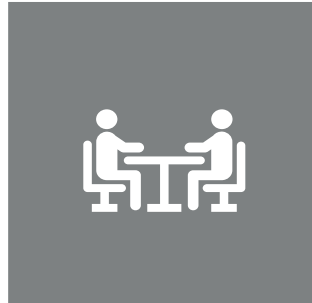




Improving Lives Together  
Ambition | Compassion | Integrity



# Quality Improvement Plan 2023-2024

SCHOOL: Aberuthven Primary School

SEED: 5340322

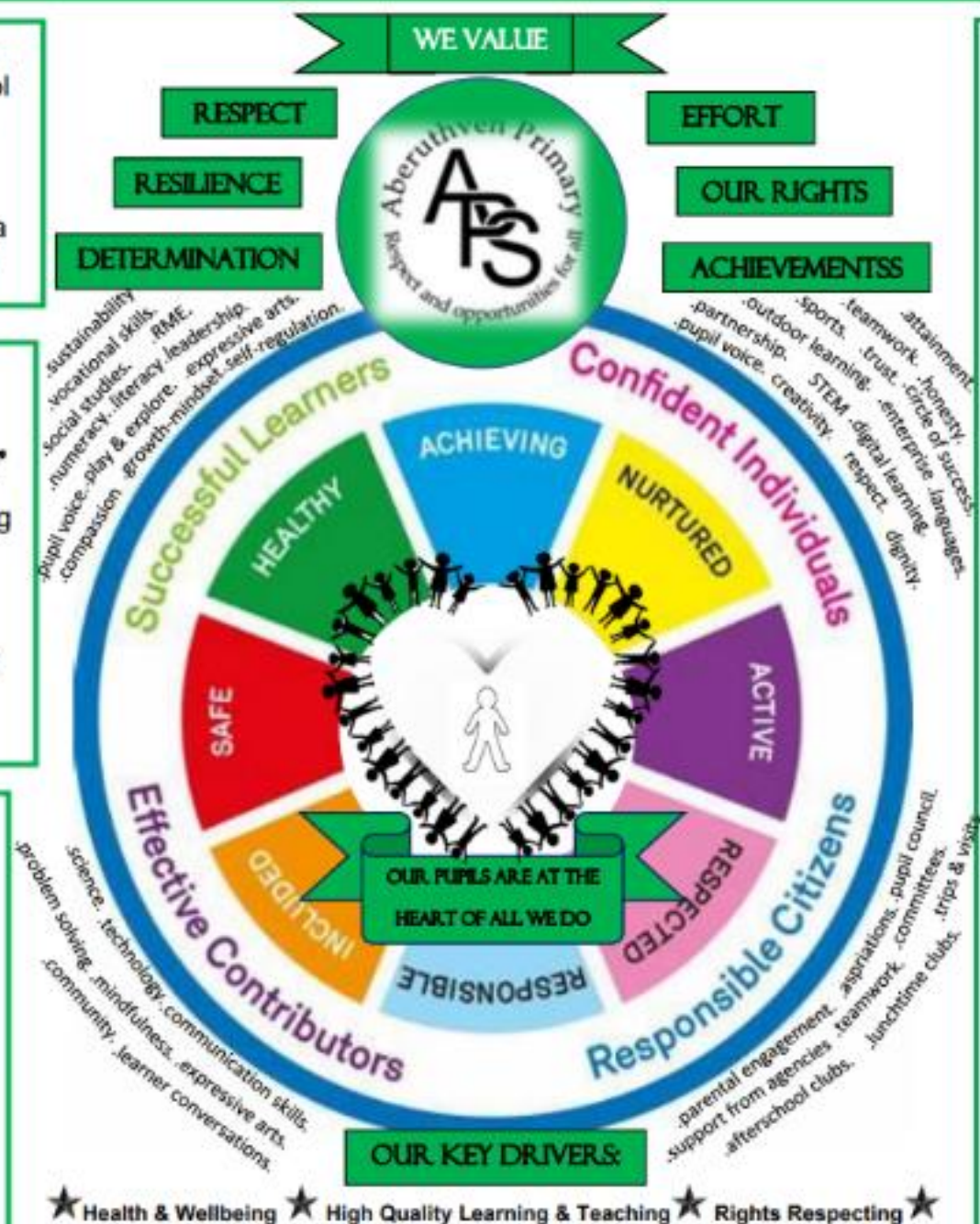
**OUR VISION** for the children of Aberuthven Primary School is to provide opportunities to enable them to be healthy, happy, confident, and to achieve their full potential in a safe and caring environment.

