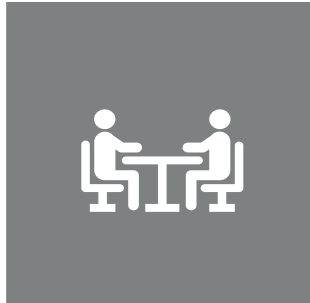




Improving Lives Together
Ambition | Compassion | Integrity



Quality Improvement Plan 2024-2025

SCHOOL: Aberuthven Primary School

SEED: 5340322

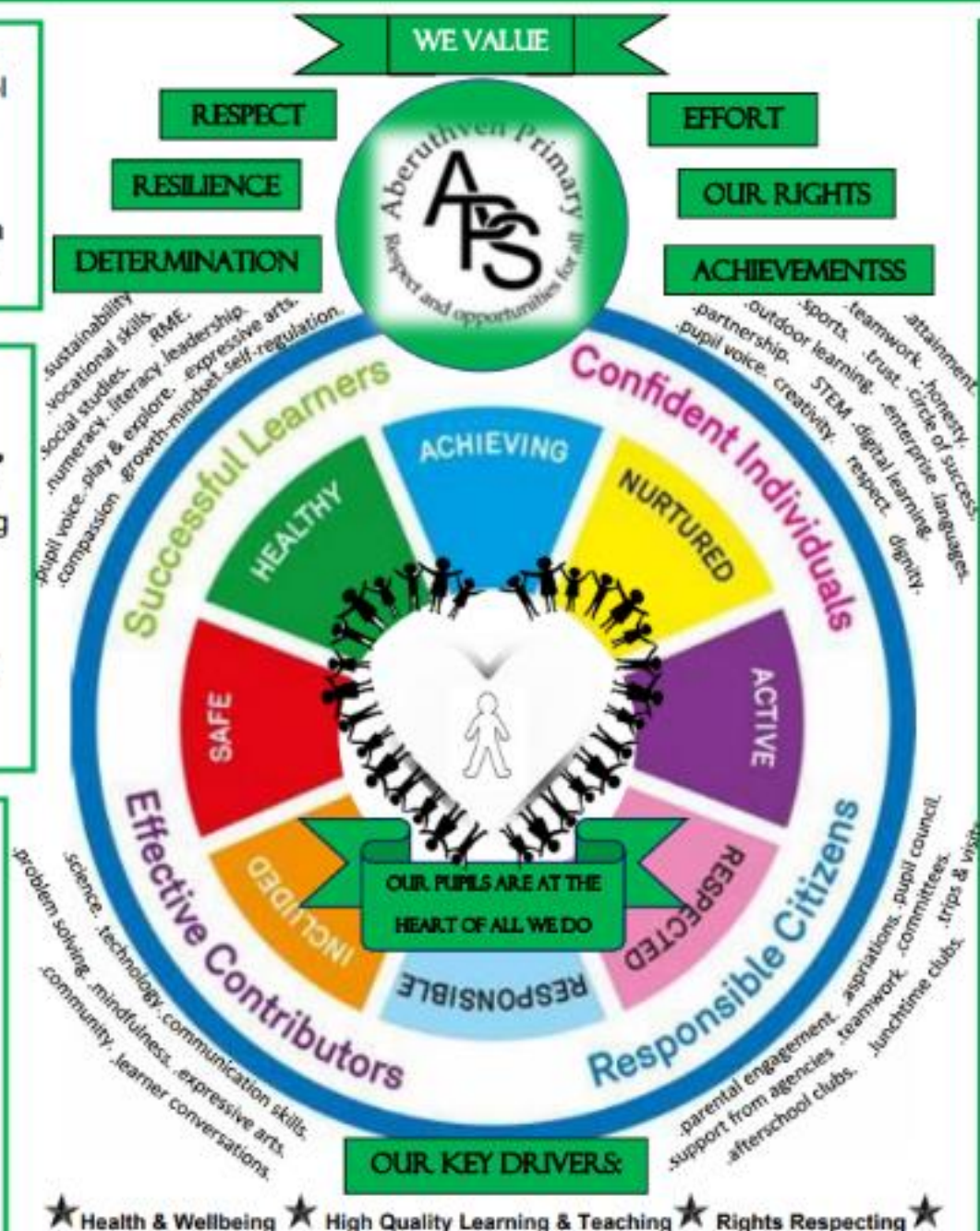
OUR VISION for the children of Aberuthven Primary School is to provide opportunities to enable them to be healthy, happy, confident, and to achieve their full potential in a safe and caring environment.

