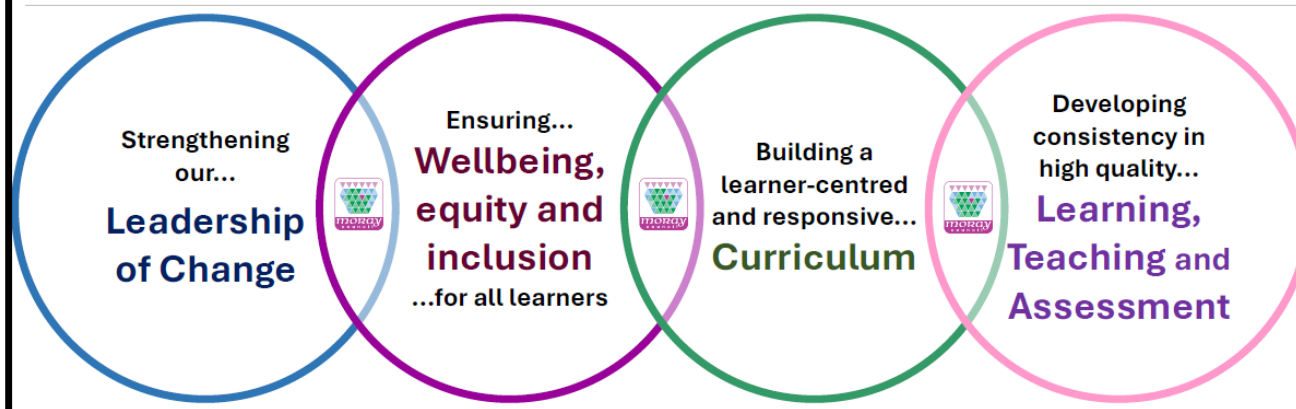


# Moray Education

## Strategic Priorities | 2025-2028



# School Improvement Plan

|            |                                                                                                              |
|------------|--------------------------------------------------------------------------------------------------------------|
| Session:   | 2025-2026                                                                                                    |
| School:    | Aberlour Primary                                                                                             |
| Plan term: | <input checked="" type="checkbox"/> 1 year <input type="checkbox"/> 2 years <input type="checkbox"/> 3 years |

# MORAY COUNCIL: Education | SCHOOL IMPROVEMENT PLAN

## Priority 1

*Summary of Priority:* Review and actively embody the school's vision, values, and aims in collaboration with stakeholders to support ongoing school improvement

- strengthen parent and pupil engagement in school development
- promote professional learning and self-evaluation
- make effective use of resources to drive meaningful change

