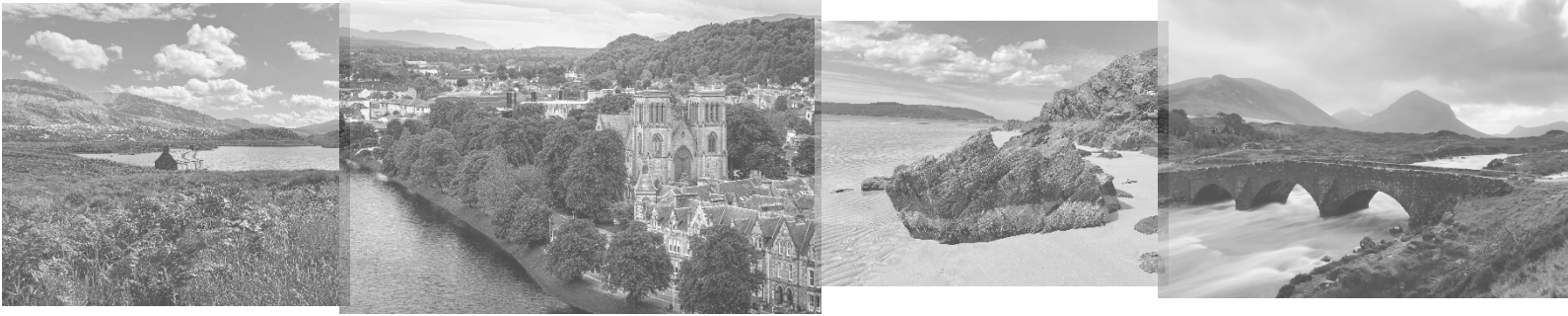
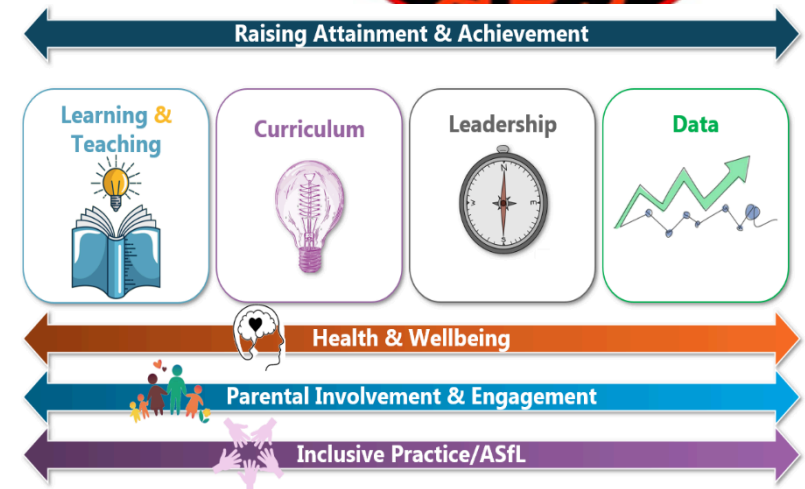




Avoch Primary and ELC

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 |



HARDWORKING, RESPECTED, INCLUDED, HONEST, KIND

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? (4th edition)

- ☐ 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

ELC Quality Improvement Framework Realising the Ambition

- 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

Highland Council Education & Learning Improvement Plan

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?

- ☒ 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

Gaelic Education

- ☐ Education Scotland Advice on Gaelic Education focus:
 - high quality GME immersion experiences
 - improving fluency
 - whole school Gaelic ethos
- ☐ Secondary – Increasing immersion curriculum opportunities in BGE and Senior Phase
- ☐ Gaelic Learner Education Experiences
- ☐ Initiatives and projects that promote and support Gaelic extra-curricular experiences
- ☐ Local Authority Gaelic Language Plan 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

Health and Social Care Standards

- ☐ 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.

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
Priority 1: Strengthening Learning, Teaching & Assessment with a focus on Writing, Moderation & Challenge	NIF: Improvement in attainment (literacy & numeracy); HC: Learning & Teaching; HGIOS 4: 2.3, 3.2	Writing attainment dip across P2, P4–P6; need for consistent high-quality L&T; staff request for more moderation; parent request for more family learning; need to strengthen challenge & Third Level maths. Curriculum Improvement Cycle
Priority 2: Increasing Learner Participation, Ownership of Learning & Meta-Skills	NIF: Health & Wellbeing; HC: Curriculum; HGIOS 4: 2.3, 3.1	Pupil voice data shows only 63% feel views are acted on; need for stronger profile ownership; need to embed meta-skills; need for improved Equality & Diversity understanding; non-teaching staff want more leadership roles.
Priority 3: Inclusive Practice, Nurture & Play Pedagogy	NIF: Health & Wellbeing; HC: Inclusive Practice; HGIOS 4: 3.1	Trauma-informed training completed but nurture groups disrupted; need for consistent nurturing approaches; need to strengthen inclusive practice using CIRCLE; need to enhance play pedagogy from ELC–P7.
ASG Improvement Priorities		
ASG priorities will be included in action plans above. -CIRCLE FRAMEWORK - Curriculum Improvement Cycle	NIF: Health & Wellbeing; HC: Inclusive Practice; HGIOS 4: 3.1	As above