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"> • To embed self-regulation, raise levels of resilience and self-awareness for pupils across our school community. • To review the Teaching, Learning and Assessment in Numeracy & Mathematics. • To provide a one quality outdoor learning experience for each pupils per school week
2024-2025	<ul style="list-style-type: none"> • To embed and celebrate the benefits of Outdoor Learning • To embed our whole school agreed approach in the Teaching, Learning and Assessment of Numeracy & Mathematics. • To review the Teaching, Learning and Assessment in Writing across our whole school.
2025-2026	<ul style="list-style-type: none"> • To embed our whole school agreed approach in the Teaching, Learning and Assessment of Writing. • To review the Teaching, Learning and Assessment in Reading across our whole school. • To review and plan to increase levels of Parental engagement.
<p>LMG Priorities for 2024-2025</p> <p>'By June 2025, all class teachers across our LMG will have engaged in two cluster Writing Moderation sessions, assessing completed pieces of Early, First & Second Level Writing against Curriculum for Excellence Benchmarks.'</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 One: Raise attainment in Writing.

Rationale : There is a gap in writing attainment for an identified group of learners.

Overall Aim: By March 2025, 75% of pupils will be on track to achieve in line with National Guidance.

<p>NIF Priority(Highlight):</p> <ul style="list-style-type: none"> 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 	<p>NIF Priority(Highlight):</p> <ul style="list-style-type: none"> 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 	<p>NIF Priority(Highlight):</p> <ul style="list-style-type: none"> 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 <p>Improvement in attainment, particularly in literacy & numeracy</p> <ol style="list-style-type: none"> 1.1 Self-evaluation for self-improvement 1.2 Leadership of learning 1.3 Leadership of change 1.4 Leadership & management of staff 1.5 Management of resources to promote equity 	<ol style="list-style-type: none"> 1.1 Safeguarding & child Protection 1.2 Curriculum 1.3 Learning, teaching & assessment 1.4 Personalised support 1.5 Family learning 1.6 Transitions 1.7 Partnerships 	<ol style="list-style-type: none"> 3.1 Ensuring wellbeing, Equality & inclusion 3.2 Raising attainment 3.3 Increasing creativity & employability
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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>How will you know the activity is happening as planned?</i>	Progress & Impact
By March 2025, 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 Writing, utilising the same strategies and same key resources as far as possible. Teachers will feel more confident in their	-Use of a variety of agreed assessment tools. -Staff to review and discuss agree whole school planning and assessment methods in Writing -Update and engage with updated Teaching & Learning Policy, reflecting	-Staff Observations - HGIOS Feedback - Staff Discussions - Planning shared for experiences -HT Observations	Whole Staff Team led by HT	-Quality Inservice Discussions -Collegiate & Whole Staff Inservice Training -Ongoing conversation during check In Meetings	

	approaches and accuracy in assessing pupil work.	<p>agreed approached in Writing.</p> <ul style="list-style-type: none"> -HT to feedback on planning and assessment tracking as per Monitoring and Moderation timetable. -Collegiate discussion to ensure continuity of approach in planning, teaching and assessment. -Staff to agree strategies used across the whole school community taken from Writing Programme and CPD Training. 			<ul style="list-style-type: none"> -Monitoring of Forward Plans -Jotter Sampling -HT Lesson Observations & Peer Observations 	
By March 2025, information regarding the planning, teaching, and assessment of Writing in our school will have been shared with 100% of Parents.	Parents will be issued with written information and be invited to attend information and 'on show' sessions.	<ul style="list-style-type: none"> -Information Open Evenings for Parents. -Written information shared with Parents regarding our whole School approach to Teaching, Learning and Assessment in Writing. 	<ul style="list-style-type: none"> - Staff Discussions - Planning 'on show' sessions -HT sharing of information -Discussion with Pupils and Parents 	Whole Staff Team led by HT	<ul style="list-style-type: none"> -Quality Inservice Discussions -Collegiate & Whole Staff Inservice Training -Ongoing conversation during check In Meetings - Parental Engagement in Questionnaires and Feedback received 	

<p>By March 2025, raised levels of attainment in Writing of small cohort of 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 and Pupil Support Teacher to continue to work with core groups of pupils to fill in gaps in their learning.</p>	<ul style="list-style-type: none"> -Staff Observations - HGIOS Feedback - Staff Discussions and review - Planning shared and reviewed -HT discussion with staff -Tracking meetings 	<p>Whole Staff Team led by HT</p> <p>Iain Howie, Peripatetic Teacher</p> <p>Fiona Douglas Pupil Support Teacher</p>	<ul style="list-style-type: none"> -Quality Inservice Discussions -Quality Inservice Training -Ongoing Check In Meetings -Staff engaged in ongoing discussion -Monitoring of Forward Plans -Jotter Sampling -HT Lesson Observations & Peer Observations 	
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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: Embed Outdoor Learning opportunities and experiences across our school.

Rationale: To continue to embed and celebrate emotional, mental and physical benefits of Outdoor Learning as well as to develop different contexts for learning to promote pupil engagement.