**Key links to  
Moray Education  
Priority Area(s):**

☒ Leadership of Change

☐ Wellbeing, equity and inclusion

☐ Curriculum

☐ Learning, Teaching and Assessment

☒ Self-evaluation for self-improvement

| NIF Priorities:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                   | Corporate Plan 2024-2029:                                                                                                                                                                                             |                                                                        | Children's Services Plan:                                                                                                                                                                                                                                                                                                                                                                                                                                  | HGIOS?4 QIs:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
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| <input checked="" type="checkbox"/> Placing human rights and needs of every child and young person at the centre<br><input checked="" type="checkbox"/> Improvement in children and young people's health and wellbeing<br><input type="checkbox"/> Closing the attainment gap between the most and least disadvantaged children<br><input type="checkbox"/> Improvement in skills and sustained, positive school leaver destinations for all young people<br><input checked="" type="checkbox"/> Improvements in achievement, particularly in Literacy and Numeracy |                                                                                                                                                                                                                                                   | <input type="checkbox"/> Tackling poverty and inequality<br><input type="checkbox"/> Build a stronger greener vibrant economy<br><input checked="" type="checkbox"/> Build thriving, resilient, empowered communities |                                                                        | <input type="checkbox"/> <u>P1</u> : Tackling child poverty<br><input type="checkbox"/> <u>P2</u> : Improving the mental and emotional wellbeing of C&YP and their families<br><input type="checkbox"/> <u>P3</u> : Keeping C&YP Safe<br><input checked="" type="checkbox"/> <u>P4</u> : Strengthening family support<br><input type="checkbox"/> <u>P5</u> : Overcoming challenges faced by C&YP and families who experience disability or neurodiversity | <input checked="" type="checkbox"/> 1.1<br><input type="checkbox"/> 1.2<br><input checked="" type="checkbox"/> 1.3<br><input type="checkbox"/> 1.4<br><input type="checkbox"/> 1.5<br><input type="checkbox"/> 2.1<br><input type="checkbox"/> 2.2<br><input type="checkbox"/> 2.3<br><input type="checkbox"/> 2.4<br><input checked="" type="checkbox"/> 2.5<br><input type="checkbox"/> 2.6<br><input checked="" type="checkbox"/> 2.7<br><input type="checkbox"/> 3.1<br><input checked="" type="checkbox"/> 3.2<br><input type="checkbox"/> 3.3 |
| Actions                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Outcomes for learners                                                                                                                                                                                                                             | Timescales                                                                                                                                                                                                            | Responsible                                                            | Measures of success                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| Revisit and review vision, values and aims by working in partnership with all stakeholders to ensure it is still relevant and aligned to the four contexts of learning.                                                                                                                                                                                                                                                                                                                                                                                              | <ul style="list-style-type: none"> <li>• Learners are clear about the purpose and meaning of the vision in their school life.</li> <li>• Learners have a greater awareness of their learning beyond their day to day class activities.</li> </ul> | Aug- Oct 25                                                                                                                                                                                                           | HT<br>Teaching Staff<br>Support Staff<br>Parents<br>Partners<br>Pupils | <ul style="list-style-type: none"> <li>• Survey completed with all stakeholders, analysed and acted upon.</li> <li>• In-Service discussion session with all staff to identify the clear aspiration outlined in the vision. (November)</li> <li>• School pupil committees create and fulfil action plans to identify how the group can aspire to the vision, live the values and achieve the aims.</li> </ul>                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| Review engagement approaches of parents and pupils to ensure their voice is                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <ul style="list-style-type: none"> <li>• Learners are learning how to campaign and lead change in their school.</li> </ul>                                                                                                                        | Aug- June 26                                                                                                                                                                                                          | HT                                                                     | <ul style="list-style-type: none"> <li>• SIP Survey undertaken with parents, partners and pupils to gather views on school priorities.</li> </ul>                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |

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| contributing to leading school improvement.                                                                                                                                         | <ul style="list-style-type: none"> <li>Learners feel empowered through pupil voice to contribute during learning experiences.</li> </ul>                                                                                  |              | Teaching Staff<br>Parents<br>Partners<br>Pupils                                   | <ul style="list-style-type: none"> <li>Pupils' engagement in leading on school improvement is active, documented and clear to the learners.</li> <li>Previous community groups are considered and if appropriate re-instated to take responsibility of school improvement.</li> <li>Parent Council is actively involved in the school improvement agenda and the future direction of the school.</li> <li>Open afternoons are rolled out across the whole school to strengthen family learning.</li> <li>Class assemblies to share learning take place in term 4. This invitation to parents is extended for tea with the opportunity for further sharing with the class afterwards.</li> </ul> |
| All staff should engage in professional learning which is closely aligned to the actions and improvements for the session 2025-26                                                   | <ul style="list-style-type: none"> <li>Learners are supported and challenged to be the best they can be and achieve CfEx levels of which they are capable.</li> </ul>                                                     | Aug- June 26 | HT<br>Teaching Staff                                                              | <ul style="list-style-type: none"> <li>Staff survey of ASG TLC Professional Enquiry groups has been undertaken to look at impact and next steps.</li> <li>The school has developed creative and varied mechanisms to gain opinions and evaluations.</li> <li>Family learning events are planned and delivered for 25/26</li> </ul>                                                                                                                                                                                                                                                                                                                                                              |
| Effectively use resources and in particular human resources i.e. support staff in both main stream and the enhanced provision to deliver an effective service and implement change. | <ul style="list-style-type: none"> <li>All learners will feel supported and challenged in their learning and their needs will be met successfully.</li> <li>Learners feel settled and in a good place to learn</li> </ul> | Aug- Oct 25  | HT<br>PT ASN<br>SFL Teacher<br>Class Teachers<br>Support Staff<br>Moray Food Plus | <ul style="list-style-type: none"> <li>Look outwards to observe for good practice in other school settings.</li> <li>Parents' Seasons for Growth Sessions undertaken successfully in session 25-26.</li> <li>A rolling programme of wellbeing and ASN related workshops and events in school are successfully supporting pupils and their families.</li> <li>Parent Wellbeing Group meets monthly within the community tearooms and parents</li> </ul>                                                                                                                                                                                                                                          |