**OUR MOTTO OF**

**"RESPECT AND OPPORTUNITIES FOR ALL"**

is taken forward in a nurturing environment where all members feel confident enough to learn about the world as it is today and to try to change it for the better where we can.

**AT ABERUTHVEN PRIMARY** we provide a safe and positive environment where every member of the school community feels valued and their rights are honoured and respected. We support all members of the school community to develop skills for learning and skills for life.



**WHAT DOES TEACHING AND LEARNING AT ABERUTHVEN PRIMARY SCHOOL LOOK LIKE?**

**NURTURING ENVIRONMENT**

Pupils are supported in a caring and tailored manner, taking individual needs into account.

**EMOTIONAL READINESS**

Self-regulation, restorative practise and wellbeing approaches are embedded in our everyday school life.

**CLASSROOM CLIMATE**

Pupils are supported and respected as key partners in their learning. Clear information shared regularly regarding pupil progress and next steps to encourage them to reach their full potential.

**FOCUS FOR LEARNING**

Pupils know what they are learning, why they are learning it and how to be successful in their learning.

**ACTIVE LEARNING**

Pupils are asked to think for themselves, solve problems and work collaboratively with others.

**EFFECTIVE FEEDBACK**

Pupils have a clear idea of their progress and next steps.

## Three Year Overview of Key School Priorities 2023-2026

2023-2024	<ul style="list-style-type: none"> <li>• To embed self-regulation, raise levels of resilience and self-awareness for pupils across our school community.</li> <li>• To review the Teaching, Learning and Assessment in Numeracy &amp; Mathematics.</li> <li>• To provide a one quality outdoor learning experience for each pupils per school week</li> </ul>
2024-2025	<ul style="list-style-type: none"> <li>• To embed and celebrate the benefits of Outdoor Learning</li> <li>• To embed our whole school agreed approach in the Teaching, Learning and Assessment of Numeracy &amp; Mathematics.</li> <li>• To review the Teaching, Learning and Assessment in Writing across our whole school.</li> </ul>
2025-2026	<ul style="list-style-type: none"> <li>• To embed our whole school agreed approach in the Teaching, Learning and Assessment of Writing.</li> <li>• To review the Teaching, Learning and Assessment in Reading across our whole school.</li> <li>• To review and plan to increase levels of Parental engagement.</li> </ul>

### LMG Priorities for 2023-2024

By June 2024, all class teachers across our LMG will have engaged in two cluster Writing Moderation sessions, assessing completed pieces of First Level Writing against Curriculum for Excellence Benchmarks.

## Quality Improvement Plan - Priorities and Outcomes

What are the outcomes that you plan to achieve for your children, young people and families for this session?

**Key Priority One:** Embedding shared language and accessing strategies to support self-regulation across our whole school community.

**Rationale:** Self- evaluation has identified that all pupils require further support in embedding and accessing self-regulation strategies when needed. 25% of pupils shared that they require support in accessing self-regulation strategies at times when they are needed.

**Overall Aim:** Pupils will be ready to engage in their learning and independently access strategies to help them self-regulate when required.

### NIF Priority (Highlight):

- Placing the human rights and needs of every child & young person at the centre of education
- Improvement in children & young people's health & wellbeing
- Closing the attainment gap between the most & least disadvantaged children & young people
- Improvement in skills & sustained, positive school-leaver destinations for all young people
- Improvement in attainment, particularly in literacy & numeracy

### NIF Drivers (Highlight):

- School & ELC leadership
- Teacher & Practitioner professionalism
- Parent/carer involvement & engagement
- Curriculum and assessment
- School & ELC improvement
- Performance information

### HGIOS4 QIs (Highlight) :

- |   |                                     |  |
|---|-------------------------------------|--|
| 1.1 Self-evaluation for self-improvement      | 1.1 Safeguarding & child Protection | 3.1 Ensuring wellbeing, Equality & inclusion |
| 1.2 Leadership of learning                    | 1.2 Curriculum                      | 3.2 Raising attainment                       |
| 1.3 Leadership of change                      | 1.3 Learning, teaching & assessment | 3.3 Increasing creativity & employability    |
| 1.4 Leadership & management of staff          | 1.4 Personalised support            |  |
| 1.5 Management of resources to promote equity | 1.5 Family learning                 |  |
|   | 1.6 Transitions                     |  |
|   | 1.7 Partnerships                    |  |

