



School Improvement Plan

Session:	2024-2025
School:	Aberlour Primary School
Plan term:	☒ 1 year ☐ 2 years* ☐ 3 years*
Link Officer:	*on discussion with Link Officer/QIM, context based

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):

- ☐ Leadership of change and empowerment
☒ Ensuring wellbeing, equality and inclusion

- ☒ Learning, Teaching and Assessment
☐ Curriculum

- ☒ Raising achievement and attainment
☐ Self-evaluation for school improvement

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
Actions	Outcomes for learners	Timescales	Responsible	Measures of success		
Review and develop Aberlour's Learning, Teaching and Assessment Standard based on Our Moray Standard	Learners will experience high quality teaching. In all lessons learners will be clear on what is expected of them. Learners are able to identify their key strengths.	Start August 2024	Head Teacher Class Teachers	- The Aberlour Primary School Standard Learning + Teaching Sketchnote agreed and created as a poster. - All staff implement agreed developments and make effective use of our updated learning, teaching and assessment framework. - Staff embed the practice discussed through the PUYP professional resource. The 360 lesson observations reflection wheel feedback pro-forma in use. - A nurturing learning environment based on the CIRCLE Framework is in place - The social interactions and positive relationships agreed through CIRCLE training		

Embed the identified practice outlined in the agreed Aberlour Primary School Standard across all classes.	Learning intentions, success criteria and differentiation will be used in all lessons to support pupils to understand what they will be learning. Effective feedback will aid almost all learners in knowing their next steps in their learning.			• Learning intentions, success criteria and differentiation will be effective in all lessons. • Classroom observations across all classes will evidence improvements in LT & A. • In class observations, learners will be seen to contribute to the co-construction of success criteria • Teachers will use feedback effectively to aid almost all learners in knowing their next steps.
Enhance tracking and monitoring processes to include levels of inclusion and participation of learners in each class.	Learners with additional support needs are supported better to access learning within a mainstream classroom environment for most of time. Most learners experiencing support within the Rainbow Room will experience learning within mainstream areas for an improved amount of time but at an individual level. Learners receive support in a timely manner to ensure they can achieve their potential	August 2024-June 2025	Head Teacher PT ASN SFL Teacher	• CIRCLE inclusion tracking sheets adopted from the ASG and reviewed in tracking meetings (3 times per year) • Circle Participation Scale (CPS) completed for individual pupils identified and acted upon. • Identified interventions are in place to respond to the gaps in progress to ensure inclusion for almost all. (CIRCLE resource-Universal Level) • Discussions take place for Sfl support to establish required nurturing interventions. • Health & Well Being SHANARRI Web reviews undertaken 3 times per year to ensure children are evaluating at 7 and above for Included and Achieving • Conversations with teachers arranged for children scoring below 7 and identify further support.
Develop outdoor learning as an approach to include and support all learners.	All learners will have increased opportunities for learning outdoors both within and out of school grounds and will be	September 2024 onwards	Head Teacher	• A member of staff trained as a forest school leader to support and upskill classes. • All classes accessing more opportunities to learn through an outdoor setting

	motivated to engage in real life learning contexts across curricular areas. All learners will have a better understanding of the development of meta-skills through outdoor learning. Children who are less likely to engage at a desk benefit from regular opportunities to learn in the freedom of the outdoors.			Forest school outdoor learning space created on school grounds as a safe place for all children.
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Evidence of impact/self-evaluation to be gathered in respect of the actions noted above:

Challenge Questions QI 1.2

How do we know that our professional learning is improving outcomes for learners?

Challenge Questions QI 1.3

How effective are our approaches to evaluating and monitoring the impact and sustainability of our professional learning?

Challenge Questions QI2.3

How well do we use our community and spaces to deliver high-quality outdoor learning?

How confident are we that all learners experience activities which are varied, differentiated, active, and provide effective support and challenge?

How well do we communicate the purpose of learning and give effective explanations for all learners?

Challenge Questions QI2.4

How good is our understanding of differentiation?

