



Aberlour Primary School

Standards and Quality Report: Review of Session 2024-2025

School Context and Overview

Aberlour Primary is a warm and welcoming school community located in Speyside, our learners are engaged and enthusiastic. Driven by our vision of

"We show respect and have fun so we can learn from everyone!"

we support our pupils to develop the skills to be

Successful Learners, Confident Individuals, Effective Contributors and Responsible Citizens.

Our values reflect our moral purpose and the ethos of the life and work of our school. We value collectively

Pride, Belonging, Kindness and Achievement

Our vision and values are at the heart of all we do and have been created collaboratively to support learners and staff to fulfil our aims to empower our children to become successful learners, confident individuals, effective contributors and responsible citizens. Together as a school community and through effective teamwork we are committed to improving our practice to support all children to achieve their full potential

Our catchment covers the parish of Aberlour, a rural village in the heart of Speyside adjacent to the River Spey and surrounded by farmland and forestry plantations. The local population in Aberlour catchment area represents a diverse age range residing in a mixture of private, rented and local authority housing. It is situated 14 miles south of Elgin on the A95 and the primary school is in a central location within the Speyside Associated School Group (ASG).

Our School as a Community

Aberlour Primary as a rights respecting gold school has a supportive and caring ethos which is highlighted regularly by partners and visitors to the school. All staff know our children well and model positive relationships. The school is actively involved in the local community and helps to promote the village ethos and Fair Trade status, as well as engaging with the local church, care home and community association. The Parent Council are very active and supportively work in partnership with the school engaging in many activities ranging from fundraising to support school improvement plans to regular parent helper time in class.

Our Curriculum

At Aberlour, we maximise the opportunities from the richness of our local community to develop our curriculum and provide a broad general education for all of our pupils including outdoor learning. We work hard to equip our pupils with skills for life, learning and work, and promote an enjoyment of learning to set them on a course of lifelong discovery and adventure. We provide a breadth of opportunities for participation in the life of the school and to develop in the four capacities. Pupils contribute to the life of the school through participation in House Groups, Eco Committee and Rights Respecting School Groups. Pupils have opportunities to take on leadership roles including class jobs, playground leaders and House/Vice Captains. Pupils are encouraged to lead and join in lunchtime clubs, this session pupils have been able to access lunchtime craft, dance, drama, school choir and Moray Food Plus lunch club, as well as homework club. We regularly work in partnership with Active Schools to provide sporting opportunities throughout the year and with Outfit Moray to deliver bike skills. Afterschool clubs include stay and play, running club, code club and curling. We use the four contexts of learning to provide learning opportunities to deliver the curriculum areas in a creative and meaningful way.

Staffing and Resources

The senior management team consists of the Head Teacher and an Acting Principal Teacher of Additional Support Needs responsible for support for learning and enhanced provision throughout the school. A dedicated staff team of twelve teachers (full and part time) teach across the school, with specialist teaching in physical education (0.4FTE) and ICT (0.2FTE) covering McCrone entitlements for class teachers. Support for Learning (SfL) teaching is delivered by the Acting Principal Teacher of Additional



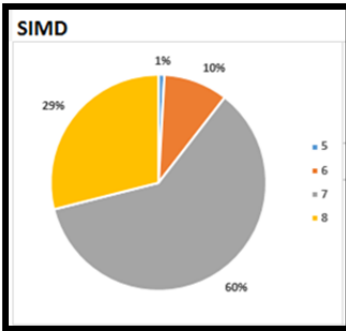
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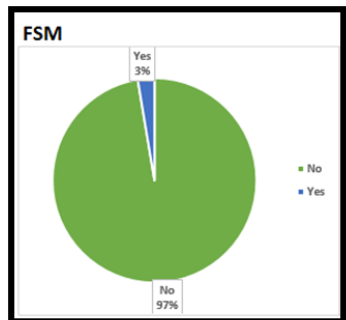
Support Needs with support from a (0.4FTE) Support for Learning Teacher and a team of nine Pupil Support Assistants (both full and part time). Two part time classroom assistants/children's supervisors, school administrator and a part time clerical assistant complete the team.

Currently we have five classes, P1/2, P2/3, P4/5, P5/6 and P6/7. The school has the ASG enhanced provision for additional support needs. On the school grounds a separately run local authority nursery and private Aberlour and Craigellachie Preschool Partnership nursery operate.