Objective <i>What will change? When, who, what, by how much?</i>	Intended Outcomes <i>What will happen as a result of the objective?</i>	Key Improvement Activity <i>What approaches or interventions will be in place? (May be Universal or Targeted)</i>	Measures <i>How will you measure the intended outcomes?</i>	Key Personnel	Monitoring <i>Is the activity happening as planned?</i>	Progress and Impact
By March 2024, 100% pupils across all stages will be aware of strategies to help them to self-regulate. They will be more self-aware of their own emotional behaviours and ability to 'bounce back'.	All children will be able to discuss strategies which can help them to self-regulate. They will also be able to discuss their feelings and strategies which would help them to regulate and bounce back.	<ul style="list-style-type: none"> <li>-Staff continue training in self-regulation awareness to provide consistent support across whole school community.</li> <li>-Staff to participate in self-regulation CPD sessions run by Educational Psychology to ensure depth of understanding.</li> <li>-Continue to reinforce shared language in self-regulation and resilience</li> </ul>	<ul style="list-style-type: none"> <li>-Staff Feedback</li> <li>- HGIOS Feedback</li> <li>- Feedback from Education Psychology</li> <li>-School Self-Regulation Questionnaire</li> </ul>	Whole Staff Team led by HT	<ul style="list-style-type: none"> <li>-Inservice Discussions</li> <li>- Fortnightly Check-In Meetings</li> <li>-Collegiate Discussion</li> <li>-Conversations with Pupils and Parents</li> </ul>	

		<p>across whole school community.</p> <ul style="list-style-type: none"> <li>- Pupils appear more aware of strategies which can be used.</li> </ul>				
<p>By March 2024, almost all pupils will be able to independently access support strategies at the time they are needed to help them to self-regulate their emotions.</p>	<p>All children will be able to discuss strategies which can help them to self-regulate and independently access them when help is needed to self-regulate their own emotions.</p>	<ul style="list-style-type: none"> <li>-Pupils encouraged to access strategies when needed.</li> <li>-Nurturing, supportive and restorative conversation and approaches taking place throughout the school.</li> <li>-Continue to use 'bounce back' programme across school and during whole school assemblies</li> <li>- Pupils will feedback to staff through questionnaire their ability to self-regulate in August and again in January.</li> <li>-Mindfulness activities to be built into the weekly classroom plans and used as a responsive tool by staff to support pupil well being as and when required during the school week.</li> </ul>	<ul style="list-style-type: none"> <li>-Staff Observations</li> <li>- HGIOS Feedback</li> <li>-School Self-Regulation Questionnaire</li> </ul>	<p>Whole Staff Team led by HT</p>	<ul style="list-style-type: none"> <li>-Inservice Discussions</li> <li>- Fortnightly Check-In Meetings</li> <li>-Collegiate Discussion</li> <li>-Conversations with Pupils and Parents</li> </ul>	



<p>By March 2024, 4% of pupils across P4-7, will be more ready and able to access their learning.</p>	<p>Children will be open to utilising suggested/modelled strategies to help them to self-regulate at times when needed.</p>	<p>-Pupils continue to be involved in learner conversations with close support from staff, guiding them to identify small achievable targets. -Staff modelling and using consistent language to support self-regulation.</p>	<p>-Staff Observations - HGIOS Feedback -School Self-Regulation Questionnaire - Wellbeing Web each term. -Pupil Check-In Meetings - Pupils Feedback</p>	<p>Whole Staff Team led by HT</p>	<p>-Inservice Discussions -Inservice Training - Fortnightly Check-In Meetings -Collegiate Discussion -Conversations with Pupils and Parents</p>	
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## Quality Improvement Plan - Priorities and Outcomes

What are the outcomes that you plan to achieve for your children, young people and families for this session?

**Key Priority Two:** Raise profile of Outdoor Learning across our school.

**Rationale:** National research detailing the benefits for pupils to engage in outdoor learning sessions.

**Overall Aim:** By the end of March 2024, all pupils will demonstrate an enjoyment for learning across all areas of the curriculum.