Do staff and partners use a range of approaches that meet the needs of all learners?

Challenge Questions QI 3.2

What progress and achievement do children and young people gain from our outdoor learning experiences?

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):

- ☒ Leadership of change and empowerment
- ☒ Ensuring wellbeing, equality and inclusion

- ☐ Learning, Teaching and Assessment
- ☐ Curriculum

- ☐ Raising achievement and attainment
- ☐ Self-evaluation for school improvement

NIF Priorities:

- ☐ 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

NIF Drivers:

- ☒ School and ELC Leadership
- ☒ Teacher and practitioner professionalism
- ☒ Parent/carers involvement and engagement
- ☐ Curriculum and assessment
- ☒ School and ELC Improvement
- ☐ Performance Information

Children's Services Plan:

- ☒ P1: Overcoming challenges – disability, neurodiversity
- ☐ P2: Tackling child poverty
- ☒ P3: Improving CYP mental wellbeing
- ☐ P4: Strengthening family support
- ☐ P5: Improving CECYP outcomes

HGIOS?4 QIs:

- | | | |
|---|---|---|
| ☒ 1.1 | ☐ 2.1 | ☒ 3.1 |
| ☐ 1.2 | ☐ 2.2 | |
| ☒ 1.3 | ☒ 2.4 | |
| ☐ 1.4 | ☐ 2.5 | |
| ☐ 1.5 | ☐ 2.6 | |
| | ☐ 2.7 | ☐ 3.2 |
| | | ☐ 3.3 |

Actions	Outcomes for learners	Timescales	Responsible	Measures of success
Review the whole school approach to developing and sustaining positive relationships.	All learners will consistently experience safe, supportive and nurturing interactions with all members of staff. Representatives from every class given pupil voice and ownership of making progress with the RRS award scheme.	Starting August 2024 and continuing	Head Teacher PT ASN Class Teachers	- Positive Relationships Policy reviewed by HT and shared with all staff. - The RRS group driving the Rights agenda through House Meetings. - Submit application for re accreditation at Gold Level in the RRSA programme - School awarded Gold in the RRSA scheme - All staff using the Emotions Coaching approach consistently & adopt appropriate relational language to meet needs of all learners - All staff referring to Emotions Coaching prompts on lanyards

Agree on a consistent whole school approach to inclusion and respecting the rights of all children using the CIRCLE FRAMEWORK.	All learners will experience improved participation and achievement within an environment where there is a collective sense of belonging. Learners are listened to and involved in the management of their own learning. Learners will experience positive transitional activities and improved wellbeing as they are supported in their return to mainstream classrooms.	August 2024- June 2025	Head Teacher Class Teachers	• Pupil Survey completed around children's perceptions of their school experience • Actions undertaken following analysis of the survey. • All staff participate in a review of the whole school physical environment and contributed to the actions that followed. • All staff contribute to discussion around the social environment within the school • Consistent Routines are established across the school to support pupils as they progress through the different stages. • All staff aware of the ways in which pupil motivation can be enhanced. • All staff clear about skills development to support children's learning. • A location for a quiet room agreed and its functions are clearly identified as part of transitional and support arrangements for learners.
As part of the Circle Framework, review the learning environment (physical)	Inclusive, nurturing classrooms where learners • Participate in school life • Are accepted by their peers • Progress with their learning Learners with additional support needs will feel more comfortable learning in an environment of neutral tones with less sensory overload.	August 2024 – December 2024	Head Teacher Class Teachers	• Review all classroom and public areas of the school and match against the CIRCLE framework. • De-cluttered learning environment evident across the school • All classrooms and corridor areas re-decorated in neutral colours to promote an inclusive physical environment. • All teachers undertaken the Circle Inclusive Classroom Scale (CiCs): The Physical Environment -Checklist carried out.