Our Support and Interventions:

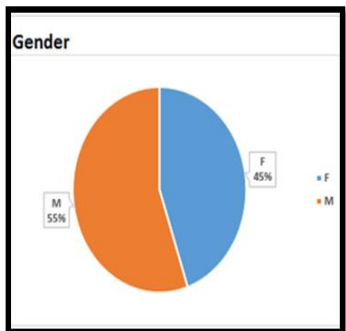


SIMD bands for the school community range from band 5- 8 with the majority of children in band 7.



3% of the school population (3 pupils) are eligible for free school meals. Pupil Equity Funding has been used to employ a Pupil Support Assistant to meet pupils' needs in the 3 core areas of Literacy, Numeracy and Health and Wellbeing.

Elements of rural deprivation are not featuring in the SIMD data for the area i.e limited access to local services such as public transport, especially in the south of the school's catchment area.



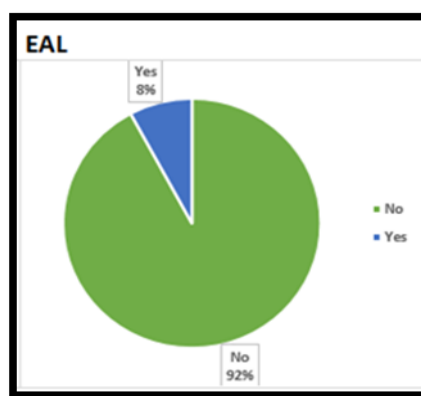
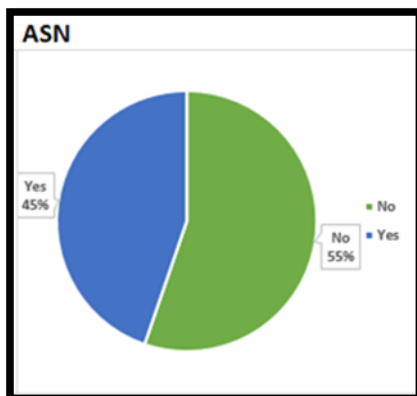
The school population currently sits at 117 pupils (planning capacity of school 196) with the majority of the current cohort being male.

Attendance is 94.3% for the whole school and there has been 1 exclusion.



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45% of pupils have an additional support need.

8% of pupils have an EAL background. We currently celebrate 4 languages; Portuguese, Norwegian, French and Latvian.

In order to support pupils with the highest level of needs we provide the Enhanced Provision for Primary pupils in Speyside High ASG. Professional learning around additional need has included both teaching and support staff leading on Speech & Language, Physiotherapy, Dyslexic Toolkit, Circle of Friends, Seasons for Growth and Me and My Autism interventions.

Partnership Working

We work with a number of agencies through Child Planning and the life and work of the school such as Social Work, the School Nursing Team, Allied Health Professionals, Quarriers, Action for Children, Sonas, Moray Food Plus, Children 1st, Moray School Bank (uniform), Music Man, Drum Fun Therapeutic Music, Community Learning and Development, DYW Moray, Speyside High Swimming Pool, Active Schools Moray, Exchange Counselling, Co-Op Food, Aberlour Library, Community Police, Speyside Care Home and Aberlour Parish Church. We also have regular community volunteers to support the school with our school library, garden, outdoor learning and skill based learning initiatives.

Our Achievements

The school this session was delighted to be reaccredited with its Rights Respecting Gold School status and is working towards renewing its Eco Schools Green Flag. The school garden has been awarded for a fourth year an outstanding grade by Keep Scotland Beautiful. The skills group have won the Moray DYW Big Build for two years in a row, this session with their build of the Aberlour Children's Charity Orphanage clock tower, the charity is celebrating their 150 year anniversary this year.

School Improvement Priorities 2024-25

1. To improve and develop learning, teaching and assessment and ensure all children experience consistent high quality learning and teaching in an inclusive, supportive and nurturing environment.
2. Support and enhance all Learners in their journey to be the best that they can be (from The Moray Standard. Nurture Principles for All)
3. Review curriculum pathways and skills development to ensure the learner journey from P1-7 is cohesive, progressive and meets children's needs



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Priority 1

Summary of Priority: To improve and develop learning, teaching and assessment and ensure all children experience consistent high quality learning and teaching in an inclusive, supportive and nurturing environment.

