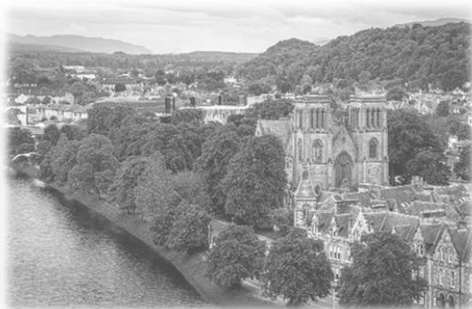




Aviemore Primary School and ELC

ESTABLISHMENT School Improvement Plan

SESSION 2026-2027

- | | |
|--|---|
| ☒ Primary and ELC - EM | ☐ Secondary – EM (no GM) |
| ☐ Primary and ELC - GM | ☐ Secondary – EM with GM |
| ☐ Primary - EM | ☐ 3-18 |
| ☐ Primary - GM | ☐ Special School |

Inclusion

Motivation

Respect



Overview of National and Local Priorities

Overview of National and Local Priorities		
National Improvement Framework Key Priorities ☐ Placing the human rights and needs of every child and young person at the centre of education ☒ Improvement in children and young people's health and wellbeing ☐ Closing the attainment gap between the most and least disadvantaged children and young people ☒ Improvement in skills and sustained, positive school-leaver destinations for all young people ☒ Improvement in attainment, particularly in literacy and numeracy		National Improvement Framework Key Drivers ☒ School and ELC leadership ☒ Teacher and practitioner professionalism ☒ Parent/carer engagement and family learning ☒ Curriculum and assessment ☒ School and ELC improvement ☒ Performance information
How good is our school? (4 th edition)	ELC Quality Improvement Framework Realising the Ambition	Highland Council Education & Learning Improvement Plan
☐ 1.1 Self-evaluation for self-improvement ☐ 1.2 Leadership of learning ☐ 1.3 Leadership of change ☐ 1.4 Leadership and management of staff ☐ 1.5 Management of resources to promote equity ☒ 2.1 Safeguarding and child protection ☒ 2.2 Curriculum ☒ 2.3 Learning, teaching and assessment ☐ 2.4 Personalised support ☒ 2.5 Family learning ☐ 2.6 Transitions ☐ 2.7 Partnership ☒ 3.1 Ensuring wellbeing, equality and inclusion ☒ 3.2 Raising attainment and achievement ☐ 3.3 Increasing creativity and employability	Leadership: ☐ Leadership and management of staff and resources ☐ Staff skills, knowledge, values and deployment ☐ Leadership of continuous improvement Spaces & environment: ☒ Children thrive and develop in quality spaces ☐ Inside and outside, open ended and natural resources Children play and learn: ☒ Play and learning ☒ Curriculum ☒ Learning, teaching, and assessment ☐ Inspiring confidence, creativity, and curiosity Children are supported to achieve: ☒ Nurturing care and support, interactions, and relationships ☒ Wellbeing, inclusion, and equality ☒ Children's progress – observations, planning, and tracking ☒ Safeguarding and child protection	This plan sets out the ambition of The Highland Council Education and Learning Service to improve attainment and achievement and reduce inequity by prioritising improvement in four key themes: ☒ Leadership ☒ Learning and Teaching ☒ Curriculum ☒ Data Analysis for Improvement Three foundation principles sit alongside each of these themes and act as a common thread between them: ☒ Inclusive Practice/ Additional Support Needs ☒ Health and wellbeing, including Relationships and Behaviour ☒ Parental Involvement and Engagement
How good is OUR school?	Gaelic Education	Health and Social Care Standards
☒ Theme 1: Our relationships ☒ Theme 2: Our learning and teaching ☒ Theme 3: Our school and community ☒ Theme 4: Our health and wellbeing ☒ Theme 5: Our successes & achievements	☐ <u>Education Scotland Advice on Gaelic Education</u> focus: - high quality GME immersion experiences - improving fluency - whole school Gaelic ethos ☐ Secondary – Increasing immersion curriculum opportunities in BGE and Senior Phase ☐ <u>Gaelic Learner Education Experiences</u> ☐ Initiatives and projects that promote and support Gaelic extra-curricular experiences ☐ <u>Local Authority Gaelic Language Plan</u> priorities, initiatives, and activities to promote Gaelic across the 4 themes of - Communities and Home - Media, Arts, Culture and Heritage - Business and the Economy - Education	☒ I experience high quality care and support that is right for me. ☒ I am fully involved in all decisions about my care and support. ☒ I have confidence in the people who support and care for me. ☒ I have confidence in the organisation providing my care and support. ☒ I experience a high-quality environment if the organisations provide the premises.