Review class layouts and resources in accordance with the CIRCLE framework.	Learners experience learning in a classroom environment that is organised, promotes good interaction and meets individual children's needs. Learners with additional support needs will feel more comfortable learning in an environment of neutral tones with less sensory overload.	Start in August 2024 and continuing	Head Teacher Class Teachers	• Staff adhering to the Nurture Principles and analysing children's behaviours and communication effectively. • Sensory space in the classrooms and resources reviewed and calm corners, fidget toys and ear defenders all available for children to access if required. • Consistent visual supports provided through Board Maker for visual timetables. • Dyslexia toolkit effectively used by class teachers to support pupils with specific learning difficulties. • Access to ICT across different curricular areas for children as required. • Teachers revisit Circle Inclusive Classroom Scale (CiCs): The Physical Environment if score is below 3.

Evidence of impact/self-evaluation to be gathered in respect of the actions noted above:

SfL & PSA timetables created based on capacity and needs of identified children

SfL data tracking (attainment/wellbeing) shows accelerated progress for children receiving specific interventions Cross Reference Priority 1

Challenge Questions QI2.4

How good is our understanding of differentiation? Do staff and partners use a range of approaches that meet the needs of all learners?

To what extent is our school an inclusive learning environment?

Challenge Questions QI3.1

How well do all staff know and understand GIRFEC, the wellbeing indicators, and the United Nations Convention on the Rights of the Child?

How well can we demonstrate improved attainment for groups and individuals facing barriers to learning, including poverty?

Have we successfully established an inclusive learning environment? How do we know?

How do we ensure there is an ethos and culture of inclusion, participation and positive relationships across the whole learning community?

MORAY COUNCIL: Education Department

SCHOOL IMPROVEMENT PLAN



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

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- ☐ Self-evaluation for school improvement

NIF Priorities:

- ☐ Placing human rights and needs of every child and young person at centre
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NIF Drivers:

- ☐ School and ELC Leadership
- ☒ Teacher and practitioner professionalism
- ☐ Parent/carer involvement and engagement
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Children's Services Plan:

- ☐ P1: Overcoming challenges – disability, neurodiversity
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| ☐ 1.2 | ☒ 2.2 | ☐ 3.1 |
| ☐ 1.3 | ☒ 2.3 | ☒ 3.2 |
| ☐ 1.4 | ☒ 2.4 | ☐ 3.3 |
| ☐ 1.5 | ☐ 2.5 | |
| | ☐ 2.6 | |
| | ☒ 2.7 | |

Actions	Outcomes for learners	Timescales	Responsible	Measures of success
Review school progression pathways in literacy and numeracy and associated planning against the Moray progression pathways and adopt a preferred progression and planning approach.	Learners' understanding improved as they experience a clear progression of learning across all levels. Improved attainment for learners as they progress through E and O's in a strategic way with relevant contexts using up to date and current resources	October 2024 – June 2025	Class Teachers	- Learner pathways are consistent with no gaps in learning. - Teaching staff feel supported in developing their understanding of progression and coverage within the experiences and outcomes. - Improved learning and increased attainment for all learners evidenced through the following:- - Tracking data - ACEL data - SWST results - Accelerated Reader Data - Big Maths Data

				6. Big Writing Criterion Scale Data 7. SNSA Data Staff identify different opportunities to practise and develop further Literacy and Numeracy in meaningful contexts across the curriculum
Improve practitioner SNSA data analysis of Literacy and Numeracy at cohort level P1, P4 and P7 and across the whole school to identify any themes or gaps in learning.	Learners' attainment is improved through effective data analysis to identify and close gaps in learners knowledge and understanding from their prior levels of attainment and/or in line with national expectation.	Starting October 2024	HT and Class Teachers	- Teacher Professional Judgement is supported better by SNSA data. - Teachers are acting on the outcome of SNSA data to support the overall outcome of attainment. - Teachers are contributing better to tracking and monitoring ACEL discussions through greater knowledge of data.
Start to review current curriculum progressions and pathways with a view to updating in the next session.	Learners experience cohesive, progressive learner pathways in each curricula area to meet and raise attainment and achievement of all learners.	April 2025	HT and Class Teachers	Staff consider the Moray Progressions as a starting point to review and replace progressions and pathways if required.
Review skills development across the school and agree on a whole school progression. Agree on the key vocabulary to be used consistently across the school.	Learners will be able to recognise, transfer and connect the meta-skills they are learning in school to their wider life and World of Work. Learners will be able to describe their skills development and how it is/will support them.	August 2024- June 2025	Class Teachers	- Aberlour Primary School (APS) Skills Progression (Moray Skills Pathway based) cross referenced to Meta-Skills. 360 lesson observations feedback will evidence children using the language of skills in the classroom. - Skills development will be understood by children in relation to the Four Capacities for Curriculum for Excellence.

