



# Aviemore Primary School



## ESTABLISHMENT IMPROVEMENT PLAN

Inclusion Motivation Respect



## SESSION 2024-25

Overview of National and Local Priorities							
<b>National Improvement Framework Key Priorities</b> <ul style="list-style-type: none"> <li>Placing the human rights and needs of every child and young person at the centre of education</li> <li>Improvement in children and young people's health and wellbeing</li> <li>Closing the attainment gap between the most and least disadvantaged children and young people</li> <li>Improvement in skills and sustained, positive school-leaver destinations for all young people</li> <li>Improvement in attainment, particularly in literacy and numeracy</li> </ul>		<b>National Improvement Framework Key Drivers</b> <ul style="list-style-type: none"> <li>School and ELC leadership</li> <li>Teacher and practitioner professionalism</li> <li>Parent/carer engagement and involvement</li> <li>Curriculum and assessment</li> <li>School and ELC improvement</li> <li>Performance information</li> </ul>					
HGIOS/HGIOELC/ HGIOURS		Highland Council Education Priorities		GME Priorities		Health and Social Care Standards	
<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 and management of staff</li> <li>1.5 Management of resources to promote equity</li> <li>2.1 Safeguarding and child protection</li> <li>2.2 Curriculum</li> <li>2.3 Learning, teaching and assessment</li> <li>2.4 Personalised support</li> <li>2.5 Family learning</li> <li>2.6 Transitions</li> <li>2.7 Partnership</li> <li>3.1 Ensuring wellbeing, equality and inclusion</li> <li>3.2 Raising attainment and achievement/Securing children's progress</li> <li>3.3 Increasing creativity and employability/Developing creativity and skills for life and learning</li> </ul> <p>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 &amp; achievements</p>		<ul style="list-style-type: none"> <li>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.</li> <li>We will develop leadership skills at all levels of the system for now and the future, building a culture of empowerment and professional capital.</li> <li>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.</li> <li>We will maximise opportunities for our children and young people, and for the wider Highland community and its visitors, through provision of high-quality services.</li> </ul>		<ul style="list-style-type: none"> <li>Education Scotland Advice on Gaelic Education focus: high quality immersion experiences improving fluency Gaelic ethos</li> <li>Secondary – Increasing immersion curriculum opportunities in BGE and Senior Phase</li> <li>Initiatives that promote and support the use of Gaelic in the home, in communities and extra-curricular experiences</li> <li>Activities to support Gaelic language and culture (arts, media, creative industries, workplace)</li> <li>Local Authority Gaelic Language Plan priority</li> </ul>		<ul style="list-style-type: none"> <li>I experience high quality care and support that is right for me.</li> <li>I am fully involved in all decisions about my care and support.</li> <li>I have confidence in the people who support and care for me.</li> <li>I have confidence in the organisation providing my care and support.</li> <li>I experience a high-quality environment if the organisations provides the premises.</li> </ul>	
Establishment Improvement Priorities		Linked NIF Priority	Linked NIF Driver	Linked Highland Priority	Linked QI	Linked GME Priority	Linked H&SC Standard

Inclusion Motivation Respect



<b>Raising attainment in Numeracy</b>	Improvement in attainment, particularly in literacy and numeracy	Curriculum and assessment	We will raise attainment and achievement for all	2.3 Learning, teaching and assessment	Choose an item.	Choose an item.
<b>Raising attainment in Literacy through writing</b>	Improvement in attainment, particularly in literacy and numeracy	Curriculum and assessment	We will raise attainment and achievement for all	2.3 Learning, teaching and assessment	Choose an item.	Choose an item.
	Choose an item.	Choose an item.	Choose an item.	Choose an item.	Choose an item.	Choose an item.

