

School Context and Overview

Aberlour Primary School is a non-denominational primary school, situated in the village of Aberlour, in Speyside. For session 2025/26, our current role is 123 and we have six classes, P1 P2/3, P3/4, P4/5, P5/6 and P6/7. The new Speyview Housing development on the outskirts of the village has increased pupil numbers and the second phase of construction, with a further 31 council homes planned for completion during winter 2026 and 2027 will increase pupil numbers further. The school has the ASG enhanced provision, the "Rainbow Room" for additional support needs. On the school grounds a separately run local authority nursery and private preschool partnership nursery operate.

Staffing and Resources

The senior management team consists of the Head Teacher and a Principal Teacher of Additional Support Needs responsible for support for learning and enhanced provision throughout the school. A dedicated staff team of nine teachers (full and part time) teach across the school, with teaching in physical education and ICT covering McCrone entitlements for class teachers. Support for Learning (SfL) teaching is delivered by the Principal Teacher of Additional Support Needs with support from a (0.4FTE) Support for Learning Teacher and a team of seven Pupil Support Assistants (both full and part time). Two part time classroom assistants/children's supervisors, a school administrator, part time janitor, school cook, assistant school cook and two catering assistants and two cleaners complete our team.

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

**WE SHOW RESPECT AND HAVE FUN SO WE
CAN LEARN FROM EVERYONE!**

we support our pupils to develop the skills to be



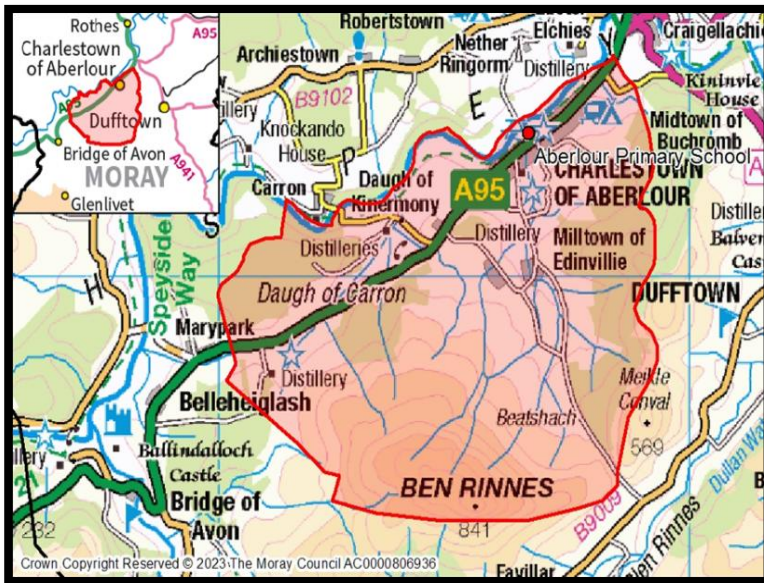
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Our values reflect our moral purpose and the ethos of the life and work of our school. We value collectively

KINDNESS PRIDE BELONGING ACHIEVEMENT

Our vision and values are at the heart of all we do and are being reviewed collaboratively this session to ensure they continue to empower our children. Working together as a school community, we are committed to continuous improvement so that all learners achieve their full potential. Central to this work is a focus on developing metaskills for learning, life and work, enabling our children to succeed in an ever-changing world.

Our Location

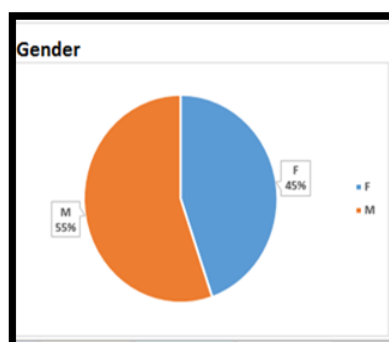
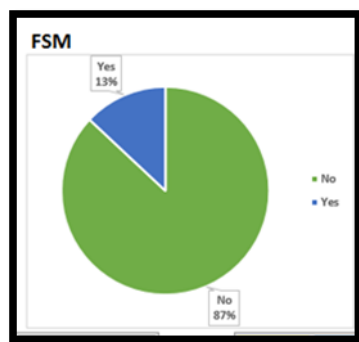
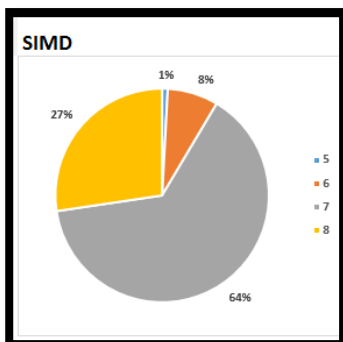


