



# Aberlour Primary School Name

## Standards and Quality Report: Review of Session 2023-2024

### School Context and Overview

Aberlour is 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). The school catchment area includes all of the village and the rural areas to the south of Aberlour.

Aberlour Primary has a supportive and caring ethos, with a strong emphasis on teamwork amongst staff, children and their families to support children's education. Our vision at Aberlour Primary is,

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

Together as a school community we are committed to improving our practise to support our children to achieve their full potential. We value collectively

***Pride, Belonging, Kindness and Achievement***

Our vision and values 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.

We use the four contexts of learning to provide learning opportunities to deliver the curriculum areas in a creative and meaningful way.

- Curriculum areas – set out the learning experiences using the design principles and four capacities.
- Interdisciplinary Learning – providing opportunities extending beyond subject boundaries so children can make connections between different areas of learning.
- Opportunities to contribute to the school ethos – strong teamwork within the school with a climate of respect and nurture.
- Wider Achievements- we recognise that each child has a different range of skills beyond the classroom which motivates and builds confidence.

Currently we have five classes, P1/2, P2/3, P3/4/5, P5/6 and P6/7. The school has the ASG enhanced provision and on the school grounds the local authority nursery and the Aberlour and Craigellachie Preschool Partnership nursery.

The school's senior management team consists of the Head Teacher and two job share Principal Teacher of Additional Support Needs 0.6 and 0.4 responsible for the enhanced provision. A dedicated team of seven class teachers teach across the school, with specialists teaching of physical education and ICT delivered by McCrone teachers. Support for Learning (SfL) teaching is currently delivered by two teacher one (0.4 FTE) and the other (1FTE) due to the school being granted an additional NQT staff member this session.

A number of children also receive specialist music tuition in violin, brass and ukulele. After-school clubs this session have included Running Club, Code Club and Active Schools activities. Lunchtime activities led by staff and pupils are very popular and include the school choir, homework club, Let's Talk About It Club, Craft Club and daily playground games run by P6/7 play leaders.

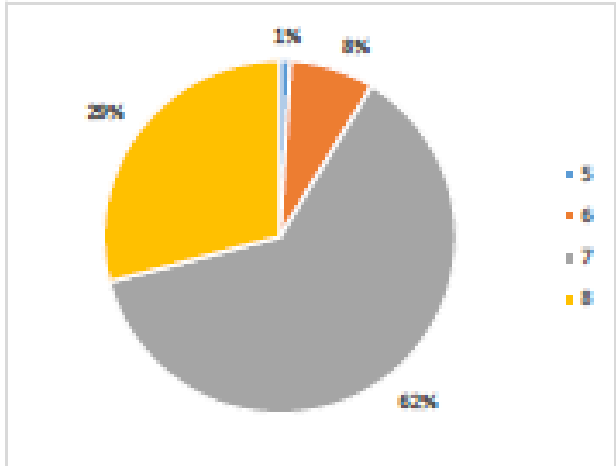


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The school is actively involved in the local community and helps to promote the village ethos and Fair Trade status, as well as engaging with the local church, care home and community association. The Parent Council are very active and supportive and work in partnership with the school and are involved in many activities ranging from fundraising to regular parent helper time in class. The school is a Rights Respecting Gold School and holds the Eco Schools Green Flag.

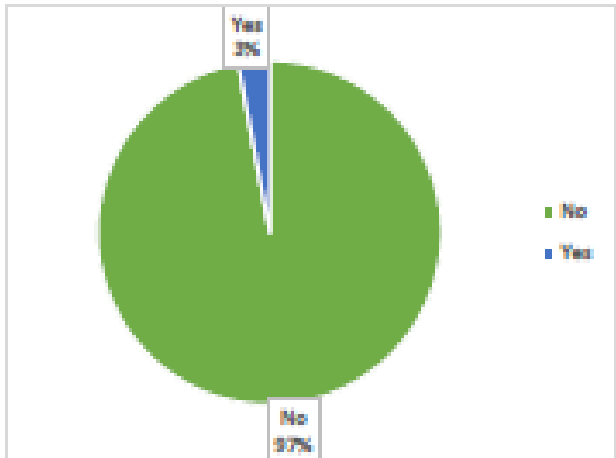
### SIMD



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

3% of the school population (4 pupils) are eligible for free school meals.