## Action Plans

<b>Improvement Priority 1 Action Plan:</b>	<b>Raising attainment in Numeracy</b>	<b>Lead: Chenelle McMaster/ Jess Creber</b>
<b>Please detail the information/data which has prompted this work:</b>		
<b>Continuation from Numeracy Action Plan 2023/24</b>		
<b>Numeracy Achievement of a Level across the school is low 2024 ACEL data is as follows: P1 60% ,P4=36%, P7 54%</b>		
<b>SNSA data shows weaknesses in P1-doubles and word problems subtraction and addition to 20 (number bonds) , P4- fractions of quantities and problem solving, arrays/multiplication, P7-decimals and negative numbers.</b>		
<b>SOFA data shows weaknesses in using basic facts (dividing, multiplying, adding and subtraction) in context/ problem solving and finding fractions of quantities.</b>		
<b>Numeracy teaching is variable across the school.</b>		
<b>Evidence based numeracy interventions required.</b>		
<b>Not enough experiences of children developing numeracy skills across the curriculum</b>		



Numeracy	CfE levels				Highland				Scotland				
	June	P1	P4	P7	P1,4,7	P1	P4	P7	P1,4,7	P1	P4	P7	P1,4,7
2016	100%	55%	55%	64%	77	66	61	68	84%	73%	68%		
2017	65%	54%	50%	57%	72	68	59	66	83%	75%	70%	76%	
2018	64%	36%	61%	53%	77	66	66	70	85%	76%	75%	78%	
2019	87%	29%	32%	53%	75	66	62	67	85%	77%	76%	79%	
2020													
2021	76%	44%	52%	56%	68	57	57	60	81%	72%	72%	75%	
2022	87%	37%	60%	59%	77	63	67	69	81%	75%	76%	78%	
2023	57%	63%	62%	61%	78	69	67	69	85%	77%	78%	80%	
2024 Predict	59%	36%	69%	56%									

#### Expected outcomes:

- An increase of 5% in numeracy attainment in across the school.
- Teacher confidence increases in teaching numeracy.
- Stakeholder agreement on what a quality numeracy looks like.
- Agreement on the use of Leckie resource
- Planning for numeracy across the curriculum will be evident termly

#### Measures:

- Attainment data from session 2023/24 supported by assessment evidence and teacher judgement.
- Teacher confidence survey August and May
- Quality numeracy lesson poster in each classroom
- Planning formats evidence the application of numeracy skills across the curriculum.
- Lesson observations in numeracy

#### QI

QI 2.2  
QI 2.3  
QI 3.2

#### When? Who?

SMT to oversee and monitor progress termly at SMT meetings  
SLT to analyse data throughout the year and use information to support discussions during planning and tracking meetings.

QI 1.5 Management of Resource

QI 1.3 Leadership of Change

QI 1.1 Self-evaluation for self-improvement



<b>Implementation/Actions</b>	<b>Time Resource</b>	<b>Who?</b>	<b>When?</b>	<b>Progress</b>
Share SNSA/SOFA/ACEL Data 2024 pinpointing weaknesses. Update school Numeracy trackers by adapting and embedding new Highland Council Numeracy Progression Frameworks Early to Second level .	Inset day	All staff  KJ (ASNT) to update trackers	August In-Set 19/08  Ongoing through the year	
Agree the use of Numeracy Diagnostic tests to each year group incrementally and attend training.	CAT	Teaching staff	22 <sup>nd</sup> August Diagnostic training	
Three training sessions on Precision Teaching, Retrieval Practice and Numicon  Consultation and Feedback during collaborative sessions and agreed school approaches to be used.	3 x CAT  CAT	Numeracy Support Officer Teaching staff  Teaching staff	9 <sup>th</sup> October 2024 4 <sup>th</sup> December 2024 29 <sup>th</sup> January 2025  26 <sup>th</sup> Feb 2025	
Number Sprinkles Training-planning approaches to numeracy and strategies	Sept Inset day	Numeracy Support Office and teachers	17 <sup>th</sup> September 2024	
Agree use of Leckie resource across the school to ensure consistency of mathematical language	Sept Inset Day	Teaching staff	16/09/24	
Agree focus on mental maths and retrieval practices and quick recall of number bonds and tables through Teaching Sprints	Aug Inset Day	Teaching staff	Inset Day 19/08/24	
Parent/carer workshops led by the children on quick recall of basic facts and times tables at home. Use Family Maths Toolkit for resources and games.	Term 2	HT, DHT, Young Leaders of Learning	Term 2	



<b>Improvement Priority 2 Action Plan:</b>	Raising Attainment in Literacy through writing	<b>Lead: Chenelle McMaster/ Jess Creber/ Emily Sharp</b>
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Please detail the information/data which has prompted this work:

- Consistent low attainment in Literacy, particularly writing.
- Introduced the Talk for Writing system, but need to review it and decide on the strategies that will be used consistently across the school.