Aberlour village is located 14 miles south of Elgin on the A95 road. The primary school is centrally situated within the Speyside Associated School Group (ASG). Our catchment area covers the parish of Aberlour, a rural village in the heart of Speyside, adjacent to the River Spey and surrounded by farmland and forestry plantations. The local population reflects a broad age range and lives in a mix of privately owned, rented and local authority housing.

Our School as a Community

Aberlour Primary has a supportive and caring ethos across the school which is highlighted regularly by partners and visitors to the school. All staff know our children well and model positive relationships. The school is actively involved in the local community and helps to promote the village ethos and Fair Trade status, as well as engaging with the local church, care home and community association. The Parent Council plays an active and supportive role in partnership with the school, contributing to numerous initiatives such as fundraising for school improvement priorities and volunteering to assist in classrooms and with events.

Our Support and Interventions

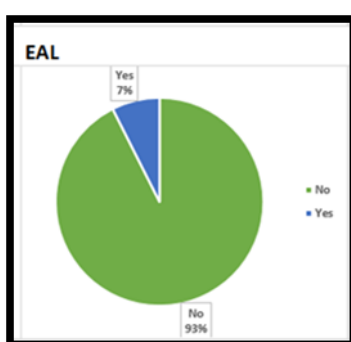
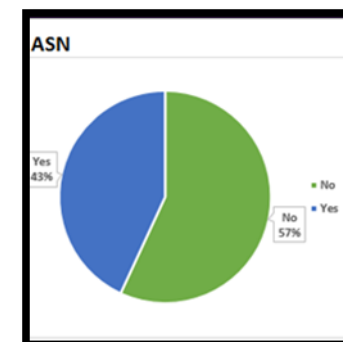


SIMD bands for the school community range from band 5- 8 with the majority of children in band 7. Elements of rural deprivation are not featuring in the SIMD data for the area i.e. limited access to local services such as public transport, especially in the south of the school's catchment area.

13% of the school population are entitled to free school meals. Of these, six pupils receive clothing grants, while others are eligible due to complex needs or as a result of their families being in receipt of Scottish Child Payment.

Pupil Equity Funding has been allocated to employ a Pupil Support Assistant to provide targeted support in Literacy, Numeracy and Health and Wellbeing.

The school population is predominantly male. Overall attendance is 93.7%, and there has been one exclusion this session.



LAC

All Stages - P1-P7

LAC Status Recorded	No
Looked after at home	0
Looked after away from home	1
Previously looked after	0
Total number of pupils (LAC)	1

43% of pupils have an additional support need with one care experienced pupil. 7% of pupils have an EAL background. We currently celebrate 5 languages; Polish, Portuguese, Norwegian, French and Latvian.

The Speyside High ASG Enhanced Provision, known as the Rainbow Room, is based within the school and supports primary pupils from P1–P7 with the most significant needs. Professional learning in additional support needs has involved both teaching and support staff being empowered to lead on key areas of practice and has focused on a wide range of approaches, including Speech and Language development, CALM strategies, Physiotherapy, the Dyslexia Toolkit, Circle of Friends, Seasons for Growth, Me and My Autism, Visual Supports and Trauma Informed Practice.

