



Aviemore Primary School/ELC



Inclusion Motivation Respect



2

ESTABLISHMENT IMPROVEMENT PLAN

SESSION 2025-2026

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 Priorities
☐ 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	☐ We will raise attainment and achievement for all, especially for those children from disadvantaged circumstances including rural deprivation. We will focus relentlessly on improving standards and the quality of learning and teaching, to ensure that entitlement, equity and excellence are delivered across the system. ☐ We will focus our improvement on the themes within our Raising Attainment and Achievement Strategy: - Leadership - Learning & Teaching - Curriculum - Data Analysis ☐ We will maximise health and wellbeing for all children and young people to give them the best possible start in life. We will ensure every child and young person feels part of the community they live in.
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>	☐ 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.

	☐ 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	
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Establishment Improvement Priorities	RAAS Themes 1-4	Linked NIF Priority	Linked NIF Driver	Linked Highland Priority	HGIOS? 4	ELC QI Framework	Linked GME Priority	Linked H&SC Standard
1. Raising attainment in writing through the National Writing Improvement Framework	Curriculum	Improvement in attainment, particularly in literacy and numeracy	Curriculum and assessment	We will raise attainment and achievement for all	3.2 Raising attainment and achievement/securing children's progress	Choose an item.	Choose an item.	
2. Consistency in Learning and Teaching	LTA	Improvement in attainment, particularly in literacy and numeracy	Teacher and practitioner professionalism	We will raise attainment and achievement for all	2.3 Learning, teaching and assessment	Learning, teaching and assessment	Choose an item.	
3. Developing the curriculum in the ASN provision	Curriculum	Improvement in skills and sustained, positive school-leaver destinations for all young people	Curriculum and assessment	We will raise attainment and achievement for all	2.2 Curriculum	Choose an item.	Choose an item.	





4. ELC- Developing high quality experiences and outcomes for our Nursery children.		Leadership of continuous improvement	
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Action Plans

Improvement Priority 1 Action Plan:	Raising attainment for all learners in writing through the National Writing Improvement Framework.	Lead:HT/ DHT
Please detail the information/data which has prompted this work: Aviemore Primary School have been below Highland and National averages in our P4, P7 Writing attainment over several years. Writing is an area requiring improvement. Aviemore ACCEL data		



Writing	CfE levels					Highland				Scotland			
	June	P1	P4	P7	P1,4,7	P1	P4	P7	P1,4,7	P1	P4	P7	P1,4,7
	2016	79%	47%	73%	63%	68	58	60	62	78%	69%	65%	
	2017	52%	70%	58%	60%	68	64	59	63	77%	71%	69%	72%
	2018	67%	56%	29%	51%	73	63	63	66	78%	72%	73%	74%
	2019	77%	33%	19%	45%	71	62	60	64	79%	73%	74%	75%
	2020												
	2021	62%	37%	61%	53%	57	52	53	54	74%	67%	69%	70%
	2022	71%	49%	48%	56%	69	57	62	63	77%	70%	73%	73%
	2023	33%	51%	64%	51%	71	64	62	68	78%	72%	75%	75%
	2024 Predict April Will Ach	59%	40%	63%	55%								
	2024 Predict April W&B	63%	44%	63%	57%								
	2024	78%	45%	61%	62%								

Highland ACCEL data: We have been below National in our P4 Writing attainment over several years. The schools in Cohort 5 will be schools who have identified that writing is an area requiring improvement.

ACEL DATA	2024	2023	2022	2021	2020	2019
P1 Writing Highland	74	71	69	57		71
P1 Writing National	79	78	77	74		79
P4 Writing Highland	67	64	57	52		62
P4 Writing National	72	72	70	67		73
P7 Writing Highland	71	62	62	53		60
P7 Writing National	76	74	73	69		74

Our aim: By June 2026 the schools participating in the National Improving Writing Programme Wave 2 Cohort 5 will achieve more than more than 77% in Early Level at P1; more than 70% in First Level CfE Writing at P4; more than 75% in Second Level CfE at P7.

APS June 2025 HMIE Inspection report:

Across the school, all staff need to have a clear focus on raising attainment in literacy and numeracy. Staff have made a positive start to this in a few classes with new approaches to teaching writing (NIWP). This is impacting positively on children's written work in these classes. As planned, senior leaders should extend this successful work across all stages.