Key links to Moray Education Priority Area(s):

- ☒ Learning, Teaching and Assessment
☐ Empowering leadership at all Levels

- ☐ Curriculum
☐ Closing the poverty related attainment gap

NIF Priorities:	NIF Drivers:	Children's Services Plan:	HGIOS?4 QIs:
☒ Placing human rights and needs of every child and young person at centre ☒ Improvement in children and young people's health and wellbeing ☒ Closing the attainment gap between the most and least disadvantaged children ☐ Improvement in skills and sustained, positive school leaver destinations for all young people ☒ Improvements in attainment, particularly in Literacy and Numeracy	☐ School and ELC Leadership ☒ Teacher and practitioner professionalism ☐ Parent/carer involvement and engagement ☐ Curriculum and assessment ☒ School and ELC Improvement ☐ Performance Information	☒ <u>P1</u> : Overcoming challenges – disability, neurodiversity ☐ <u>P2</u> : Tackling child poverty ☒ <u>P3</u> : Improving CYP mental wellbeing ☐ <u>P4</u> : Strengthening family support ☐ <u>P5</u> : Improving CECYP outcomes	☐ 1.1 ☒ 1.2 ☒ 1.3 ☐ 1.4 ☐ 1.5 ☒ 2.1 ☐ 2.2 ☒ 2.3 ☒ 2.4 ☐ 2.5 ☐ 2.6 ☐ 2.7 ☐ 3.1 ☒ 3.2 ☐ 3.3

Progress and Impact

- ✓ Creation and implementation of the Aberlour Primary School Learning, Teaching and Assessment Standard, aligned with Our Moray Standard. This shared framework sets out clear expectations for classroom practice and supports a unified approach to pedagogy across all stages. The agreed standard has been visually captured in a "Learning & Teaching Sketchnote" poster displayed in every classroom to promote a shared understanding.
- ✓ Staff are actively embedding practices from the PUYP (Pedagogy Using Your Practice) resource, with self-reflection supported by the use of the 360° Lesson Observation Wheel. Classroom observations now show a greater consistency in the use of learning intentions, success criteria, and differentiation, with some learners actively involved in co-constructing success criteria. Feedback strategies are increasingly helping learners understand their next steps in learning.
- ✓ The development of nurturing environments has been supported through staff training in the CIRCLE Framework, with agreed expectations around positive social interactions becoming embedded across the school. As a result, pupils benefit from emotionally safe, supportive, and inclusive classrooms.
- ✓ Tracking and monitoring systems have been strengthened to include data on inclusion and participation, particularly for learners with additional support needs. The adoption of the CIRCLE Inclusion Tracking Sheets and Participation Scales has enabled targeted conversations during tracking meetings. SHANARRI wellbeing reviews are carried out three times a year, helping identify children who may require additional support. Where needed, individualised interventions and support strategies have been put in place promptly, allowing most learners to access mainstream learning environments for the majority of the time.
- ✓ Outdoor learning is being actively developed as a meaningful and inclusive approach to support all learners. A member of staff is Forest School trained and a dedicated outdoor learning space within the school grounds has been created. This approach is already increasing pupil motivation and providing a valuable context for the development of meta-skills, especially for those who benefit from less traditional, desk-based learning environments.

Next Steps



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- ✓ Fully embed the Aberlour Learning, Teaching and Assessment Standard in all classes and review its impact through ongoing quality assurance.
- ✓ Focus collegiate professional learning on effective questioning using **Bruce Robertson's Power Up Your Questioning** book
- ✓ Ensure consistent differentiation and effective feedback strategies are evident in all lessons and support learner progression.
- ✓ Develop pupil leadership in learning and school improvement.
- ✓ Extend the use of the 360° observation and feedback model to support continuous professional learning.
- ✓ Embed outdoor learning as a whole-school approach.
- ✓ Continue to strengthen inclusion monitoring through more detailed use of CIRCLE tools and SHANARRI wellbeing data.