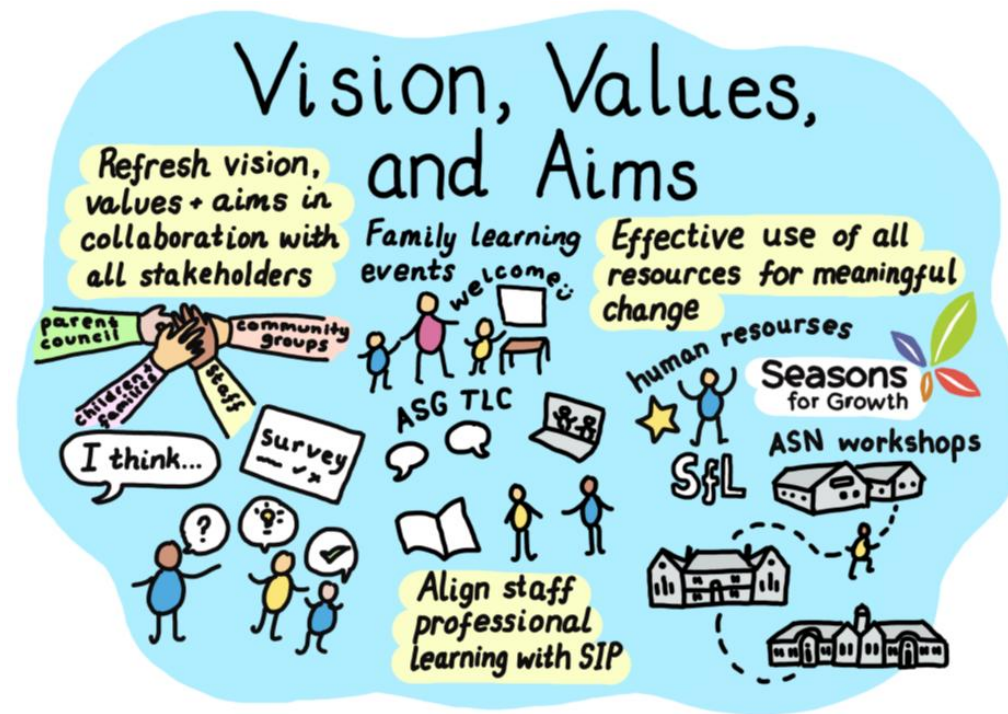
Partnership Working

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We work in partnership with a range of agencies through child planning and across the wider life and work of the school, including Social Work, the School Nursing Team, Allied Health Professionals, Action for Children, Moray Food Plus, Children 1st, Moray School Bank (uniform), Music Man, Community Learning and Development, DYW Moray, Speyside High School, Speyside Sports and Community Centre, Active Schools Moray, Exchange Counselling, Co-op Food, Aberlour Library, Speyside Care Home and Aberlour Parish Church. In addition, community volunteers regularly support the school through our library, garden, outdoor learning and skills-based learning initiatives.

School Improvement Priorities 2025-26

1. Review and actively embody the school's vision, values, and aims in collaboration with stakeholders to support ongoing school improvement