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Overview of school priorities 2026-2027

Establishment Improvement Priorities	Link to National and Local Priorities	Please detail the information / data which has prompted this work
Embed consistent approaches in learning and teaching.	Improvement in attainment, particularly in literacy and numeracy Curriculum and assessment	HMIE feedback identified improvements and higher quality learning and teaching due to consistent approaches. They also identified the need for more depth of understanding and pedagogy across the teaching staff team. HMIE also identified development needs in relation to play pedagogy.
Raising attainment in literacy.	Improvement in attainment, particularly in literacy and numeracy Curriculum and assessment	ACEL data has identified that attainment in literacy is below Highland and National averages. However, the introduction of NIWP has started to make improvements in writing at First level. HMIE feedback identified development needs in relation to talking and listening progress and attainment.
Embedding a Shared Understanding of Positive Relationships for Safe, Respectful Learning	Improvement in children and young people's health and wellbeing Teacher and practitioner professionalism	HMIE identified a strong nurturing and inclusive environment across the school. Parental and pupil feedback from HMIE survey as well as Parent Council meetings has identified a lack of confidence in how school addresses allegations of bullying and an increase in dysregulation. Lesson observations have shown low level disruption having an impact on learning, teaching and attainment.
ASG Improvement Priorities		
Introduce numeracy assessments		

Action Plans

Improvement Priority 1 Action Plan:	Embed consistent approaches in learning and teaching.	Lead: HT/DHT/PT ASN
Expected outcomes: There will be evidence of further consistency across all classes in agreed approaches to learning and teaching.	Measures: Quality assurance activities – classroom observations and jotter monitoring. Moderation of assessment and planning. Planning and attainment	HGIOS4 QIs / ELC Quality Improvement Framework / Realising the Ambition 2.3 Learning, Teaching and Assessment Children thrive and develop in quality spaces

Inclusion

Motivation

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	tracking meetings. Expected outcome – increase in attainment.	Curriculum Learning, Teaching and Assessment Children's progress – observations, planning, and tracking	
QI 1.5 Management of Resource		QI 1.3 Leadership of Change	QI 1.1 Self-evaluation for self-improvement
Implementation/Actions	Who?	When? / Time Resource	Progress and Impact
Revisit approaches to play in Early and develop into First level. Staff working party to develop shared understanding and agreed approaches: environment, provocations, high quality experiences, observations and assessment. Teacher Practitioner Enquiry to facilitate above.	Early and First level class teachers. ER, SM, GTJ	Term 2 and 3. 4 working party sessions in term 2 (1 planning, 3 action) 2 Practitioner enquiry CAT sessions.	
Further develop children's understanding of skills. Introduce 'animal explorers' to ELC (and skills progression reflected in observations) and consolidate further in Rainbow (how to develop children's understanding.' Review KHS Skills Framework and break down, analyse and agree whether to continue or adapt/refresh. Consider ways to enhance children's understanding of skills and ensure they can articulate in relation to their learning/DYW experiences.	Second level class teachers, ASN teachers and EYPs. AH, SP, KJ, ASNT	2 working party sessions (feedback to WP and whole staff) in term 3	
Introduce digital skills passport	All class teachers	Aug Inset	
Review agreed approaches, learning and teaching policy and curriculum rationale. Gather staff voice on confidence in relation to the agreed approaches and identify which need further exploration.	All class teachers	Aug and Sep Inset Collegiate session in term 4	
Develop confidence in creating and co-constructing success criteria.	All class teachers	Collegiate session in term 1	