Across the school, all teachers use a range of assessments appropriately to gather information about children's progress. Most children have opportunities to engage in helpful peer and self-assessment. In most classes, teachers provide appropriate verbal and written feedback to children, particularly in writing. This is helping children understand what they are doing well and what they need to do to improve. Children engaging with the new writing programme (NWIP) particularly benefit from clear, consistent feedback. This is having a positive impact on their progress in writing.

Expected outcomes:	Measures:	QI	When? Who?
• Demonstrable improvement gains for all learners achieving success criteria aligned to explicit teaching aims (focused on Tools for Writing) • Learners are empowered to see themselves as writers and engage in writing activities. • Learners confidently talk about their learning intentions and success criteria and next steps. • Learners have a firm grasp of the Tools for Writing and can create a variety of texts for different purposes. • Learners can use complex sentences and rich vocabulary to convey their ideas and relevant information. • Increase in Writing attainment across P1-P7.	• All teaching staff attend training sessions. • All children that have undertaken baseline assessment. • QI tool used -pareto chart • Almost all teachers hold an understanding of root causes to low attainment. • Almost all of teachers are confident to teach writing. • Almost all teachers very confident to assess writing. • Almost all teachers enjoy teaching writing. • Almost all class teachers implement the QI writing bundle. • Learners are writing 4 times per week. • 15-20 minutes writing activity • Most writing activities have visible LI and explicit SC. • Moderation opportunities for all class teachers. • Staff and pupil voice (qualitative feedback). • Almost all of learners completing writing activities. • Most of learners achieving success criteria.	QIs: 1.1 Self-evaluation for self-improvement. 1.3 Leadership of Change. 2.3 Learning, teaching and assessment. 3.2 Raising attainment and achievement.	Local Leads/ CYPIC/HT/CTs and pupils. Cohort 5 Dates 12/05/25 Introductory Session HTs Teams Meet 09:30 – 12:00 16/09/25 Full day – In person 06/10/25 Twilight 1 On-line 10/11/25 Twilight 2 On-line 01/12/25 Twilight 3 On-line 12/01/26 Twilight 4 On-line 26/01/26 Twilight 5 On-line



				26/05/25 Reconnect Day and moderation. Venues to be confirmed 9:00 to 15:00	
		QI 1.5 Management of Resource	QI 1.3 Leadership of Change		QI 1.1 Self-evaluation for self-improvement
Implementation/Actions	Time Resource	Who?	When?	Progress	
All staff to attend NWIP training HT/CT Full Day Training Cohort 5 Quality Improvement tools, measurable aims, collecting data and the change bundle. Twilight 1 Teaching aims, measurement and run charts. Twilight 2 Run chart rules and the change bundle. Twilight 3 Openers, punctuation and sharing successes.	Teams Meet Inset Day 16.09. 2025 Twilight sessions-online CPD	Local Leads/ CYPIC/HT/CTs and pupils. HT/CT/LL/CYPIC HT/CT/LL/CYPIC	Cohort 5 Dates 12/05/25 Introductory Session HTs Teams Meet 09:30 – 12:00 16/09/25 Full day – In person 06/10/25 Twilight 1 On-line		



Twilight 4 Low attaining pupils and a Quality Improvement tool – Fishbone. Twilight 5 Change ideas and resources to support programme. Reconnect Day Cohort 5 – school presentations			10/11/25 Twilight 2 On-line 01/12/25 Twilight 3 On-line 12/01/26 Twilight 4 On-line 26/01/26 Twilight 5 On-line 26/05/25 Reconnect Day and moderation Venues to be confirmed 9:00 to 15:00	
Collegiate self-evaluation sessions to review/ support	Collegiate calendar-Activities arising from SIP	All teaching staff	6.11.25	
Moderation of Writing- Moderation opportunities for all teachers. Grantown Primary School ASG moderation Early to third level		All teaching staff- APS/ Grantown PS All ASG teaching staff	9.09.25, 18.11.25 20.01.25	
Quality Assurance of approaches through: Classroom visits Jotter monitoring		Term 1 10.25, Term 2 12.25, Term 3 02,26, Tem 4 05.25 Term 2: 12.25		