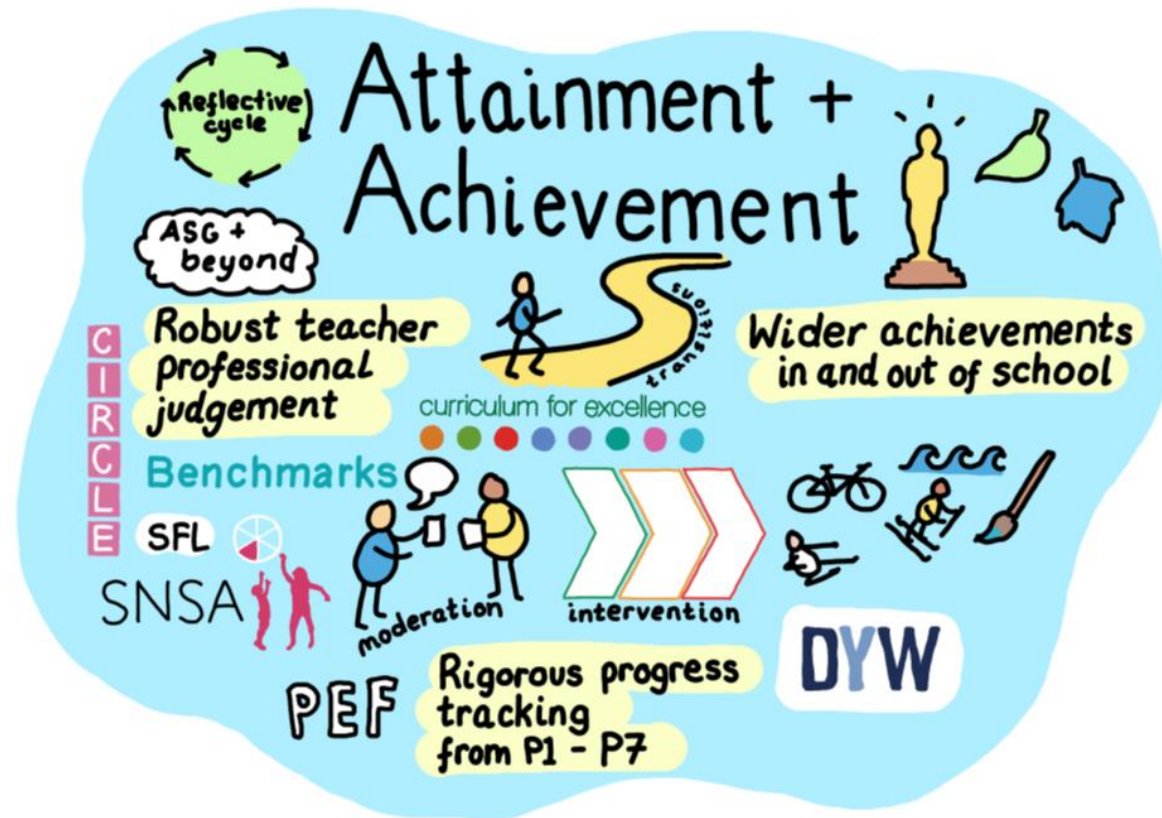


- strengthen parent and pupil engagement in school development
- promote professional learning and self-evaluation
- make effective use of resources to drive meaningful change

2. Raise attainment and achievement by

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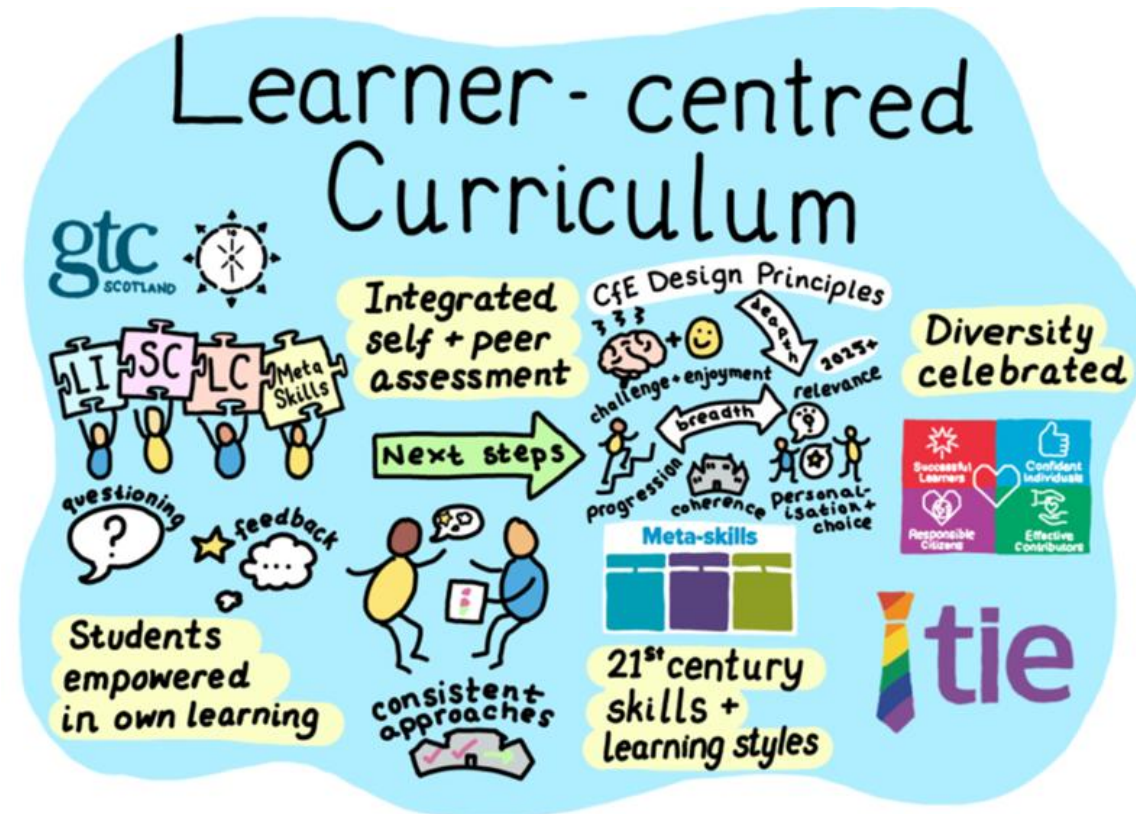
- promoting confident and accurate teacher professional judgment aligned to national standardised assessments and benchmarks
- establish rigorous evaluation and monitoring of pupil progress and attainment from P1 to P7
- assess the effectiveness of wider achievement tracking systems encompassing both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



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3. Strengthen learning and teaching by applying consistent pedagogical approaches that promote a learner-centred curriculum.