### FSM



Elements of rural deprivation however are not featuring in the SIMD data for the area and include limited access to local services such as public transport, particularly in relation to the school's catchment area to the south of Aberlour.

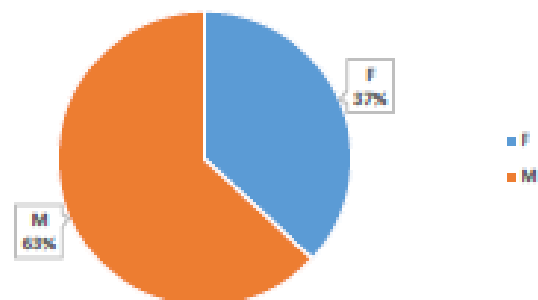
The school population sits at 108 pupils with the majority of the current cohort being male with only 37% girls. Attendance is 93.26% for the whole school.



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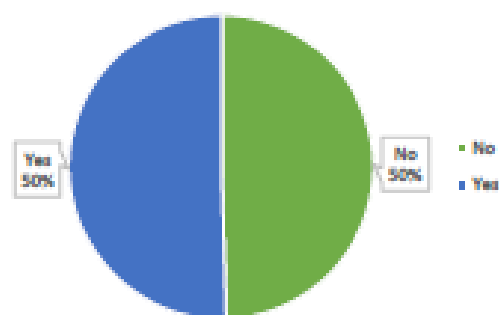
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Gender

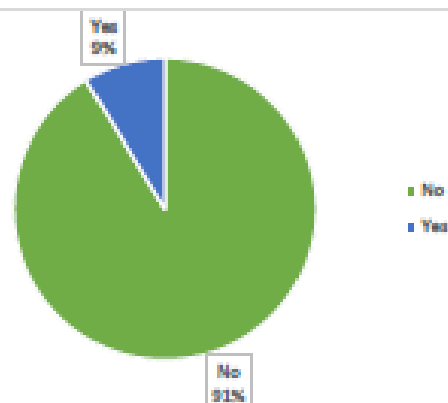


With 1:2 pupils having an additional support need and 9% having an EAL background.

ASN



EAL





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### Priority 1

Summary of Priority: To improve learning, teaching and assessment to raise attainment for all learners.

#### 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:

- ☒ 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:

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| <input checked="" type="checkbox"/> 1.5 | <input type="checkbox"/> 2.5            |                                         |
|                                         | <input type="checkbox"/> 2.6            |                                         |
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### Progress and Impact

#### Professional Learning

- ✓ All teaching staff have engaged in professional development sessions using Bruce Robertson's **Power Up Your Pedagogy** (Moray wide approach to developing pedagogy). Teachers across stages have discussed, shared and observed changes to practice.
- ✓ Collegiate development of **Aberlour Primary Standard for Learning and Teaching** sketch note aligned to the school's curriculum rationale and Our Moray Standard – Learning and Teaching.

#### Big Writing (Year 3)

- ✓ All teaching staff have engaged in moderation using the Big Writing Criterion Scale three times a year to agree teacher professional judgement
- ✓ Moderation of writing at first level in ASG TLCs has confirmed teacher professional judgement at Aberlour Primary.
- ✓ The majority of children have shown progression in writing and pupil focus group feedback shows children are enjoying their Big Write
- ✓ Big Writing Adventures resource has been reviewed and used by class teachers however they did not wish to continue the subscription.