Improvement Priority 2 Action Plan:	Consistency in Learning and Teaching to raise attainment (e.g Differentiation, Learning intention, Success Criteria, Pace and challenge, questioning).	Lead: HT/ DHT
Please detail the information/data which has prompted this work: Care Inspectorate report May 2024: 1.3 Play and Learning: HT monitoring- progression in observations not evident enough-upskilling staff with the Highland Numeracy Early level progression framework HMIE inspection report June 2025-inconsistencies in approaches and low attainment • <u>Planning</u>: All teachers plan appropriately over different timescales using local authority and school progression planners. There is variation in planning structures and approaches across classes. The senior leadership team and staff should now review and improve their planning systems to ensure there is a consistent approach adopted. Further moderation of the planning stage should support teachers to have a shared expectation of standards, pace and challenge. • <u>Assessment</u>: Each term, all children create meaningful targets for literacy, numeracy and health and wellbeing. These help children to understand their next steps in learning. Children benefit from having assessment information collated in a pupil learning profile, however, the quality of these vary across the school. Most teachers use assessment evidence well to inform next steps in learning. As a next step, senior leaders should now share effective practice across all staff. They should agree expectations of the use of assessment to track more robustly the progress children are making. • <u>Numeracy</u>: Staff have engaged in professional learning to support this, however, this is not yet impacting positively on children's experiences and outcomes. Senior leaders now need to evaluate this work and agree a consistent approach to teaching numeracy across the school. • <u>Learning and Teaching Toolkit</u>: Senior leaders need to ensure a higher priority is given to improving approaches to learning and teaching. They should work together with staff to review their learning and teaching policy. Senior leaders and staff should develop a clear plan to improve learning and teaching and raise attainment for all children. Teachers and children have discussed their ideas for a quality lesson to support the creation of the school's learning and teaching policy. Teachers engage in professional learning to review approaches to learning and teaching. A few have observed each other teaching and offered helpful feedback. Teachers should now agree shared approaches to learning and teaching across the school. For example, the use of plenaries, how teachers plan learning at the right level of difficulty and providing motivating learning experiences for children. This approach will support staff's development of a more detailed learning and teaching toolkit through professional learning and dialogue with peers. This clarity should support more consistent high-quality learning and teaching across the school. • <u>Consistent approach to ASN</u>: Staff provide a range of interventions and support to meet the majority of children's wellbeing and learning needs. This includes using planned time out of class, visual timetables and linking children's interests to learning. Staff should review routines and strategies that are successful in supporting children's wellbeing and meeting their needs across the school. They should agree a consistent approach for all classes. As part of this process, they should consider the classroom		

environment and spaces around the school. The environments for learning could be used more effectively to meet the needs of children across the school, for example, introducing calming and nurturing spaces. This will help staff to better support children's transitions between activities through the provision of predictable support and consistent approaches.

- Learning Intention and Success Criteria:

In almost all lessons, teachers effectively share the purpose of learning with children. In a few lessons, teachers share with children how to be successful in learning. Teachers should now involve children more frequently in identifying how they will know that they have been successful. This will help children to better understand their own progress.

- Skilled Questioning:

In a majority of lessons, teachers use questioning well to check for understanding and to engage children in thinking about their learning. In a few lessons, teachers use questioning purposefully to deepen children's thinking skills, and to encourage children to justify and explain their ideas. Teachers should build on this practice and increase the use of skilled questions to extend further children's learning.

- Pace and Challenge: Most children participate well in learning, completing tasks and activities willingly. In a minority of lessons, a few children become disengaged and display low level behaviours. As a result, the flow of learning is interrupted. Teachers need to ensure that all tasks and activities are purposeful and engage all children. This will support all children to remain on task and maximise their learning time.

- Digital Skills:

Teachers should plan further opportunities for children to develop their digital skills more creatively to enhance learning.