- empower pupils 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.





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 ☐ Curriculum ☒ Self-evaluation for self-improvement ☐ Wellbeing, equity and inclusion ☐ Learning, Teaching and Assessment

NIF Priorities:	Corporate Plan 2024-2029:	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	☐ Tackling poverty and inequality ☐ Build a stronger greener vibrant economy ☒ Build thriving, resilient, empowered communities	☐ P1: Tackling child poverty ☒ P2: Improving the mental and emotional wellbeing of C&YP and their families ☐ P3: Keeping C&YP Safe ☒ P4: Strengthening family support ☐ P5: Overcoming challenges faced by C&YP and families who experience disability or neurodiversity	☐ 1.1 ☐ 1.2 ☒ 1.3 ☐ 1.4 ☐ 1.5	☐ 2.1 ☐ 2.2 ☐ 2.3 ☐ 2.4 ☒ 2.5 ☐ 2.6 ☒ 2.7	☐ 3.1 ☒ 3.2 ☐ 3.3

Progress and Impact

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:

- ✓ Surveys were completed with pupils, staff, parents and partners, with feedback analysed and used to inform the review of the school's vision, values and aims.
- ✓ Professional dialogue during In-Service sessions enabled staff to identify and agree the aspirations that underpin the vision and ensure alignment with school improvement priorities.
- ✓ A new vision statement was agreed through consultation with all stakeholders: **"We show respect, include, inspire and grow — together there's no limit to how far we'll go!"**
- ✓ Staff, pupils and parents have a stronger shared understanding of the school's values and aspirations.
- ✓ The revised vision provides a clear and consistent focus for school improvement and supports a shared sense of purpose across the school community

Review engagement approaches of parents and pupils to ensure their voice is contributing to leading school improvement:

- ✓ Open afternoons were introduced across the school, providing opportunities for families to engage with learning and celebrate achievements.
- ✓ Class assemblies were reinstated, with parents invited to attend and participate in follow-up feedback via a QR code survey link.



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- ✓ The Parent Council has continued to engage with school improvement priorities and contribute to discussions regarding the future direction of the school.
- ✓ Pupil leadership groups have been actively involved in identifying priorities and leading improvements across the school
- ✓ Learners are increasingly confident in sharing their views and contributing to decisions that affect school life.
- ✓ Pupil leadership opportunities have strengthened learners' understanding of how they can influence positive change within their school community.
- ✓ Increased parental engagement has strengthened partnerships between home and school and improved communication regarding learning and school improvement priorities.
- ✓ Feedback from parents and partners has been overwhelmingly positive, with strong attendance at open afternoons and assemblies.

All staff should engage in professional learning which is closely aligned to the actions and improvements for the session 2025-26:

- ✓ Staff participated in ASG TLC Professional Enquiry groups last session, with evaluation activities undertaken to identify impact and inform next steps.
- ✓ Staff engaged in professional learning linked to school improvement priorities and identified learner needs.
- ✓ Professional learning has enhanced staff knowledge, skills and confidence in delivering improvement priorities.
- ✓ Staff are increasingly reflective in their practice and are using professional enquiry to inform classroom approaches.
- ✓ Learners benefit from more targeted support and high-quality learning experiences which better meet their needs.
- ✓ Family learning events were planned and delivered throughout the session to strengthen partnerships with parents and support learning beyond the classroom. These included sessions on literacy (World Book Day), neurodiversity, dyslexia, and science activities. Positive engagement and feedback received.