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|                                                                                                                                                                                                                                   |  |  | resilience worker | <p>feel empowered to expand this across the ASG in partnership with Moray Food Plus resilience worker.</p> <ul style="list-style-type: none"> <li>• Intervention packs are planned and gathered effectively and used successfully to support learners in all settings.</li> <li>• A review of how SfL works across the school has impacted change in how this is delivered.</li> </ul> |
| <p><b><i>Evidence of impact/self-evaluation to be gathered in respect of the actions noted above:</i></b><br/> HGIOS4 health checks, HIOURS activities, Parental survey feedback, attendance data at events, attainment data.</p> |  |  |                   |                                                                                                                                                                                                                                                                                                                                                                                        |

# MORAY COUNCIL: Education | SCHOOL IMPROVEMENT PLAN

## Priority 2

*Summary of Priority:* Raise attainment and achievement by

- promoting confident and accurate teacher professional judgment aligned to national standardised assessments and benchmarks
- establish rigorous evaluation and monitoring of pupil progress and attainment from P1 to P7
- assess the effectiveness of wider achievement tracking systems encompassing both in-school and out-of-school activities.

**Key links to  
Moray Education  
Priority Area(s):**

- ☒ Leadership of Change  
☒ Wellbeing, equity and inclusion

- ☒ Curriculum  
☒ Learning, Teaching and Assessment

☐ Self-evaluation for self-improvement

| NIF Priorities:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                         | Corporate Plan 2024-2029:                                                                                                                                                                                             | Children's Services Plan:                                                                                                                                                                                                                                                                                                                                                                                                                                  | HGIOS?4 QIs:                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                         |                                                                                                         |
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| Actions                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Outcomes for learners                                                                                                                                                                                                                                                                                                                   | Timescales                                                                                                                                                                                                            | Responsible                                                                                                                                                                                                                                                                                                                                                                                                                                                | Measures of success                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                         |                                                                                                         |
| Ensure teacher professional judgement is robust and aligned to SNSA assessments and benchmarks to ensure staff are more confident with assessing and moderating achievement of a level.                                                                                                                                                                                                                                                                                                                                                                   | <ul style="list-style-type: none"> <li>• Learners are challenged to aspire to achieve appropriate levels of achievement.</li> <li>• Learners are confident in moving forward to achieve their next steps.</li> <li>• Learners with specific learning difficulties are assessed according to their difficulties and supported</li> </ul> | Aug- Oct 25                                                                                                                                                                                                           | PT ASN<br>SFL Teacher<br>Class Teachers<br>QAMSO                                                                                                                                                                                                                                                                                                                                                                                                           | <ul style="list-style-type: none"> <li>• Ongoing work is evaluated in terms of the positive effect on young people's attainment and closing attainment gaps</li> <li>• All assessments and evaluations are measured against the benchmarks</li> <li>• ASN tracker is up to date and informing action.</li> <li>• Data on Analyse M is updated and aligned to CIRCLE documents and ASN tracker</li> </ul> |                                                                                                                                                                                                                                         |                                                                                                         |