#### Outdoor Learning

- ✓ Most teaching staff have embedded outdoor learning opportunities across the curriculum in annual planning and learning and teaching





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- ✓ A "Skills Group" worked on developing aspects of the school outdoor environment, sanding and repairing picnic benches and making bird houses. This contributed toward them receiving their silver JASS award.
- ✓ Collegiate development of **Outdoor Learning - Aberlour Primary School** sketch note aligned to the school's curriculum rationale, maps outdoor learning experiences within the curriculum and next steps

### Next Steps

- ✓ Develop Aberlour's Learning and Teaching and Assessment Framework based on Our Moray Standard and **Aberlour Primary School Standard Learning + Teaching** sketch note.
- ✓ Continue to collaboratively develop effective pedagogical approaches with colleagues across the ASG through the TLC network using Bruce Robertson's Power up your Pedagogy.
- ✓ Continue peer to peer observations across the school focused on **Aberlour Primary Standard for Learning and Teaching**
- ✓ Improve practitioner SNSA data analysis of writing at cohort level P1, P4 and P7 and across the whole school to identify any themes or gaps in learning.
- ✓ Review school progression pathways in literacy and associated planning against the Moray progression pathways and adopt a preferred progression and planning approach
- ✓ Children have expressed a wish for free writing team to be included in the curriculum
- ✓ Skills group for 2024-25 to be identified
- ✓ Forest school secure outdoor learning space created on school grounds for all children to access.
- ✓ Train a member of staff as a forest school leader to support and upskill classes to access more outdoor learning opportunities.
- ✓ Align meta skills to outdoor learning experiences and develop as the language of learning for children





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### Priority 2

*Summary of Priority* To ensure children's health and wellbeing is prioritised to ensure the best conditions for learning for all learners

#### 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:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <input checked="" type="checkbox"/> Placing human rights and needs of every child and young person at centre<br><input checked="" type="checkbox"/> Improvement in children and young people's health and wellbeing<br><input checked="" 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 attainment, particularly in Literacy and Numeracy | <input checked="" type="checkbox"/> School and ELC Leadership<br><input checked="" type="checkbox"/> Teacher and practitioner professionalism<br><input type="checkbox"/> Parent/carer involvement and engagement<br><input checked="" type="checkbox"/> Curriculum and assessment<br><input checked="" type="checkbox"/> School and ELC Improvement<br><input checked="" type="checkbox"/> Performance Information | <input checked="" type="checkbox"/> <u>P1</u> : Overcoming challenges – disability, neurodiversity<br><input checked="" type="checkbox"/> <u>P2</u> : Tackling child poverty<br><input checked="" type="checkbox"/> <u>P3</u> : Improving CYP mental wellbeing<br><input type="checkbox"/> <u>P4</u> : Strengthening family support<br><input type="checkbox"/> <u>P5</u> : Improving CECYP outcomes | <div> <input checked="" type="checkbox"/> 1.1<br/> <input type="checkbox"/> 1.2<br/> <input type="checkbox"/> 1.3<br/> <input checked="" type="checkbox"/> 1.4<br/> <input checked="" type="checkbox"/> 1.5           </div> <div> <input checked="" type="checkbox"/> 2.1<br/> <input checked="" type="checkbox"/> 2.2<br/> <input checked="" type="checkbox"/> 2.3<br/> <input checked="" type="checkbox"/> 2.4<br/> <input type="checkbox"/> 2.5<br/> <input checked="" type="checkbox"/> 2.6<br/> <input checked="" type="checkbox"/> 2.7           </div> <div> <input checked="" type="checkbox"/> 3.1<br/> <input type="checkbox"/> 3.2<br/> <input type="checkbox"/> 3.3           </div> |

### Progress and Impact

#### Zones of Regulation

- ✓ Refresher training on Zones of Regulation and Emotions Coaching was delivered to all staff by Moray Council Educational Psychology
- ✓ Zones of Regulation displays in all classrooms, hall and canteen
- ✓ All classes using Zones of Regulation check in pots with children and at key times throughout the day
- ✓ Identified children with ASN needs using Zones checks in to help self regulation and to aid transitions
- ✓ Zones are being referred to as part of restorative conversations across the school.

#### Seasons for Growth

- ✓ Through tracking conversations pupils were identified for Seasons for Growth and a group ran in term 4 with positive pupil feedback.
- ✓ Two further members of staff have been trained to deliver Seasons for Growth, enhancing school capacity for next session.
- ✓ A member of staff has attended the training for the Seasons for Growth Parent Program, which we hope to run next session with ASG colleagues.

