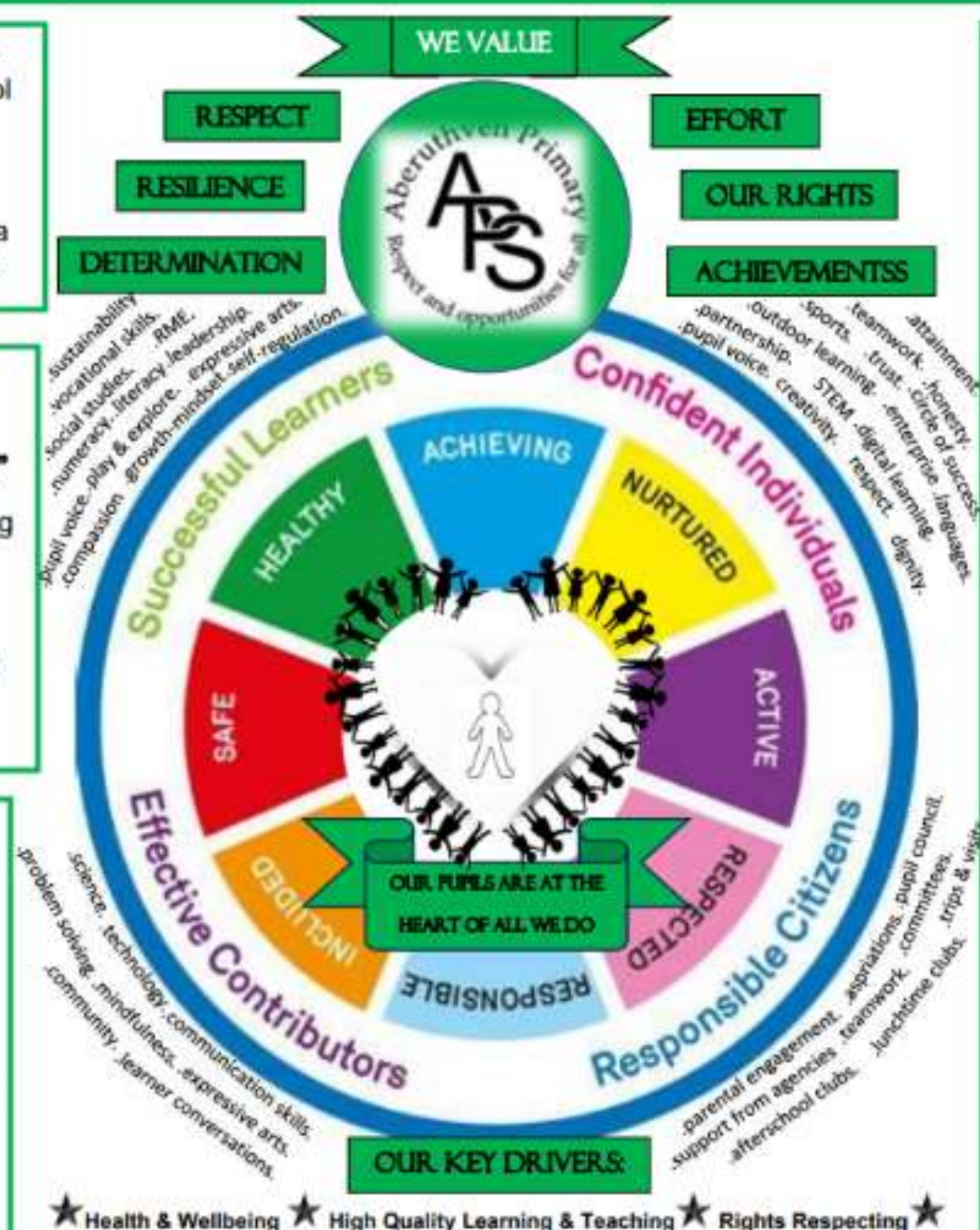


OUR VISION for the children of Aberuthven Primary School is to provide opportunities to enable them to be healthy, happy, confident, and to achieve their full potential in a safe and caring environment.

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	• 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 pupil per school week
2024-2025	• 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	• To embed our whole school agreed approach in the Teaching, Learning and Assessment of Writing. • To review and ensure ASN Framework is embedded, with meaningful and effective support in place for all pupils. • To review our provision for continuous play for all pupils across whole school community, particularly those ion P1-3.
LMG Priorities for 2025-2026 ‘By June 2026, there will be evidence of equity in meeting the universal needs of all learners across all schools within our LMG’	

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 2026, 80% of pupils will be on track to achieve in line with National Guidance.

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						
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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						
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						
3.1 Ensuring wellbeing, Equality & inclusion 3.2 Raising attainment 3.3 Increasing creativity & employability						
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 2026, 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 conversations between staff around Writing training.	

	approaches and accuracy in assessing pupil work.	agreed approached in Writing. -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 CLPL Training.			-Monitoring of Forward Plans -Jotter Sampling -HT Lesson Observations & Peer Observations	
By March 2026, 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.	-Information Open Evenings for Parents. -Written information shared with Parents regarding our whole School approach to Teaching, Learning and Assessment in Writing.	- Staff Discussions - Planning 'on show' sessions -HT sharing of information -Discussion with Pupils and Parents	Whole Staff Team led by HT	-Quality Inservice Discussions -Collegiate & Whole Staff Inservice Training -Ongoing conversation during check In Meetings - Parental Engagement in Questionnaires and Feedback received	

By March 2026, raised levels of attainment in Writing of small cohort of pupils	Support for a core group of pupils to access additional weekly support to target gaps in their learning.	Review the attainment of a small cohort of pupils and additional support needs to close the attainment gap. -Peripatetic and Pupil Support Teacher to continue to work with core groups of pupils to fill in gaps in their learning.	-Staff Observations - HGIOS Feedback - Staff Discussions and review - Planning shared and reviewed -HT discussion with staff -Tracking meetings	Whole Staff Team led by HT Iain Howie, Peripatetic Teacher Krista Soutar Pupil Support Teacher	-Quality Discussions with other professionals to support the needs of individuals and close any identified gaps. -Quality Inservice Training -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 PKC ASN Framework across our school community.