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:

- ✓ Staff visited other school settings to observe effective practice and identify nurture approaches that could be adapted within Aberlour Primary School. Staff have increased confidence in supporting learners with additional support needs and promoting inclusive practice
- ✓ ASN training on visual supports were delivered this session, including neurodiversity training. Learners requiring targeted support are benefiting from more consistent interventions and improved access to appropriate resources.
- ✓ Parent workshops on neurodiversity were held regularly throughout the session in partnership Moray, Wellbeing and Adapted Curriculum team
- ✓ Workshops provided information and practical strategies to help parents better understand and support children with a range of additional support needs.
- ✓ Sessions created opportunities for parents to ask questions, share experiences and access advice in a supportive environment.
- ✓ Strong attendance and positive feedback demonstrated a growing interest in understanding neurodiversity and inclusive approaches.
- ✓ A review of Support for Learning provision was undertaken, resulting in a revised deployment of Support for Learning staff to better meet the needs of learners across the school.
- ✓ Support for Learning staff were allocated to three key areas: P1–P3, P4–P7 and Nurture, enabling more targeted and consistent support for learners.
- ✓ Clear areas of responsibility have allowed staff to develop a deeper understanding of learners' needs and ensure interventions are planned and delivered effectively.
- ✓ Intervention resources and support packs are in place for literacy and numeracy and implemented to support targeted learners across mainstream and Enhanced Provision settings.
- ✓ Refresher training in the use of Precision Teaching strategies has improved the school's ability to monitor learner progress and tailor support effectively, contributing to increased learner engagement and achievement.



Next Steps

- Launch and embed the school's revised vision, values and aims into daily school life, ensuring learners can clearly articulate how these are reflected in their learning, relationships and wider achievements.
- Further develop and evidence pupil leadership by ensuring pupils' engagement in leading school improvement is active, documented and clearly understood by all learners.
- Review previous community groups and re-establish those that will effectively contribute to school improvement priorities and strengthen community partnerships.
- Continue to strengthen the role of the Parent Council in shaping the school improvement agenda and supporting the future direction of the school.
- Develop a wider range of creative and inclusive approaches to gather feedback, opinions and evaluations from pupils, parents, staff and partners, ensuring all stakeholder voices inform school improvement.
- Explore alternative opportunities to engage parents in wellbeing and family learning, recognising that Seasons for Growth parent sessions are not currently feasible.
- Continue to support and develop the Parent Wellbeing Group in partnership with Community Learning and Development and the Moray Alternative Curriculum team, with a view to expanding participation across the Associated School Group.
- Monitor and evaluate the impact of the revised Support for Learning model, ensuring consistency of delivery across P1–P3, P4–P7 and Nurture provisions and improving outcomes for learners requiring additional support.
- Continue to embed Precision Teaching approaches and targeted interventions, using robust tracking and monitoring to evaluate impact on learner progress and attainment.



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.

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Progress and Impact

Promoting confident and accurate teacher professional judgment aligned to national standardised assessments and benchmarks

- ✓ Moderation activities within school have strengthened staff confidence in applying professional judgement in literacy. Increased opportunities for collaborative moderation will supported greater consistency in assessment practices and understanding of national standards.
- ✓ Robust systems for tracking attainment and progress have been further developed. Updated attainment trackers are enabling staff to identify gaps in learning more efficiently and implement timely interventions. These systems are supporting a more rigorous and evidence-based approach to monitoring learner progress across all stages.
- ✓ Staff analysis of national standardised assessment results, alongside agreed school benchmark thresholds and highlighted benchmarks achieved, as well as accommodations for children requiring additional support, is improving teachers' understanding and professional judgement of achievement at each level.

Establish rigorous evaluation and monitoring of pupil progress and attainment from P1 to P7

- ✓ The Attainment Over Time Tracker is now embedded across the school and is used effectively during tracking meetings to identify learner progress, inform interventions and support professional dialogue.
- ✓ New assessment and transition tracking systems have also been introduced to improve continuity and consistency of information.



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Assess the effectiveness of wider achievement tracking systems encompassing both in-school and out-of-school activities.

- ✓ The wider achievement tracker has been streamlined to better meet the needs of the school. This has improved staff awareness of pupils' participation in wider achievement opportunities and enabled targeted support for learners who may be less engaged in extracurricular activities.
- ✓ Improved signposting has helped families access opportunities available through Active Schools and community providers.