Action Plans

Improvement Priority 1 Action Plan:	Learning, Teaching and Assessment – Writing, Moderation and Challenge	Lead: HT/DHT
Expected outcomes: By June 2027, writing attainment increases across P2, P4–P6 by at least 10 percentage points.	Measures: - ACEL data (literacy & numeracy). - SOFA and NSA data	HGIOS4 QIs / ELC Quality Improvement Framework / Realising the Ambition Please tick above relevant boxes

□ Early years staff (ELC and P1) strengthen early mark-making, emergent writing and early numeracy through high quality play-based learning. All staff engage in writing moderation using Highland Council literacy trackers, with a focus on use of tools for writing. All teaching staff consistently use Avoch Lesson Evaluation Toolkit (learning intentions, co-constructed success criteria, feedback, questioning). ELC staff to engage in high-quality interactions All borderline/will-not-achieve pupils have tracked interventions with clear PEF-supported plans. Third Level maths planning is embedded for identified pupils. staff confidence in planning for and assessing pupil progress against HWB benchmarks increases across school. Increase in ELC staff confidence in planning for and assessing pupil progress across literacy, numeracy and HWB.	■ ELC observation records and floorbooks showing progression in early literacy/numeracy. ■ Moderation samples across ELC–P7. ■ Jotter monitoring ■ Pupil Progress Meeting evidence. ■ Tracking of interventions & PEF impact. ■ Lesson observations and ELC pedagogy audits. ■ Staff confidence surveys. ■ Pupil focus groups		
QI 1.5 Management of Resource			
QI 1.3 Leadership of Change			
QI 1.1 Self-evaluation for self-improvement			
Implementation/Actions What approaches or interventions will happen?	Who? Key teams/All staff/ELC only?	When? / Time Resource Add dates / time allocation	Progress and Impact Complete / RAG throughout the session
Provide staff training on writing pedagogy and writing progression using Highland Council Literacy pathways.	HT and CT Pedagogy Teachers	Term 1/ 2	

Develop early literacy pedagogy in ELC and P1	DHT, SEYP and P1 teachers	Term 1-3	
Termly moderation Term 1/2 – writing Term 3 reading (linked with peer observations) Term 4 – numeracy and writing	All Teaching Staff	November Feb/March May	
Introduce targeted literacy interventions for specific children through PEF plan.	ASNT	Term 1-4	
Revisit Avoch Lesson Evaluation Toolkit & implement consistently –Visual LI revisited throughout lesson, co-constructed success criteria, meaningful plenaries, high quality feedback provided to learners.	All staff SMT – learning walks, observations	August - May	
Strengthen planning & tracking for challenge pupils, including Third level maths	SMT and class teachers	Ongoing	
Track high-attaining pupils (including P6 Third level maths group) during PPM	SMT and CT	Termly Pupil Progress meetings	
Plan, monitor and evaluate interventions for borderline/will not achieve pupils (PEF)	SMT ASNT Class Teachers	Termly Pupil Progress meetings ASNT consultation with class teachers	
Increase staff confidence in HWB benchmarks (ELC-P7)	SMT	Term 1/2	
Create a structured family learning calendar (literacy, numeracy and HWB) and deliver family learning workshops.	SMT and staff	Aug/Sept	
Staff engagement with Curriculum Improvement Cycle	SMT/ASG	Throughout the year Feb Inset day	
Strengthen early literacy/numeracy pedagogy in ELC and P1	DHT, SEYP and P1 teachers	Termly	
Moderate ELC planning and assessment using Realising the Ambition examples.	DHT/SEYP	Termly	
Quality assurance – planning folder audits to look for evidence of challenge and differentiation	SMT	Termly	
Quality Assurance ELC – consistency checks of floor books and learning journals.	DHT and SEYP	Termly	