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Priority 2

Summary of Priority Support and enhance all Learners in their journey to be the best that they can be (from Moray Standard. Nurture Principles for All)

Key links to Moray Education Priority Area(s):

- ☒ Learning, Teaching and Assessment
- ☒ Empowering leadership at all Levels

- ☐ Curriculum
- ☐ Closing the poverty related attainment gap

NIF Priorities:	NIF Drivers:	Children's Services Plan:	HGIOS?4 QIs:
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Progress and Impact

- ✓ Positive Relationships Policy reviewed and shared with all staff.
- ✓ School successfully achieved Gold Level in the UNICEF Rights Respecting Schools Award (RRSA), demonstrating a strong commitment to embedding children's rights in practice.
- ✓ Whole-school ethos reflects nurturing principles, positive interactions, and respect for rights with most staff implementing Emotions Coaching strategies, supported by lanyard prompts
- ✓ Pupil surveys completed to gather feedback on school experience and sense of belonging show pupils value the inclusive learning environment the school provides.
- ✓ Staff discussions using CIRCLE resource held to review the physical and social environment, leading to specific action plans with most classrooms de-cluttered; and neutral tones introduced in all learning spaces.
- ✓ Resources such as calm corners, fidget toys, ear defenders, and visual timetables (BoardMaker) widely available.
- ✓ Dyslexia toolkit and ICT resources in use to support targeted learners.
- ✓ Quiet Room set up as a safe transitional space for learners and nurture sessions.
- ✓ SfL and PSA timetables regularly reviewed and adapted based on identified pupil needs and interventions.

Next Steps



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- ✓ Revisit and review vision, values and aim of school to ensure they are still relevant.
- ✓ Maintain and build upon Gold RRSA status through continued engagement of pupils and families in promoting rights.
- ✓ Ensure consistent embedding of Emotions Coaching and relational language across all staff interactions.
- ✓ Continue implementing and reviewing the CIRCLE Framework, with follow-up CiCs assessments for any classrooms scoring below 3.
- ✓ Review SfL and PSA timetables aligned to resource allocation and need across the school.
- ✓ Conduct follow-up pupil surveys and gather qualitative feedback to measure improvements in sense of belonging and school experience.
- ✓ Ongoing staff development in differentiation and inclusive strategies.
- ✓ More family learning events identified for next session in class and whole school activities.



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Priority 3

Summary of Priority: Review curriculum pathways and skills development to ensure the learner journey from P1-7 is cohesive, progressive, and meets children's needs.

Key links to Moray Education Priority Area(s):

- ☒ Learning, Teaching and Assessment
☐ Empowering leadership at all Levels

- ☒ Curriculum
☐ Closing the poverty related attainment gap

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Progress and Impact

- ✓ School progression pathways in literacy and numeracy completed and Moray progression frameworks in Literacy and Numeracy adopted this session
- ✓ Teaching staff engaged in professional dialogue on progression and planning approaches, looking outwards for examples of best practice.
- ✓ Updated planning approaches have been developed for next session and will ensure clearer progression and coverage of experiences and outcomes across all levels.
- ✓ Collegiate sessions were undertaken to enhance understanding and use of SNSA data, teachers are using evidence from the data of teachers acting on SNSA insights to target gaps and adapt learning activities. SNSA data now informing planning discussions and contributing to ACEL judgments.
- ✓ Whole-school review of skills development was undertaken with agreement on common language and meta-skills linked to the Moray Skills Pathway. Observations show children are beginning to use skills-related vocabulary during learning conversations.
- ✓ DYW partnerships established with employers and Moray DYW through assemblies and whole school careers fair. Employers shared skills required for jobs, enabling learners to make real-life links to their learning.
- ✓ Digital profiling pilot launched for P6 & P7 using Google Sites to aid transition to Speyside High School.
- ✓ Stage-appropriate profiles in development for younger learners, with a focus on metaskills and next steps. Children increasingly able to articulate progress and skills through profiling conversations.

Next Steps



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- ✓ Complete full review of school curricula pathways, ensuring consistency and coverage with no gaps.
- ✓ Finalise updated planning approaches and embed across all stages.
- ✓ Use cohort and whole-school SNSA analysis to inform targeted interventions for attainment gaps.
- ✓ Ensure teacher professional judgement is robust aligned to SNSA data and the benchmarks
- ✓ Strengthen DYW links with additional employer partnerships and run the planned careers event.
- ✓ Expand digital profiling to all upper stages and embed reflective processes across the school.
- ✓ Use profiling to help learners consistently identify strengths, progress, and next steps in learning and skills development.