Literacy	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%	45%	64%	59%	63	56	55	58					
2017	46%	59%	47%	50%	61	59	55	58	74%	68%	66%	69%	
2018	67%	53%	29%	50%	66	57	59	60	75%	69%	70%	71%	
2019	72%	33%	15%	42%	64	57	54	58	76%	70%	71%	72%	
2020													
2021	62%	37%	45%	47%	53	47	49	49	71%	64%	66%	67%	
2022	71%	40%	40%	49%	65	54	59	59	71%	67%	71%	71%	
2023	33%	46%	55%	46%	68	61	65	65	76%	70%	73%	73%	
2024 Predict	48%	36%	56%	48%									

2024 ACEL data: P1=72% P4= 45% P7= 46%

-Literacy for All- The Making Sense Report 2020 recommends the use of a wave approach to supporting young people experiencing difficulties with literacy development where interventions are informed by individual assessment results and often delivered within the regular classroom. Young people with dyslexia benefit from early identification, appropriate intervention, and targeted, effective support at the right time. Assessment for dyslexia should be a process rather than an end product. This is the model of support used in Literacy for All.

<b>Expected outcomes:</b> ➤ An increase of 5% in Literacy attainment in P 4 and P7.	<b>Measures:</b> Attainment data supported by assessment evidence and teacher judgement.	<b>QI</b> <b>2.2 and 2.3</b>	<b>When? Who?</b> SMT to oversee and monitor progress termly at SMT meetings
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<ul style="list-style-type: none"> <li>➤ A whole school approach to Early, First and second level writing.</li> <li>➤ A whole school approach to tracking and recording literacy difficulties from Primary One to Primary Seven.</li> <li>➤ Increase in attainment of Primary 4 through the National Writing Improvement programme.</li> </ul>	<ul style="list-style-type: none"> <li>➤ 75% of teachers confident in meeting the needs of young people with persistent literacy difficulties</li> <li>➤ Learning observations of writing lessons.</li> <li>➤ Primary 4 teachers focussing in on the tools for writing.</li> </ul>		SLT to analyse data throughout the year and use information to support discussions during planning and tracking meetings.	
<i>QI 1.5 Management of Resource</i>		<i>QI 1.3 Leadership of Change</i>		<i>QI 1.1 Self-evaluation for self-improvement</i>
Implementation/Actions	Time Resource	Who?	When?	Progress
Talk for Writing review with teaching staff. (What is working well and what are the challenges? How can we adapt the Talk for Writing programme to suit the needs of our setting.)	Term 1	HT and DHT, and teaching staff	Inset Day 19 <sup>th</sup> Aug 2024  19 <sup>th</sup> Nov-Moderate/review Talk for Writing strategies as agreed.	
Target for children to create longer/ finished pieces of writing.	Ongoing	Teaching staff	Ongoing throughout the term	
PEF interventions - Small group interventions using Tools for writing precision teaching from Jenny Wilson (LDO) targeting the missing benchmarks identified by 23-24 class teachers.	Term 1	Teaching staff J Creber-PEF teacher	30mins x twice weekly sessions	
Continue with moderation of writing as a staff team. One session of reading moderation.	CAT sessions	HT and DHT, and teaching staff	11 <sup>th</sup> Dec-school moderation session 12 <sup>th</sup> March writing moderation 27 <sup>th</sup> May-reading moderation	



Create opportunities for staff to moderate writing across the ASG.	Inset Days	HT and DHT, and teaching staff and staff from ASG	17 <sup>th</sup> Sep or 19 <sup>th</sup> Feb-Inset Day ASG moderation	
P4 staff to engage in the National Writing Framework training and cascade to rest of staff team. (focus on tools for writing)	CPD hours for P4 staff	P4 teachers	20/01/25-Full day 3/02/25-Twilight 24/02/25-Twilight 17/03/25-Twilight 28/04/25- Twilight 19/05/25-Twilight	
Literacy for All training- 4 Twilight sessions and then a CAT session to discuss tracking and expectations as a school.	Collegiate sessions	HT and DHT, and teachers Jenny Wilson (LDO) Education Psychologist	3 <sup>rd</sup> Sep 2024-Twilight 1 <sup>st</sup> Oct 2024-Twilight 12 <sup>th</sup> Oct 2024-Twilight 7 <sup>th</sup> Jan 2025-Twilight 11 <sup>th</sup> Feb 2025-Twilight	