Expected outcomes:	Measures:	QI	When? Who?
• Reviewed Teaching and Learning policy- more explicit expectations / step by step guides/ consistent approach • More consistent high-quality learning and teaching across the school will raise attainment in Numeracy and Literacy.	• Agreed consistent approaches to teaching and learning across all the classes evident during formal and informal SLT classroom visits, peer observations and pupil council classroom visits. • May 2026 ACEL data shows an increased attainment in Literacy and Numeracy across all stages.	1.1 Self-evaluation for self-improvement. 1.3 Leadership of Change. 2.3 Learning, teaching and assessment. 3.2 Raising attainment and achievement.	HT/ DHT/ teaching staff

	QI 1.5 Management of Resource	QI 1.3 Leadership of Change	QI 1.1 Self-evaluation for self-improvement	
Implementation/Actions	Time Resource	Who?	When?	Progress
Update Learning and Teaching Policy and Curriculum rationale	Collegiate calendar-activities arising from SIP	All staff	Ongoing through the year though feedback from working parties.	
Teaching staff working parties to review, research and agree on consistent approaches in:	Collegiate Calendar			
Planning	Inset day 18 th August	Working party	18.08, 3.09	
Assessment	Inset Day 18 th August	Working party	18.08, 3.09	
Numeracy (was on 24-25 SIP- agree on consistent approach)	Inset Day 15 th August	All staff	15.09	
ASN mainstream- consistent approaches/ use of calm corners in classrooms (last session review/evaluate impact)	Collegiate Calendar	Working party	2.10, 8.10, 6.11, 15.01	
Learning intentions/ Success Criteria (last session review/evaluate impact)	Collegiate Calendar	Working party	2.10, 8.10, 12.11, 25.02	
Differentiation (last session review/evaluate impact)	Collegiate Calendar	Working party	2.10, 8.10, 27.11,19.03	
Skilled questioning (last session review/evaluate impact)	Collegiate Calendar	Working party	2.10, 8.10, 10.12, 19.03	
Pace and challenge (last session review/evaluate impact)	Collegiate Calendar	Working party	12.01, 11.02,25.02, 19.03	
Effective plenaries (last session review/evaluate impact) (	Collegiate Calendar	Working parties	12.01, 11.02,11.03, 25.06	
Digital skills (last session review/evaluate impact)	Collegiate Calendar	Working party	12.01, 11.02, 19.03, 25.06	
Profile folders	Collegiate Calendar	Working party	29.04, 7.05, 20.05	
High Quality Assessments	Collegiate Calendar	Working party	29.04, 7.05, 25.06	
Quality assurance monitoring- formal classroom visits	Quality Assurance calendar	SLT/ Teachers	Sep/Oct 2025 Nov/ Dec 2025 Jan/ Feb 2026 April/ May 2026	
Quality assurance monitoring -planning meetings		SLT/ Teachers	Termly	



Quality assurance monitoring-jotter monitoring (Lit jotters, Numeracy jotters, Learning profiles)		SLT/ Teachers	Term 2,3, 4	
Attainment meetings-moderating teacher judgement using triangulation of data to ensure robust data		SLT/teachers	November, March, May	
ELC Quality assurance monitoring -developmental overviews/ Num trackers/ classroom visits/ learning profiles		SLT/ EYPs	Termly	

Improvement Priority 3 Action Plan:	Developing the curriculum in the ASN provision though a focus on skills for learning, life and work through community opportunities and experiences, developing the curriculum to support individuals' barriers to learning.	Lead: PTASN/ HT	
Please detail the information/data which has prompted this work:			
HMIE inspection report June 2025- - As a next step, staff should ensure planning shows more clearly the specific focus for learning, skills and associated outcomes to be achieved. Staff should ensure IEPs reflect better how they plan to reduce children’s barriers to learning as a result of their additional support needs. This will allow staff to show more clearly the holistic progress children are making in their learning and wellbeing. - Ensuring wellbeing, equality and inclusion: Senior leaders should work with partners and staff to ensure all children have two hours of high-quality physical education. This should include taking greater account of children’s individual complex physical needs. - Staff should continue to provide more opportunities for children to participate in wider meaningful activities across the provision and school. - Senior leaders recognise that the foundation milestones and milestone curriculum need to be developed further and include more detailed progression pathways. - Teachers use learning observations well to evaluate how well children are progressing in their learning. Senior leaders and staff should develop approaches to assessment further. This will support teachers’ professional judgement of where children are in their development of skills and learning. Senior leaders should work with staff to develop further a shared understanding of national Benchmarks and milestones. This will help to ensure that teacher judgements are more robust and that children build appropriately on prior learning.			
Expected outcomes:	Measures:	QI	When? Who?



