' placing a strong emphasis on showcasing achievements in extra-curricular activities to share and discuss. With our small numbers, every encouragement needs to be given to our pupils to attend extra-curricular activities and extend friendship groups.
- Ensure that our practise reflects current guidelines and policy procedures within Aberdeenshire Council.



### 3.2 Attainment and achievement

This indicator focuses on the school's success in achieving the best possible outcomes for all learners. Success is measured in attainment across all areas of the curriculum and through the school's ability to demonstrate learners' achievements in relation to skills and attributes. Continuous improvement or sustained high standards over time is a key feature of this indicator.

**Evaluation:** Excellent/Very Good/Good/Satisfactory/weak/unsatisfactory

#### Key Strengths:

##### Attainment in literacy and numeracy

- The raising of attainment in Numeracy and Literacy is the main key focus of all that we do. All children at Early Level and most at First and Second Level are on track to achieve national expectations in Literacy and Numeracy. Across the school, there are a few children who exceed national expectations in both Numeracy and Literacy.
- By using professional judgements, teacher assessments, returns from NSA and Cluster level moderation activities to validate judgements of our pupils, we can be confident that our attainment levels stand up well both locally and nationally.
- Resources are fresh, varied and relevant, with full use of the local environment being used to enhance the experiences of our pupils.

##### Attainment over time

- Attainment over time is in line with national trends. Teaching staff are well positioned to identify any difficulties timeously and with early interventions, pupils receive appropriate support as a matter of routine.
- We are committed to providing a high quality and enriching education which accommodates individual needs.

##### Overall quality of learners' achievements

- We take great pride from the closely tailored and differentiated curriculum that is provided for our learners. This is one of the many advantages of having such a generous teacher to pupil ratio.
- Pupils feel happy, secure and valued. Each child is known as an individual and this has huge impact on motivation and achievable targets being met.
- We aim to nurture our pupils to become well-rounded individuals. Our pupils enjoy a wide range of extra-curricular activities, can mix and work with other children, are confident in their abilities and are able to discuss their learning.

**Equity for all learners**

- We take great pride from the closely tailored and differentiated curriculum that is provided for our learners. This is one of the many advantages of having such a generous teacher to pupil ratio.
- Situated at the heart of our community, all stakeholders are proud of our school and strive to do their part to maintain the happy, inclusive place in which our pupils learn and grow.

**Key Priorities:**

- Provide more opportunity for peer assessment and self-evaluation, for both pupils and teaching staff.
- Use self-evaluation skills to unpick our data to target specific benchmarks which require to be targeted to further raise attainment.
- Review and refresh the Learning, Teaching and Assessment statement to ensure there is a shared understanding and consistent approach by teaching staff.

<b>Other quality indicators evaluated from 3-year plan</b>			
Ongoing collegiate work			
Themes considered: Curriculum Rationale			
2.2 Curriculum	Curriculum Rationale & design Refresh Learning, Teaching and Assessment statement	2.7 Partnerships	The development and promotion of partnerships Collaborative learning and improvement Impact on learners
<b>Key Strengths:</b>			
<ul style="list-style-type: none"> <li>• We are proud of deeply embedded positive relationships which contribute towards our strong learning ethos. Our pupils are confident when sharing their learning and generally work well together. We promote a nurturing environment where we all strive to support each other.</li> <li>• We work regularly with Forgue School to strengthen social bonds and learning opportunities for all our pupils. Examples of our collaborative learning in session 2024-25 include a pneumatic models workshop, using SSERC materials, sports, after school club (run through Active Schools), visit to His Majesty's Theatre in Aberdeen, weekly swimming lessons (six-week block).</li> </ul>			
<b>Key Priorities:</b>			
<ul style="list-style-type: none"> <li>• Continue with work on updating Curriculum Rationale, started in session 24/25.</li> <li>• Maximise the opportunities for working with our neighbouring school, Forgue School.</li> </ul>			

## Involvement of stakeholders

As part of our procedures for monitoring school effectiveness, the school regularly uses How Good Is Our School? 4 (HGIOS 4) Quality Indicators to audit all areas of our work.