Next Steps

- Continue to develop moderation opportunities, particularly in numeracy, through collaboration with colleagues beyond the school.
- Fully implement and evaluate the new wider achievement tracker during Session 2026/27.
- Review the effectiveness of the revised transition documentation following its first cycle of use.
- Following inspection, strengthen professional judgement relating to high-attaining learners and the provision of appropriate challenge.
- Continue to refine assessment and benchmark tracking systems to support accurate monitoring of attainment and progress.
- Continue to look for effective benchmarks tracking sheet.

Priority 3

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

- empower pupils 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

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Progress and Impact

Empower pupils to take ownership of their learning

Integrate self and peer assessment practices

- ✓ Completed a range of peer observations across the year to support the sharing of good practice and encourage reflective teaching approaches across the staff team. These observations were closely linked to our professional learning focus from *Power Up Your Questioning*, allowing staff to explore and develop more effective questioning techniques within their classroom practice. As a result, practitioners became more confident in using open-ended and higher-order questions to deepen pupil thinking, increase engagement, and promote more meaningful learning conversations.
- ✓ Planned and organised a series of shared learning afternoons throughout the year, providing regular opportunities for families to engage directly with their children's learning experiences. These sessions were very well attended and created a positive partnership between home and school, with both pupils and families responding enthusiastically. The success of these afternoons contributed to stronger relationships with families and helped foster a supportive learning community.

Ensure the curriculum is relevant to developing 21st-century skills and employs diverse learning styles include opportunities to celebrate diversity

- ✓ Learning pathways were reviewed and updated to ensure greater inclusion of diversity, anti-racism education, and religious beliefs across the curriculum. This work aimed to create a more inclusive and representative learning experience for all pupils, helping them to develop respect, understanding, and awareness of different cultures, identities, and perspectives. Staff carefully considered progression and opportunities for



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meaningful learning experiences within each stage. As these revised pathways will be fully implemented next session, the long-term impact is expected to include increased pupil awareness, improved inclusivity across learning experiences, and stronger alignment with the school's values and equity priorities.

Next Steps

- Continue to embed and evaluate questioning strategies across all classrooms.
- Maintain and further develop shared learning opportunities with families.
- Introduce a more consistent approach to self- and peer-assessment across the school.
- Use peer observations to support the sharing of effective assessment and feedback practices.
- Implement the revised curriculum planner to ensure learning experiences develop 21st-century skills and celebrate diversity.
- Create more opportunities for whole-school learning and celebration of diversity.
- Revisit key learning and teaching approaches, including Big Writing and Big Maths, to ensure consistency across staff teams.
- Strengthen the quality and consistency of written feedback and next-step guidance for learners.

Maintenance Agenda

Maintenance priorities/critical actions	Progress and Impact	Next Steps
Eco Schools	✓ Developed new opportunities for pupil voice and leadership through food recycling and waste reduction initiatives. ✓ Shared timely, curriculum relevant resources with class teachers to develop integration of ecological awareness and pupil voice into the curriculum. ✓ Enhanced pupils' and families' understanding of global issues, equality	➤ Collate evidence with help from class teachers to support our Green Fag application early next session. ➤ Develop the role and agency of the newly elected eco group. ➤ Create a new Eco-Code for Aberlour, led by the Eco Group. ➤ Share the Eco Code with stakeholders in our wider community.



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	and social responsibility through assembly presentations and homework task on Greenpeace's Big Plastic Count. ✓ Expanded opportunities for pupil voice and leadership through recycling trolley competition, creating opportunities for children to play an active role in school life. ✓ Continued to strengthen an inclusive, supportive and safe learning environment for all learners by championing improvement of school grounds, garden, and litter picking in school and local community. ✓ Enhanced pupils' understanding of global issues, equality and social responsibility.	
Rights Respecting Schools	✓ Expanded opportunities for pupil voice and leadership, empowering children to play an active role in school life ✓ Increased engagement, participation and motivation in learning across the school ✓ Continued to strengthen an inclusive, supportive and safe learning environment for all learners, including the introduction of changes such as the PE kit ✓ Enhanced pupils' understanding of global issues, equality and social responsibility ✓ Embedded children's rights across the whole school community, ensuring rights are respected and promoted throughout everyday practice	➤ Elect new rights group during next session ➤ Continue to record actions and achievements by the rights group to support in our re-accreditation. ➤ Continue to build strong pupil voice and leadership. ➤ Embed a stronger understanding of global issues, equality and social responsibility.



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