Planning: • IEPs reflect the planning to reduce barriers to learning • Ensuring consistency of planning across the 2 Rainbow classes • Skills linked to the Animal Explorers • Staff training on ASN milestone curriculum Curriculum <u>Curriculum planned to include:</u> • All learners access 2 hours of quality PE. • Embed and increase staff confidence in delivering • PEPR (Psycho Educational Profile Revised) and Attention Autism as vehicles to deliver the curriculum. • Wider achievement and opportunities for personal awards Assessment: • More detailed progression pathways • Standardise assessments used in ASN • Standardise evidencing and profile folders	• Explicit planning for opportunities and experiences to develop skills for learning, life and work. • Staff training	1.1 Self-evaluation for self-improvement. 1.3 Leadership of Change. 2.3 Learning, teaching and assessment. 3.1 3.1 Ensuring wellbeing, equality and inclusion 3.2 Raising attainment and achievement.	PTASN/ASNTs/PSAs	
QI 1.5 Management of Resource QI 1.3 Leadership of Change QI 1.1 Self-evaluation for self-improvement				
Implementation/Actions	Time Resource	Who?	When?	Progress
Planning: Ensure consistency of planning across Rainbow classes.	Quality Assurance calendar-planning meetings	SLT, ASNTs	Termly	



IEPs contain targets that reduce the barriers to learning. Planning shows specific focus for learning and skills for targets to be achieved.(parent voice included)	QA Annual overview- IEP moderation Rainbow meetings	PTASN/ ASNTs	Jan/ Feb Term 2-4	
Development of child profiles to reduce sensory difficulties/ barriers to learning in line with SHANARRI	Inset day	PTASN, ASNTs	Term 1 16 th Sep	
<u>Curriculum:</u>				
Develop 2 hours of quality PE through access to the hall with various equipment and access to the pitch. Participating in 360 curling and swimming	Hall timetable	SLT/ PTASN	August 2025	
Formal and informal observations-1. PE focus 2. Attention Autism 3. PEPR	Collegiate Calendar	PTASN/ ASNTs	Sep/Oct 2025 Nov/ Dec 2025 Jan/ Feb 2026 April/ May 2026	
Development of Explorer skills	Collegiate calendar	PTASN, ASNT working party	Term 1 8/10	
Attention Autism and PEPR (linking to ASN milestones)	Inset day	PTASN, ASNTs, PSAs	Term 1 16 th Sep	
Development of award systems for wider achievements	Inset Day	PTASN, ASNTs, PSAs	Term 1 16 th Sep	
Training in play schemas AAC (Augmentative and Alternative Communication)	Collegiate calendar	PTASN, ASNTs, Teacher of assistive technology	Term 2 18.11 27.11	
Shared understanding of benchmarks and milestones to support them with judgement of learning during observations.	Rainbow meetings	PTASN, ASNTs, PSAs	12/09 10/02	
<u>Assessment:</u>				
Ensure children on reduced timetables have review meetings 6 monthly with parents(in line with Child plans) to see if it's appropriate to increase time.	Management time	PTASN/parents	Every 6 months	



Ensure pace and challenge across the provision through the learner pathways. Predicting appropriate progress at the start of the term and work towards this- allows for pace and challenge. Can judge progress more easily i.e. making good progress, very good progress, or not progressing.	Collegiate calendar (Review and evaluate impact)	PTASN/ ASNTs	2 nd October 10 th Dec	
Continue to develop evidencing and profiling using tracking and making codes from the continuum of engagement: -Wow moments -Play observations, -Profiling	ASN working party collegiate calendar- (Review and evaluate impact)	PTASN/ ASNTs	12.01, 11.02 7.05	
Standardise assessments used in ASN and list to be added to schools assessment folder	Collegiate calendar	PTASN/ ASNTs	29.04	

Improvement Priority 4 Action Plan:	ELC-Developing high quality experiences and outcomes for our Nursery children.	Lead: HT		
Please detail the information/data which has prompted this work: Care Inspectorate Inspection Findings May 2024 From EYESO ongoing record visits				
Expected outcomes:	Measures:	QI	When? Who?	
1. Further develop the quality of staff interactions to support and extend children’s learning. 2. Further develop the effectiveness of observations that evidence progression and from which next steps can be identified.	1. Further training/exploration of resources 2. Regular opportunities for reflection and self-evaluation of practice 3. Robust quality assurance processes	• Play and Learning • Children thrive and	HT, EYPs, Senior EYP, SWs EYESO, SALT	