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|                                                                                                                                  | to achieve appropriate levels.                                                                                                                                                                                                              |                      |                                                        | <ul style="list-style-type: none"> <li>The school QAMSO successfully hosts moderation within the FIG group to discuss TPJ in Literacy and Numeracy.</li> <li>The school is looking outwards beyond the ASG to confirm teacher judgement is accurate.</li> </ul>                                                                                                                                                                                                                                                         |
| Effectively track and monitor the progression towards achievement of a level.                                                    | <ul style="list-style-type: none"> <li>Learners make easy transitions from class to class and level to level.</li> <li>Learners requiring support through interventions are making good progress into the next stage or level.</li> </ul>   | Starting August '25  | HT and teaching staff                                  | <ul style="list-style-type: none"> <li>The HT and teaching staff have investigated more effective approaches to monitor the impact of PEF interventions and agreed on the most appropriate for Aberlour.</li> <li>Transition information is shared from one stage to the next at key points of change e.g. P3 to P4.</li> <li>Evaluate and amend if required the stage overview plans which are in place for years 1, 2 and 3 of a level progression.</li> </ul>                                                        |
| Agree on the way benchmarks are used effectively across the school to monitor pupil progress and confirm achievement of a level. | <ul style="list-style-type: none"> <li>Learners have covered an appropriate range of Es and Os /benchmarks successfully to achieve a level.</li> <li>Learners have progress in their learning and are aware of their next steps.</li> </ul> | Aug-December 25      | HT<br>PT ASN<br>SFL Teacher<br>Class Teachers<br>QAMSO | <ul style="list-style-type: none"> <li>Reviewed planning formats to bundle Es and Os for adequate coverage across P1-7 will support the robust professional judgement of achievement of a level.</li> <li>As a result of looking outwards for an effective benchmark tracking sheet, the school has agreed on a format appropriate to our needs.</li> <li>The HT and class teachers have collegiately agreed the percentage of benchmarks appropriate to be covered successfully for achievement of a level.</li> </ul> |
| Implement robust tracking of attainment over time from P1, to P4 to P7.                                                          | <ul style="list-style-type: none"> <li>Learners' gaps in learning are monitored and interventions support their future progress.</li> </ul>                                                                                                 | Start September 2025 | HT<br>Class Teachers<br>PT ASN                         | <ul style="list-style-type: none"> <li>The collection of data across different sources is gathered for each individual pupil.</li> <li>Patterns of performance are analysed and appropriate actions in the form of</li> </ul>                                                                                                                                                                                                                                                                                           |

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|                                                                                                                                                                                                                                       | <ul style="list-style-type: none"> <li>Learners are challenged according to their attainment progress</li> </ul>                                                   |                 | SFL Teacher          | <p>interventions and/or changes in programmes of learning are put in place.</p> <ul style="list-style-type: none"> <li>The effectiveness of interventions is monitored and ensures robust tracking is measuring impact and is agreed across the school.</li> </ul>                                                                                                                                                                    |
| Review the effectiveness of the current 'Wider Achievement Tracker' to include both in school and out of school achievements.                                                                                                         | <ul style="list-style-type: none"> <li>Learners who are at risk of missing out on wider achievements are offered different opportunities within school.</li> </ul> | Start Aug. 2025 | HT<br>Class Teachers | <ul style="list-style-type: none"> <li>Learners with limited wider experiences are identified. Their views are sought with regard to their preferred wider achievements e.g. craft, sport etc.</li> <li>Suitable activities are identified to support wider achievement and arranged for after school and lunchtime.</li> <li>Parents and children are signposted to suitable activities and clubs to be accessed locally.</li> </ul> |
| <p><b><i>Evidence of impact/self-evaluation to be gathered in respect of the actions noted above:</i></b></p> <p>HGIOS4 health checks, Wider achievement and Active school data. ACEL &amp; attainment data, moderation feedback.</p> |                                                                                                                                                                    |                 |                      |                                                                                                                                                                                                                                                                                                                                                                                                                                       |

# MORAY COUNCIL: Education | SCHOOL IMPROVEMENT PLAN

## Priority 3

**Summary of Priority:** Strengthen learning and teaching by applying consistent pedagogical approaches that promote a learner-centred curriculum.