Investigate CERTS resource for Enhanced Provision to develop skills for pre- Early learners.	ASN Teachers	ASN collegiate calendar - Aug and Sep Inset	
Develop further P.E curriculum, building on changes from last session – now ensure experiences are planned and progressive.	ASN Teachers	ASN collegiate calendar – 1 session in term 1 and 1 session in term 4	

Improvement Priority 2 Action Plan:		Raising attainment in literacy.		Lead: HT/DHT/PT ASN	
Expected outcomes: Increased attainment in all areas of literacy.		Measures: Attainment data Quality assurance activities – classroom observations and jotter monitoring. Moderation of assessment and planning. Planning and attainment tracking meetings.		HGIOS4 QIs / ELC Quality Improvement Framework / Realising the Ambition 2.2 Curriculum 2.3 Learning, Teaching and Assessment 3.2 Raising attainment and achievement Children thrive and develop in quality spaces Curriculum Learning, Teaching and Assessment Children's progress – observations, planning, and tracking	
		QI 1.5 Management of Resource		QI 1.3 Leadership of Change	
				QI 1.1 Self-evaluation for self-improvement	
Implementation/Actions		Who?		When? / Time Resource	Progress and Impact
Consolidate and embed NIWP approach in P2-7. Peer observations to share good practice.		P2-7 class teachers		Review at Sep and Feb Insets	

		Collegiate time allocated in term 4.	
Develop approaches to listening and talking across the school. Explore programmes to support the listening and talking curriculum. Ensure listening and talking is explicitly taught and there is coherent progression. Ensure understanding of listening and talking benchmarks.	TL, MS, KD, AJ, JW	Term 2 and 3. 4 working party sessions in term 2 (1 planning, 3 action) 2 Practitioner enquiry CAT sessions. 2 working party sessions (feedback to WP and whole staff) in term 3	
Moderation of planning for reading	All class teachers	Feb Inset	
Develop literacy in the outdoors in ELC.	EYPs	ELC collegiate calendar – term 1 and Aug/Sep Insets	
Extend 'Attention Autism' approach to develop communication in Enhanced Provision. Provide training for PSA staff.	ASN teachers PSAs EYP lead to support (ND)	ASN collegiate calendar and Aug/Sep/Feb Inset	

Improvement Priority 3 Action Plan:		Embedding a Shared Understanding of Positive Relationships for Safe, Respectful Learning		Lead: HT/DHT/PT ASN	
Expected outcomes: Parents/carers have an improved understanding of our positive relationships policy. Predictable routines, clear boundaries and consistent approaches to ensuring positive relationships across the school. Increased staff confidence in addressing dysregulation in learners. Improved staff well-being		Measures: Parental, pupil and staff feedback Quality assurance: Lesson observations and learning walks. Fewer incidents recorded on 'opportunities to repair' tracker. SHANARRI wellbeing wheel pupil evaluation – tracker collating low ratings.		HGIOS4 QIs / ELC Quality Improvement Framework / Realising the Ambition 3.1 Ensuring wellbeing, equality and inclusion 2.1 Safeguarding and child protection	
		QI 1.5 Management of Resource		QI 1.3 Leadership of Change	
				QI 1.1 Self-evaluation for self-improvement	
Implementation/Actions		Who?		When? / Time Resource	
Revisit trauma informed practice training		All staff		Aug/Sep Inset (TBC)	
De-escalation training		All staff		Aug/Sep Inset (TBC)	
Positive relationship policy reviewed		All staff Parents/carers Children		Collegiate session in Term 1 Term 1 survey Parent Council meeting term 1 Pupil Council meeting term 1 and assembly term 1	
Agreed consistent approaches on predictable routines, clear boundaries and classroom expectations.		All staff		Aug Inset	
Introduce peer mentoring		All staff		Aug Inset (PSAs)	

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		Collegiate session in term 1 (teachers)	
Coaching and mentoring training for staff	All staff	TBC	
Fortitude training- The Insightful Coach (Fiona Flemmington)	All staff	Aug Inset	
Embedding use of incident trackers and chronologies and regular review to identify and address patterns/trends in a timely manner. Clarify protocol for intervention.	SLT	Termly, ongoing	