3. Further extend sensory play opportunities across spaces –to encourage exploration and promote opportunities for language development 4. Ensure that core provision remains available across all spaces. 5. Embed children’s understanding of the importance of good hand hygiene and implementation of effective hand washing routines 6. Develop a more robust QA/monitoring/ Self-Evaluation (impact and evidence) process 7. Better understanding of children’s behaviour/ASN			develop in quality spaces - Children supported to achieve - Leadership	
QI 1.5 Management of Resource		QI 1.3 Leadership of Change		QI 1.1 Self-evaluation for self-improvement
Implementation/Actions	Time Resource	Who?	When?	Progress
1. Quality of staff interactions				
Quality Interactions online training video on the HC ELC hub	Collegiate calendar	HT, EYPs, SWs	4.11.25	
Training on skilled questioning to build on prior learning and the use of I wonder statements to promote thinking and problem solving	Collegiate calendar	HT, EYPs, SWs, SALT	28.10.25	
Incorporating the auditing of interactions during monitoring visits / lesson observations (be aware of staff being too task orientated)	QA Monitoring/ class observations	HT/ Senior EYP	Termly	



Use of peer modelling/ sharing good practise from experienced, skilled practitioners	Collegiate calendar- ASG twilights	HT/ Senior EYP/ SALT/ ASG peers	ASG twilights termly (dates TBC)	
2. Observations				
Training on Profiling progress and breadth and challenge in Numeracy though observations and from which next steps can be identified. (Reviewed and evaluated)	Collegiate Calendar	HT, EYPs, SWs, EYESO	16.09 3.03.26 (self-evaluation)	
Peer assess profiles and observations	Collegiate Calendar	HT, EYPs, SWs,	24.03.26	
3. Sensory Play				
Further extend sensory play opportunities across spaces – to encourage exploration and promote opportunities for language development - Further discussions with SALT/ HVT Exploring Resources/ ideas https://elchighland.com/2022/11/16/recovering-play-sensory-sensations/	Collegiate calendar	HT, EYPs, SWs, SALT, HVT	25.11.25	
4. Core Provision				
Ensure that core provision remains available across all spaces through completing the Core provision audit from which next steps are identified.	Inset Day-15 th Sep	HT, EYPs, SWs,	Term 1 15 th Sep	
5. Embed children's understanding of the importance of good hand hygiene and implementation of effective hand washing routines. Review current guidance regarding handwashing. Preventing and controlling infections - GOV.UK	Ongoing QA- monitoring/ lunch time/ snack audit (+toilet)	HT, EYPs, SWs,	Term 1 15 th Sep Termly	



Displays of above in playrooms or evidence in floorbook.	Monitoring of floorbooks			
6. Robust QA/monitoring/ Self-Evaluation				
- a). regular opportunities for reflection and self-evaluation of practice b) regular monitoring of staff practice to identify good quality skills and practice as well as training needs c) regular monitoring of the quality of children's experiences and care d) identifying measurable impacts that will benefit children's experiences and outcomes - e.) Termly target reviews and target setting for staff - Evidence gathered under QIs and related to the CI Action Plan	Collegiate calendar	HT, EYPs, SWs, Senior EYP	Termly monitoring of -staff practices -Care Plans/ Form 1's -Profile folders -facilities -accident forms Termly self-evaluation and identifying impacts 28.09, 9.12, 3.03, 2.06	
Begin to engage with the new joint Quality Improvement Framework for self-evaluation Management time https://education.gov.scot/inspection-and-review/inspection-frameworks/quality-improvement-framework-for-the-early-learning-and-childcare-sectors/	Management time	HT	Ongoing Ongoing	
7. Better understanding of children's behaviour/ASN				
All behaviour is communication training in person (Target for each staff member identified)	Inset Day	HT, EYPs, SWs, SALT, HV	Term 1 18 th August 25	
Follow up session on using SHANARRI to understand behaviours	Collegiate calendar	HT, EYPs, SWs, SALT, HV	3.09.25	