#### SfL Intervention

- ✓ Through tracking meetings, child planning and emerging children needs SFL teaching time and interventions have been reviewed and adjusted throughout the session
- ✓ Pupils support assistant timetabling is consistently reviewed to support meeting children's needs across the school.





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- ✓ Additional SFL capacity this session has been used to support learning in class and upskill teaching staff to deliver extended differentiation.
- ✓ Training has been delivered to all staff on the CIRCLE framework and class teachers have engaged with the four elements: The environment (physical and social), Structures and routines, Motivation and Skill and completed **Circle Participation Scale (CPS)** score sheets for individual pupils identified

### Next Steps

- ✓ Collegiately agree non negotiables with staff - all staff to use Zones check ins, refer to Zones in restorative conversations and Emotions Coaching language.
- ✓ Zones and emotions coaching lanyards to be share with all staff
- ✓ Develop Zone display for the playground areas
- ✓ Run two cohorts of Season for Growths sessions, children and parents program
- ✓ Review timetabling of PSA and SFL support due to staffing capacity changes against children's needs across the school
- ✓ Classroom areas redecorated following CIRCLE physical environment checklist to enable inclusion for all
- ✓ Develop CIRCLE spreadsheet tracking for cohorts and classes to look at the four key elements of the CIRCLE framework and identify learners who may require support



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### Priority 3

**Summary of Priority:** Develop the curriculum to ensure equality and diversity is included within learning and teaching and reflects a modern day society and the developing needs of learners and families at Aberlour Primary.

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

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

- ☒ Curriculum
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| <input checked="" type="checkbox"/> 1.2 | <input checked="" type="checkbox"/> 2.2 | <input checked="" type="checkbox"/> 3.1 |
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### Progress and Impact

#### Equality & Diversity Learning Themes planning rubric

These are suggested activities for the first year of incorporating the themes into planning. More activities will be needed for 1st and 2nd levels for the following year's planning.