Overall Aim: By the end of March 2025, 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) :

- | | | |
|---|-------------------------------------|--|
| 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>How will you know the activity is happening as planned?</i>	Progress & Impact
By March 2025, 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.	<p>-Staff to take part in training, cascading of information and discussion during collegiate meetings.</p> <p>-Staff to update vision and approach to Outdoor Learning as appropriate.</p> <p>-Update Outdoor Learning' section of our Teaching & Learning school policy as appropriate.</p>	<p>-Staff Observations</p> <p>- HGIOS Feedback</p> <p>- Staff Discussions</p> <p>- Planning shared for experiences</p> <p>-HT Observations</p>	<p>Whole Staff Team led by HT</p> <p>Fiona Connolly, Class Teacher to cascade from CPD</p>	<p>-All staff engaged in ongoing in-service discussions</p> <p>-Staff engaging in quality in-service training</p> <p>-Ongoing collegiate and whole staff discussion</p> <p>-Wellbeing Webs feedback and questionnairre feedback from pupils</p>	

		<p>-Staff to participate in self-regulation CPD sessions run by Catherine Leatherhead, <i>Discovery Learning & 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 2025, 14% 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 Strachan & Mrs Sparks to support implementation</p>	<p>-Staff engaged in Inservice discussions and engaging with resources and materials</p> <p>-Staff taken part in Inservice Training</p> <p>-Ongoing staff discussion during 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 : There is a gap in mathematic attainment for an identified group of learners.

Overall Aim: By the **end of March 2025**, raised attainment levels in Mathematics & Numeracy across the school community, with 85% of pupils on track to achieve in line with National Guidance.

<p>NIF Priority(<i>Highlight</i>):</p> <ul style="list-style-type: none"> 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 	<p>NIF Drivers (<i>Highlight</i>):</p> <ul style="list-style-type: none"> School & ELC leadership Teacher & Practitioner professionalism Parent/carer involvement & engagement Curriculum and assessment School & ELC improvement Performance information 	<p>HGIOS4 QIs(<i>Highlight</i>) :</p> <table border="1"> <tr> <td data-bbox="1245 408 1585 478">1.1 Self-evaluation for self-improvement</td> <td data-bbox="1585 408 1872 459">2.1 Safeguarding & child Protection</td> <td data-bbox="1872 408 2105 459">3.1 Ensuring wellbeing, Equality & inclusion</td> </tr> <tr> <td data-bbox="1245 478 1585 510">1.2 Leadership of learning</td> <td data-bbox="1585 459 1872 478">2.2 Curriculum</td> <td data-bbox="1872 459 2105 478">3.2 Raising attainment</td> </tr> <tr> <td data-bbox="1245 510 1585 542">1.3 Leadership of change</td> <td data-bbox="1585 478 1872 529">2.3 Learning, teaching & assessment</td> <td data-bbox="1872 478 2105 529">3.3 Increasing creativity & employability</td> </tr> <tr> <td data-bbox="1245 542 1585 574">1.4 Leadership & management of staff</td> <td data-bbox="1585 529 1872 549">2.4 Personalised support</td> <td></td> </tr> <tr> <td data-bbox="1245 574 1585 606">1.5 Management of resources to promote equity</td> <td data-bbox="1585 549 1872 568">2.5 Family learning</td> <td></td> </tr> <tr> <td></td> <td data-bbox="1585 568 1872 587">2.6 Transitions</td> <td></td> </tr> <tr> <td></td> <td data-bbox="1585 587 1872 606">2.7 Partnerships</td> <td></td> </tr> </table>			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	
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By March 2025, 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	-Staff engage in ongoing Inservice & check in discussions -Staff engaged in ongoing collegiate discussions and planning. -Monitoring of Forward Plans -Jotter Sampling	

		<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>			-HT Lesson Observations & Peer Observations	
By March 2025, information regarding the planning, teaching, and assessment of Numeracy and Mathematics in our school will have been shared with 100% of Parents.	Parents will be issued with written information and be invited to attend information and 'on show' sessions.	<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>	Whole Staff Team led by HT	<p>-Staff engage in ongoing Inservice & check in discussions</p> <p>-Staff engaged in ongoing collegiate discussions and planning.</p> <p>- Parental Engagement in Questionnaires and Feedback received</p>	
By March 2025, raised levels of attainment in Numeracy & Mathematics by 25% of Primary 1 pupils.	Support for a core group of pupils to access additional weekly support to target gaps in their learning.	<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>-Staff engaging in Inservice discussions</p> <p>-Staff engaging in Inservice Training</p> <p>-Ongoing discussion during staff check In meetings</p> <p>-Staff engaging in quality, honest ongoing discussion</p> <p>-Monitoring of Forward Plans</p>	

					-Jotter Sampling -HT Lesson Observations & Peer Observations	
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