- empower students to take ownership of their learning
- integrate self and peer assessment practices
- ensure the curriculum is relevant to developing 21st-century skills and employs diverse learning styles
- include opportunities to celebrate diversity.

### Key links to Moray Education Priority Area(s):

- ☒ Leadership of Change
- ☒ Wellbeing, equity and inclusion

- ☒ Curriculum
- ☒ Learning, Teaching and Assessment

☐ Self-evaluation for self-improvement

| NIF Priorities:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                          | Corporate Plan 2024-2029:                                                                                                                                                                                                        |                                               | Children's Services Plan:                                                                                                                                                                                                                                                                                                                                                                                                                                             | HGIOS?4 QIs:                                                                                                                                                            |                                                                                                                                                                                                                                                    |                                                                                                                    |
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| Actions                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Outcomes for learners                                                                                                                                                                                                                                                                                    | Timescales                                                                                                                                                                                                                       | Responsible                                   | Measures of success                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                         |                                                                                                                                                                                                                                                    |                                                                                                                    |
| Research best practice to increase empowerment of learners to lead learning and develop class practitioner pedagogy.                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <ul style="list-style-type: none"> <li>• Learners understand and feel confident to articulate their understanding of their learning.</li> <li>• Learners demonstrate they can lead learning with their increased confidence.</li> <li>• Learners extend their ability to lead learning beyond</li> </ul> | Aug- June 26                                                                                                                                                                                                                     | HT<br>Class Teachers<br>PT ASN<br>SFL Teacher | <ul style="list-style-type: none"> <li>• Class teachers have developed approaches to co-construction of LI &amp; SC and this is observed in all lessons monitored by HT, Peers and QIO.</li> <li>• A focus on collegiate CLPL on effective questioning, feedback and HOTs skills i.e. through Power Up Your by Bruce Robertson is observed to be supporting learners to lead</li> </ul>                                                                               |                                                                                                                                                                         |                                                                                                                                                                                                                                                    |                                                                                                                    |

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|                                                                                                                                                                                                                                        | <p>their IDL context of learning.</p> <ul style="list-style-type: none"> <li>Learners benefit from a consistent approach to the teaching of literacy and numeracy across the school.</li> </ul>                                                                |              |                                               | <p>learning in almost all classrooms on a daily basis.</p> <ul style="list-style-type: none"> <li>As a whole staff team the pedagogy behind the delivery of Big Maths and Big writing has been revisited to ensure effective delivery.</li> </ul>                                                                                                                                                                                  |
| Teachers should improve the quality of teaching and adopted approaches to inspire learners to engage positively in learning; to challenge learners who need to reach higher levels; and to support learners who have gaps in learning. | <ul style="list-style-type: none"> <li>Learners are inspired to improve in their learning.</li> <li>Learners who are already successful will challenge themselves further</li> <li>Learners with gaps in learning feel able to make better progress</li> </ul> | Aug- June 26 | HT<br>Class Teachers<br>PT ASN<br>SFL Teacher | <ul style="list-style-type: none"> <li>Various ways to share learning with parents will have been explored and those likely to be effective are adopted.</li> <li>The GTCS standards have been revisited to remind everyone of professional standards and provide a focus for professional discussion</li> <li>Teachers share their tested approaches and successes as they change practice and collaborate with others</li> </ul> |
| Revisit and embed consistent use of self and peer assessment approaches across the school.                                                                                                                                             | <ul style="list-style-type: none"> <li>Learners are clear about their success and next steps to progress further.</li> <li>Learners are engaging in the process of learning through self and peer assessment.</li> </ul>                                       | Aug- June 26 | HT<br>Class Teachers<br>PT ASN<br>SFL Teacher | <ul style="list-style-type: none"> <li>Assessment approaches are consistent across identified curricular areas e.g. writing.</li> <li>Next steps in learning are clearly articulated to learners at the time of feedback.</li> <li>Teachers monitor the effectiveness of feedback to ensure learners progress through their next steps.</li> </ul>                                                                                 |
| The curriculum offer should be reviewed to ensure it provides opportunities for children to engage in learning which is relevant to the 21 <sup>st</sup> century and the different preferences that people have in the way they live.  | Learners are aware/ tolerant/have an understanding of difference and how this should be respected.                                                                                                                                                             | Aug- June 26 | HT<br>Class Teachers<br>PT ASN<br>SFL Teacher | <ul style="list-style-type: none"> <li>Programmes of learning &amp; resources have been revised to ensure learners understand and can challenge inequalities.</li> <li>The TIE Toolkit will be revisited with all staff.</li> <li>The importance of the Design Principles from CfEx is revisited with all staff and this is featured in the planning process.</li> </ul>                                                           |