| Theme 1                                                                                                                                                                                      | Theme 2                                                                                                                                                                                                    | Theme 3                                                                                                                                                                   | Theme 4                                                                                                                                     | Theme 5                                                                                                                      | Theme 6                                                                                                                                          | Theme 7                                                                                                                                              |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------|
| Understanding the Equality Act (2010), UNCRD and human rights<br>IDL Link – Rights and Responsibilities                                                                                      | Identifying prejudice, discrimination and bullying (including homophobia, biphobia & transphobia) IDL Link – Rights and Responsibilities                                                                   | Recognising and challenging gender stereotypes IDL Link – Community                                                                                                       | Diverse families, including LGBT parents and siblings IDL Link – Community                                                                  | Celebrating diversity and difference IDL Link – Community                                                                    | History of LGBT equality movements IDL Link – Change                                                                                             | LGBT past and present figures and role models IDL Link – Change                                                                                      |
| General – Equality Act Poster                                                                                                                                                                | General – ANTI-BULLYING WEEK 1.3.19.19 November Resources <a href="https://anti-bullyingalliance.org.uk/">https://anti-bullyingalliance.org.uk/</a> (launched early September) <a href="#">Lesson plan</a> | General – <a href="#">20 ways to challenge gender stereotypes in the classroom</a>                                                                                        | General – <a href="#">Lesson plans to welcome all families into your school community</a>                                                   | General – <a href="#">Celebrating difference activity ideas</a>                                                              | General – LGBT HISTORY MONTH – October PRIDE MONTH – June                                                                                        | General – <a href="#">LGBT Icons Infographic</a><br><a href="#">Links linked to subject</a> – page 10 onwards                                        |
| Early – <a href="#">Assembly Activities</a><br>Lesson 2 Activity 3 'I belong in my class' possible start of the year writing in activity – would make nice display. Or <a href="#">video</a> | Early – Read Times, Tidy Duckling or <a href="#">Copy &amp; Tim</a> <a href="#">Lesson plan</a>                                                                                                            | Early – E&D Book box – 'Are you a Boy or Are you a Girl?' <a href="#">Lesson plan</a> <a href="#">Lesson plan</a> <a href="#">Lesson plan</a> <a href="#">Lesson plan</a> | Early – E&D Book box – 'The Great Big book of families' <a href="#">Lesson plan</a> <a href="#">Lesson plan</a> <a href="#">Lesson plan</a> | Early – E&D Book box – 'Whoever you are' <a href="#">Lesson plan</a> <a href="#">Lesson plan</a> <a href="#">Lesson plan</a> | Early – Pride story – <a href="#">This Day in June</a><br>Make a rainbow flag. <a href="#">Lesson plan</a>                                       | Early – Keith Haring LGBT artist lifetime frieze by drawing around children's bodies on floor <a href="#">Lesson plan</a>                            |
| First – We are all born free by Amnesty International <a href="#">Activity (scroll down)</a><br><a href="#">Online story</a>                                                                 | First – E&D Book box – 'Jacob's New Dress' <a href="#">Lesson plan</a> <a href="#">Lesson plan</a>                                                                                                         | First – Stereotypes in fables and fairytales discussion<br>E&D book box 'The paper bag princess' <a href="#">Lesson plan</a> <a href="#">Lesson plan</a>                  | First – E&D Book box – 'The Dot' <a href="#">Lesson plan</a> <a href="#">Lesson plan</a>                                                    | First – E&D Book box – 'The Dot' <a href="#">Lesson plan</a> <a href="#">Lesson plan</a>                                     | First – Look at photos and <a href="#">video</a> <a href="#">programme</a> of 1st Scottish pride March in 2020<br>Create a Pride march poster    | First – <a href="#">LGBT Icons</a><br>LGBT Olympic Diver To be used as a whole class reading activity or discussion                                  |
| Second – E&D Book box – 'I have the right to be a Child' <a href="#">Lesson plan</a><br><a href="#">Online story</a>                                                                         | Second – <a href="#">Anti-bullying</a> <a href="#">Lesson plan</a><br>4-5-6 discuss the 3Rs of anti-bullying Recognise, Report, Refuse, include discussion of bullying because of LGBT                     | Second – Stereotypes in fables and fairytales discussion<br>E&D book box – 'My princess boy' <a href="#">Lesson plan</a> <a href="#">Lesson plan</a>                      | Second – E&D Book box – 'King & King' <a href="#">Lesson plan</a> <a href="#">Lesson plan</a>                                               | Second – <a href="#">What makes a person gay?</a><br><a href="#">Lesson plan</a>                                             | Second – Learn about the Edinburgh 7 and Surgeon's Hall riot – Sophia Jex Blake (LGBT) <a href="#">YouTube video</a> <a href="#">Lesson plan</a> | Second – E&D book box 'I am Billie Jean King' LGBT tennis player <a href="#">Lesson plan</a> <a href="#">Lesson plan</a> <a href="#">Lesson plan</a> |

\*\*\*If the online story links take you to a generic youtube page click 'Browse youtube' and the correct video should appear

- ✓ Equality & Diversity Learning Themes planning rubric has been developed and the majority of teachers have evidenced where they have covered themes in their planning
- ✓ Equality and Diversity themes have been covered in weekly assemblies
- ✓ All new school initiatives are seen through an Equality and Diversity lens e.g. **Aberlour Primary Standard for Learning and Teaching** sketch note.
- ✓ Teachers are gathering evidence for submission to be awarded TIE toolkit Stage 2 Achievement



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### Next Steps

- ✓ Equality & Diversity Learning Themes planning rubric to be developed to include weeks or days celebrating E&D themes and new IDL concepts for session 2024/25
- ✓ Rights Respecting Gold award reaccreditation
- ✓ Member of staff identified to undertake Building Racial Literacy CPD by Education Scotland
- ✓ New staff to undertake TIE training
- ✓ TIE toolkit Stage 2 Achievement awarded