Improvement Priority 2 Action Plan:	Learner Participation, Ownership of Learning and Meta-Skills	Lead: HT/DHT
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Expected outcomes: All pupils (ELC–P7) engage in learning conversations appropriate to their stage. The conversations will be recorded in pupil profiles. All pupils set meaningful literacy, numeracy & HWB targets in profiles (P1–P7) and ELC children contribute to learning journals. Meta-skills embedded in IDL and tracked through profiles. Pupil voice indicators increase: “School listens to my views” → 65% to 80% “School takes my views into account” → 63% to 75% All pupils select leadership groups based on interest and need (P1–P7). All pupils to participate in leadership group and have ownership of the action plan. ELC children participate in age-appropriate leadership/decision-making (e.g., choosing learning spaces, planning play). Non-teaching staff have clear leadership roles and involvement in self-evaluation.	Measures: ■ Pupil profile audits (P1–P7). ■ ELC learning journals and floorbooks. ■ Pupil voice surveys (P4–P7) and observational voice capture in ELC. ■ Leadership group participation data. ■ Staff surveys (teaching, non-teaching, ELC). ■ Evidence of meta-skills in planning & profiles.	HGIOS4 QIs / ELC Quality Improvement Framework / Realising the Ambition Please tick above relevant boxes	
QI 1.5 Management of Resource		QI 1.3 Leadership of Change	QI 1.1 Self-evaluation for self-improvement
Implementation/Actions What approaches or interventions will happen?	Who? Key teams/All staff/ELC only?	When? / Time Resource Add dates / time allocation	Progress and Impact Complete / RAG throughout the session
Ensure that class charters are present in all classes and are linked to rights, participations and equality.	All staff	August	
Strengthen pupil ownerships of profiles with meaningful targets	All Staff	Weekly protected profile time	

Further develop ways to capture pupil voice including ensuring high quality child-led target setting within learning journals.	ELC staff		
Embed meta-skills in curriculum and track through profiles	All Staff	Aug-June	
Support pupils to choose and lead leadership groups for 2026-2027 Leadership groups will be Pupil Council – Learning leaders, RRS Reading Schools – reading ambassadors, library Digital Leaders Wellbeing and Inclusion – Inclusion, anti-bullying, wellbeing ambassadors Community & Citizenship – Charity, linking with community, intergenerational Health and Playground – sports leaders, health and nutrition	SMT	September time	
Increase staff understanding of play pedagogy across the whole school, exploring how play is embedded in the early years and into first level.	SMT + ELC	Sept-April	
Revisit Equality and Diversity Policy with staff, pupils and families Pupil workshops – equality, fairness and anti-bullying (Safe Strong and Free) Parent information sessions – Equality and Diversity Refresher training for staff – Equality and Diversity	SMT + ELC	Oct-June	
Use Stronger Together Toolkit to support bullying, inclusion and equality	SMT and staff		
Provide leadership opportunities for non-teaching staff to assist with leadership groups and inclusive practice across the school.	SMT and PSAs	Aug-June	

Improvement Priority 3 Action Plan:		Inclusive Practice, Nurture and Play Pedagogy	Lead: DHT/ASNT
Expected outcomes: Consistent nurturing approaches ELC-P7. CIRCLE Framework used to support inclusive practice in all classrooms and ELC playrooms. Play pedagogy enhanced from ELC–P7. Improved pupil wellbeing indicators (baseline: from May 2026 pupil survey 82% feel safe). All staff deepen understanding of nurture, attachment and trauma informed practice.		Measures: Wellbeing indicators (SHANARRI). ELC wellbeing observations and keyworker notes. Classroom & playroom environment audits (CIRCLE). Nurture group attendance & progress. Pupil surveys (P4–P7). Staff surveys on trauma-informed practice.	HGIOS4 QIs / ELC Quality Improvement Framework / Realising the Ambition Please tick above relevant boxes

	QI 1.5 Management of Resource	QI 1.3 Leadership of Change	QI 1.1 Self-evaluation for self-improvement
Implementation/Actions What approaches or interventions will happen?	Who? Key teams/All staff/ELC only?	When? / Time Resource Add dates / time allocation	Progress and Impact Complete / RAG throughout the session
Revisit nurture principles with all staff (ELC-P7)	DHT/ASNT		
Introduce the CIRCLE framework, engaging with the environment audit to ensure that we have inclusive classrooms. Complete audit in August independently, time to discuss and share audits with colleague, then time to discuss these with ASG colleagues. Staff to identify areas of strength to share good practice with colleagues and areas for development.	HT/ASNT All Staff – teachers, ELC and PSAs ASG priority	August September Inset day – ASG Revisit audits Term 3	
Develop inclusive classroom checklists for teachers and PSAs	Class teachers and SMT	Term 1	
Enhance play pedagogy from ELC – P7	SEYP/DHT All staff – teachers ELC staff and PSAs		
Continue trauma-informed practice development	All staff	Aug-June	
Review and strengthen inclusive classroom environments	SMT	Termly	
Ensure ELC planning reflects Realising the Ambition and nurture principles	SEYP/DHT	Term 1/Term 3	