Develop an annual overview of explicit skill teaching Arrange DYW partnerships to showcase skills in a real life context.	Learners able to connect skills in school to jobs and visitors within the wider school community. Learners will be able to describe how their skills acquisition may help them in life and their future careers as well as within school.	August 2024- June 2025	Class Teachers DYW Moray	• Employers will send representatives to talk at assemblies and share their skills required for the job they undertake. • Children will be able to talk about the skills they are developing and will make connections between their skill development and those of people in different occupations. • A DYW partnership careers event takes place and feedback acted upon • Planned opportunities for DYW visitors to talk to classes
Review profiling across the school to involve all children in tracking their own learning.	Learners will be able to articulate their progress and how they are learning. Through profiling learners can identify their strengths and next steps. Learners can recognise and link their skills to their learning. Digital profiling for learners in P6 & 7 aids a smooth transition to high school.	October 2024 – June 2025	Class Teachers	• Stage appropriate learner profiles will be developed. • Learner profiles evidence their strengths, skills used and next steps • P6 & P7 cohorts have started digital profiling with Google sites, to enable a smooth transition to Speyside High School.

Evidence of impact/self-evaluation to be gathered in respect of the actions noted above:

Challenge Questions Q12.2.

To what extent does our curriculum promote equity and raise attainment for all children and young people?

Do we have a shared understanding of what progression looks like?

How effective is our whole school overview in ensuring children's knowledge and skills are built appropriately over time?

How well do our approaches to profiling develop children's and young people's awareness of themselves as learners and support them to recognise the skills for learning, life and work they are developing to inform the planning of future learning?

Challenge Questions Q12.4

How effective are profiling processes across the school?

Challenge Questions Q3.2

How well is our focus on literacy and numeracy leading to raising attainment across the curriculum?

How well is assessment evidence used to inform teacher judgements?

MORAY COUNCIL: Education Department

SCHOOL IMPROVEMENT PLAN



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Maintenance Agenda *(to be populated at school discretion in discussion with link officer/QIM)*

Maintenance priorities/critical actions	Key outcomes for learners	Timescales	Responsible	Measures of success
Equality and Diversity TIE Toolkit Achieving Stage 2 Achievement TIE toolkit By embedding 7 Learning Themes across curriculum within annual planning. 1-Understanding the Equality Act (2010), UNCRC and human rights 2-Identifying prejudice, discrimination and bullying (including homophobia, biphobia & transphobia) 3-Recognising and challenging gender stereotypes 4-Diverse families, including LGBT parents and siblings 5-Celebrating diversity and difference 6-History of LGBT equality movements 7-LGBT past and present figures and role models Developing a mechanism for sustainability to embed this work long term	Learners will benefit from an increased understanding about the Equality and Diversity. All learners will feel supported and included in the school community.	January 24	Teaching Staff	- SHANARRI webs show included as a score of 7 or above - Pupil views of new learning gathered by survey or focus group
Pupil Voice Embed use of IDL rolling programme grid linked to pupil voice .	Learners voice is heard, valued and acted upon to aid improvement.	August 2024- June 2025	Teaching Staff	- House Captains Meetings - Focus Groups on Pupil Voice - Reaccreditation – Eco Schools Flag - Reaccreditation – RRS Gold