### NIF Priority (Highlight):

- Placing the human rights and needs of every child & young person at the centre of education
- Improvement in children & young people's health & wellbeing
- Closing the attainment gap between the most & least disadvantaged children & young people
- Improvement in skills & sustained, positive school-leaver destinations for all young people
- Improvement in attainment, particularly in literacy & numeracy

### NIF Drivers (Highlight):

- School & ELC leadership
- Teacher & Practitioner professionalism
- Parent/carer involvement & engagement
- Curriculum and assessment
- School & ELC improvement
- Performance information

### HGIOS4 QIs (Highlight) :

- |   |  |   |
|---|--|---|
| <ul style="list-style-type: none"> <li>1.1 Self-evaluation for self-improvement</li> <li>1.2 Leadership of learning</li> <li>1.3 Leadership of change</li> <li>1.4 Leadership &amp; management of staff</li> <li>1.5 Management of resources to promote equity</li> </ul> | <ul style="list-style-type: none"> <li>2.1 Safeguarding &amp; child Protection</li> <li>2.2 Curriculum</li> <li>2.3 Learning, teaching &amp; assessment</li> <li>2.4 Personalised support</li> <li>2.5 Family learning</li> <li>2.6 Transitions</li> <li>2.7 Partnerships</li> </ul> | <ul style="list-style-type: none"> <li>3.1 Ensuring wellbeing, Equality &amp; inclusion</li> <li>3.2 Raising attainment</li> <li>3.3 Increasing creativity &amp; employability</li> </ul> |
|---|--|---|

<b>Objective</b> <i>What will change?                      When, who, what, by how much?</i>	<b>Intended Outcomes</b> <i>What will happen as a result of the objective?</i>	<b>Key Improvement Activity</b> <i>What approaches or interventions will be in place? (May be Universal or Targeted)</i>	<b>Measures</b> <i>How will you measure the intended outcomes?</i>	<b>Key Personnel</b>	<b>Monitoring</b> <i>Is the activity happening as planned?</i>	<b>Progress &amp; Impact</b>
By March 2024, 100% pupils will participate in one Outdoor Learning experience per week.	Pupils will have engaged in one quality outdoor learning experience per school week, building on their curiosity and greater enjoyment for learning outdoors.	-Staff to take part in training, cascading of information and discussion during collegiate meetings.  -Staff to create a clear and agreed vision and approach to Outdoor Learning  -Add 'Outdoor Learning' to our Teaching & Learning school policy.	-Staff Observations  - HGIOS Feedback  - Staff Discussions  - Planning shared for experiences  -HT Observations	Whole Staff Team led by HT  Fiona Connolly, Class Teacher to cascade from CPD	-Inservice Discussions  -Inservice Training  -Collegiate Discussion	

		<p>-Staff to participate in self-regulation CPD sessions run by Catherine Leatherhead, <i>Discovery Learning &amp; Engagement Officer</i> PKC to ensure depth of understanding and clear vision.</p> <p>-Staff to plan engaging experience for pupils.</p> <p>-Pupil choice and voice embedded in Outdoor Learning.</p> <p>-Ongoing Observations and pupil feedback at the end of each school term to determine pupil engagement levels.</p>				
By March 2024, 4% pupils to access Outdoor Learning and Vocational opportunities to support self-regulation and wellbeing.	Pupils will have opportunity to access the school playground to participate in outdoor and vocational learning to support their wellbeing.	<p>-Monitor when pupils access outdoor space for self-regulation purposes</p> <p>-Whole staff procedure in place to support pupil ability to access outdoor space as and when they need it.</p> <p>-Set clear procedure to be followed when pupils do access the outdoors for this purpose.</p>	<p>-Staff Observations</p> <p>- Staff Discussions</p> <p>- Planning shared for experiences</p> <p>-HT Observations</p>	<p>Whole Staff Team led by HT</p> <p>Pupil Support Assistants, Mrs Gallagher, Mrs Bruce &amp; Mrs Sparks to support implementation</p>	<p>-Inservice Discussions</p> <p>-Inservice Training</p> <p>-Check In Meetings</p>	



## Quality Improvement Plan - Priorities and Outcomes

What are the outcomes that you plan to achieve for your children, young people and families for this session?