We also engage with the following actions to inform our evaluations:

- Pupils complete Reflective Logs at regular intervals throughout the academic year. This gives pupils, parents and teaching staff the opportunity to reflect and respond on each pupil's progress and achievement.
- Parents' Evenings are held twice a year to inform and share progress on each pupil.
- Questionnaires are issued at the end of each academic session, with ample opportunity to give feedback and offer suggestions for improvement. These questionnaires are used to inform future development.
- Annual pupil report comments are considered and any actions implemented.
- As per Aberdeenshire Council policy, Largue School completed a QIV in May 2025, a process designed to offer the opportunity to reflect on and highlight areas for development and improvement.
- Participation of Rights Respecting Schools Award scheme. We currently hold our Bronze Award and are working to complete the requirements for the Silver Award.
- Accreditation to RSPB Award scheme, again we hold a Bronze award, with our application for Silver currently being considered.

All information gathered is collated and used to assist us to identify next steps and areas for improvement, informing our school improvement plan for the upcoming school session.

## 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 -

- the school is responsible for the overall well-being and education of the children and we strive to ensure that we meet the educational, emotional, physical and social needs of all at Largue School.
- we aim to provide an environment which is sufficiently challenging for the pupils, where pupils are actively involved in their own learning and development, through personalisation and choice and target setting.
- 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 nurturing 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.

Largue School has a shared ambition for our pupils, and we are committed to a cycle of improvement to ensure better opportunities in the present and the future for our children



## Section 4 – Key achievements throughout school year

At Largue School all pupils are encouraged to showcase their talents and skills which are developed out with the confines of formal education. We display these achievements on our ‘Wall of Wider Achievement’ and share news and accomplishments as and when children bring in things to show pupils and staff.

All pupils attend some form of extra-curricular activity, with most going to several different clubs or groups. These include Brownies, Turriff/Huntly Junior Football Club, Huntly Rugby Club Juniors, horse riding lessons and competitions, Highland dancing lessons and competing at Highland Games, showing livestock and gymnastics. Almost all children regularly attend swimming lessons.

### Key achievements from Session 2024-2025

The children took part in the One Picture/Festival of Illustration and enjoyed workshops run by staff from the National Gallery, London. They were proud of the artwork they produced at the end of last session for this event and enjoyed seeing it displayed around the town. At the Festival of Illustration, Primary 1-3 pupils learned how to draw in the style of Ross Collins and Primary 4-7 enjoyed a very interesting talk from Kate Leiper.

They built an appreciation for local wildlife and habitats through hedge planting and making bird feeders with the Countryside Ranger

Pupils developed their ICT skills by completing Just2easy online lessons (6-week block).

The children developed their skiing skills through lessons at the Nordic Ski Centre, Huntly.

All children improved their swimming skills by attending a block of swimming lessons. They developed their fitness through participation in the football and multi-sports lessons delivered through Active Schools.

The children have deepened their understanding of culture and the arts by:

- Enjoying performances of Snow White, 101 Dalmatians and The Lion, The Witch and The Wardrobe.
- Visiting the Garioch Heritage Centre by bus and train
- Trip to Aberdeen Science Centre and Art Gallery

The children shared their learning confidently with parents in a variety of ways including the Christmas concert.

Staff participated in a wide range of training opportunities to improve outcomes for all learners:

- Child Protection and Children Rights training.
- Take one Picture
- Kaligo refresh
- Discover Ballet online workshop
- Discover Opera online workshop
- Numicon
- Circle Framework and Curriculum Rationale
- Christmas themed SSERC workshop
- First Aid course

A range of successful family events were held throughout the year, including:

- Family Quiz Night
- Internet Safety Workshop by Love Learning Team for parents and children
- Christmas Shopping night.