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| Plan opportunities within the curriculum to celebrate diversity and address racism and religious intolerance.                                                                                                  | Learners are aware/<br>tolerant/have an understanding<br>of difference and how this<br>should be respected. | Aug- June 26 | HT<br>Class<br>Teachers<br>PT ASN<br>SFL Teacher | <ul style="list-style-type: none"> <li>• The TIE Toolkit will be revisited with all staff.</li> <li>• CTs and the HT will be observing learners positive behaviours in celebrating difference</li> <li>• Learning pathways have been reviewed to ensure diversity, racism and knowledge of different religious beliefs are incorporated appropriately.</li> </ul> |
| <b><i>Evidence of impact/self-evaluation to be gathered in respect of the actions noted above:</i></b><br>Observations, TIE toolkit progress, HGIOS4 health checks, HGIOUR activities. ACEL & attainment data. |                                                                                                             |              |                                                  |                                                                                                                                                                                                                                                                                                                                                                   |

# MORAY COUNCIL: Education | SCHOOL IMPROVEMENT PLAN

| Maintenance Agenda <i>(to be populated at school discretion)</i> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |              |                    |                                                                                                                                                                                                                                                                                                                                                                                                                                          |
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| Maintenance priorities/critical actions                          | Key outcomes for learners                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Timescales   | Responsible        | Measures of success                                                                                                                                                                                                                                                                                                                                                                                                                      |
| Eco Schools                                                      | <ul style="list-style-type: none"> <li>• Develops environmental awareness and responsibility</li> <li>• Encourages hands-on, practical learning</li> <li>• Builds leadership and teamwork skills</li> <li>• Improves confidence and communication</li> <li>• Enhances problem-solving and critical thinking</li> <li>• Promotes wellbeing through nature-based activities</li> <li>• Fosters a sense of global citizenship</li> <li>• Strengthens links with the local community</li> </ul> | Aug- June 26 | IK/AD<br>All staff | <ul style="list-style-type: none"> <li>• Achievement of Green Flag</li> <li>• Reduced waste and increased recycling</li> <li>• Lower energy and water use</li> <li>• Cleaner, greener school grounds</li> <li>• Pupils actively leading eco-projects</li> <li>• Stronger links with the local community</li> <li>• Eco values embedded in school life and curriculum</li> <li>• Improved environmental awareness among pupils</li> </ul> |
| Rights Respecting Schools                                        | <ul style="list-style-type: none"> <li>• Feel safe, respected, and valued</li> <li>• Know and understand their rights</li> <li>• Have a stronger voice in school decisions</li> <li>• Develop confidence and self-esteem</li> <li>• Learn to respect others' rights and diversity</li> <li>• Improve relationships with peers and staff</li> <li>• Take part in positive social action</li> <li>• Become more active, responsible global citizen</li> </ul>                                 | Aug- June 26 | EW/EH<br>All staff | <ul style="list-style-type: none"> <li>• Positive respectful relationships</li> <li>• Stronger pupil voice and leadership</li> <li>• Increased engagement and motivation in learning</li> <li>• Inclusive and safe school environment</li> <li>• Greater global and social awareness</li> <li>• Rights respected across the whole school community</li> </ul>                                                                            |