**Key Priority Three:** Raise attainment in Mathematics and Numeracy.

**Rationale :** By March 2024, 85% of pupils will be on track to achieve in line with National Guidance.

**Overall Aim:** By the end of March 2024,

### NIF Priority (Highlight):

- Placing the human rights and needs of every child & young person at the centre of education
- Improvement in children & young people's health & wellbeing
- Closing the attainment gap between the most & least disadvantaged children & young people
- Improvement in skills & sustained, positive school-leaver destinations for all young people
- Improvement in attainment, particularly in literacy & numeracy

### NIF Drivers (Highlight):

- School & ELC leadership
- Teacher & Practitioner professionalism
- Parent/carer involvement & engagement
- Curriculum and assessment
- School & ELC improvement
- Performance information

### HGIOS4 QIs (Highlight) :

- |   |                                     |  |
|---|-------------------------------------|--|
| 1.1 Self-evaluation for self-improvement      | 2.1 Safeguarding & child Protection | 3.1 Ensuring wellbeing, Equality & inclusion |
| 1.2 Leadership of learning                    | 2.2 Curriculum                      | 3.2 Raising attainment                       |
| 1.3 Leadership of change                      | 2.3 Learning, teaching & assessment | 3.3 Increasing creativity & employability    |
| 1.4 Leadership & management of staff          | 2.4 Personalised support            |  |
| 1.5 Management of resources to promote equity | 2.5 Family learning                 |  |
|   | 2.6 Transitions                     |  |
|   | 2.7 Partnerships                    |  |

Objective <i>What will change? When, who, what, by how much?</i>	Intended Outcomes <i>What will happen as a result of the objective?</i>	Key Improvement Activity <i>What approaches or interventions will be in place? (May be Universal or Targeted)</i>	Measures <i>How will you measure the intended outcomes?</i>	Key Personnel	Monitoring <i>Is the activity happening as planned?</i>	Progress & Impact
By March 2024, Class Teachers to use a consistent approach to planning, teaching and assessment across our whole School.	Class Teachers will agree and use a consistent plan for teaching, learning and assessment of Mathematics & Numeracy, utilising the same strategies and same key resources as far as possible. Teachers will feel more confident in their approaches and accuracy in assessing pupil work.	-Use of a variety of agreed assessment tools. -Staff to review and discuss agree whole school planning methods in Numeracy & Mathematics -Update and engage with updated Teaching & Learning Policy, reflecting agreed approached in Numeracy & Mathematics.  -HT to feedback on planning and assessment	-Staff Observations  - HGIOS Feedback  - Staff Discussions  - Planning shared for experiences  -HT Observations	Whole Staff Team led by HT	-Inservice Discussions  -Inservice Training  -Check In Meetings	

		<p>tracking as per Monitoring and Moderation timetable.</p> <p>-Collegiate discussion to ensure continuity of approach in planning, teaching and assessment.</p> <p>-Staff to agree strategies used across the whole school community.</p>				
<p>By March 2024, information regarding the planning, teaching, and assessment of Numeracy and Mathematics in our school will have been shared with 100% of Parents.</p>	<p>Parents will be issued with written information and be invited to attend information and 'on show' sessions.</p>	<p>-Information Open Evenings for Parents.</p> <p>-Written information shared with Parents regarding our whole School approach to Teaching, Learning and Assessment.</p>	<p>- Staff Discussions</p> <p>- Planning 'on show' sessions</p> <p>-HT sharing of information</p> <p>-Discussion with Pupils and Parents</p>	<p>Whole Staff Team led by HT</p>	<p>-Inservice &amp; Check In Discussions</p> <p>-Collegiate discussions and planning.</p>	
<p>By March 2024, raised levels of attainment in Numeracy &amp; Mathematics by 14% of Primary 1 pupils and 18% of Primary 4 pupils.</p>	<p>Support for a core group of pupils to access additional weekly support to target gaps in their learning.</p>	<p>Review the attainment of a small cohort of pupils and additional support needs to close the attainment gap.</p> <p>-Peripatetic Teacher to continue to work with core groups of pupils to fill in gaps in their learning.</p>	<p>-Staff Observations</p> <p>- HGIOS Feedback</p> <p>- Staff Discussions and review</p> <p>- Planning shared and reviewed</p> <p>-HT discussion with staff</p> <p>-Tracking meetings</p>	<p>Whole Staff Team led by HT</p> <p>Iain Howie, Peripatetic Teacher</p>	<p>-Inservice Discussions</p> <p>-Inservice Training</p> <p>-Check In Meetings</p> <p>-Staff ongoing discussion</p> <p>-Maths tracker</p>	