Rationale: To review and ensure ASN Framework is embedded, with meaningful and effective support in place for all pupils at all levels.

Overall Aim: By the end of March 2026, Aberuthven PS universal approach agreed and embedded in line with PKC ASN Framework.

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) : <table> <tr> <td>1.1 Self-evaluation for self-improvement</td><td>2.1 Safeguarding & child Protection</td><td>3.1 Ensuring wellbeing, Equality & inclusion</td></tr> <tr> <td>1.2 Leadership of learning</td><td>2.2 Curriculum</td><td>3.2 Raising attainment</td></tr> <tr> <td>1.3 Leadership of change</td><td>2.3 Learning, teaching & assessment</td><td>3.3 Increasing creativity & employability</td></tr> <tr> <td>1.4 Leadership & management of staff</td><td>2.4 Personalised support</td><td></td></tr> <tr> <td>1.5 Management of resources to promote equity</td><td>2.5 Family learning</td><td></td></tr> <tr> <td></td><td>2.6 Transitions</td><td></td></tr> <tr> <td></td><td>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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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 2026, 100% pupils will have access to universal supports	Box of resources available to all pupils in each classroom.	-Staff to take part in training, cascading of information and discussion during collegiate meetings. -Staff to update vision and approach to universal support across our school setting. -Staff familiar with all stages of ASN Framework. -Staff to participate in Springboard CLPL session led by PST.	-Staff Observations -CIRCLE Classroom Scales before and after - HGIOS Feedback - Staff Discussions -HT Observations/ Classroom Visits	Whole Staff Team led by CTs and HT	-All staff engaged in ongoing discussions -Staff engaging in quality training -Ongoing collegiate and whole staff discussion -Feedback from members of our school community. -Feedback from CYPP meetings. -Monitoring of progress levels of pupils	

		-Staff to review plans and supports in place for each individual pupil. -Pupil choice and voice in useful resources. -Ongoing Observations and pupil feedback at the end of each school term to determine pupil supports.				
By March 2026, agreed universal approach to be embedded in everyday school practise.	Staff will be aware of approaches which can be applied to ensure support is in place for all pupils as required. Staff will be aware of school procedures to be followed should they find that a higher level of support is required.	-Whole staff procedure in place, discussed thoroughly to ensure understanding.	-Staff Observations - Staff Discussions - CIRCLE Resources/ Me as a Learner Profile/ Springboard Resources/PKC ASN Framework -HT/Peer/Self Observations	Whole Staff Team led by HT	-Staff engaging with resources and materials -Staff taken part in ongoing discussion -Staff following agreed protocol	

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: Ensure planned provision for all pupils to learn through play.

Rationale : Developing play-based approach in P1-7 to extend and enrich learning indoors and outdoors

Overall Aim: By the **end of March 2026**, there should be evidence of play-based opportunities available to all pupils in P1-7 to extend and enrich learning indoors and outdoors

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, all staff have an improved level of knowledge and understanding of the importance of play and the role the adults play in a play-based learning environment P1 -P3 learners have access to high quality play environment which enhances learning.	All members of staff will be confident in the pedagogy behind the importance of play based learning. Class Teachers will agree a plan for teaching and learning, incorporating play opportunities underpinned by play pedagogy. utilising the same strategies and same	-Staff to review and discuss agree whole school methods in how we incorporate meaningful play based opportunities -Update and engage with updated Teaching & Learning Policy, reflecting incorporation of play based learning. -HT & Peer Observations to collect evidence and sound bites of benefits of learning through play.	-Staff Observations/ 'sound bites' captured - HGIOS Feedback - Staff Discussions - Planning shared for experiences -HT Observations -Staff engagement and feedback following CLPL sessions	Whole Staff Team led by HT	-Staff engaged in ongoing collegiate discussions and planning. -Monitoring of teaching weekly and medium term plans -Pupil/Staff/Parent Feedback -HT Lesson Observations & Peer Observations	

P4-7 pupils have access to opportunities for exploration through play which enhances learning Learners have a say in how their learning is shaped through the implementation of play-based learning.	key resources as far as possible. Pupils will be directly involved in the planning and roll out.	-Collegiate discussion to ensure continuity of approach in equitable opportunities. -Staff to agree strategies used across the whole school community/ in each age setting (P1-3 class and in P4-7 class)				
By March 2025, information regarding the importance of play based learning 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.	-Information Open Evenings for Parents. -Written information shared with Parents regarding our whole School approach to the incorporation and importance of play based learning	- Staff Discussions - Planning 'on show' sessions -HT sharing of information -Discussion with Pupils and Parents	Whole Staff Team led by HT	-Staff engaged in ongoing collegiate discussions and planning. - Parental Engagement in Questionnaires and Feedback received	

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.	Review the attainment of a small cohort of pupils and additional support needs to close the attainment gap. -Peripatetic Teacher & PSA to continue to work with core groups of pupils to fill in gaps in their learning.	-Staff Observations - HGIOS Feedback - Staff Discussions and review - Planning shared and reviewed -HT discussion with staff -Tracking meetings	Whole Staff Team led by HT Iain Howie, Peripatetic Teacher	-Staff engaging in Inservice discussions -Staff engaging in Inservice Training -Staff engaging in quality, honest ongoing discussion -Monitoring of Forward Plans -Jotter Sampling -HT Lesson Observations & Peer Observations	
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