



# Avoch Primary School

ESTABLISHMENT IMPROVEMENT PLAN

SESSION 2025-2026



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Overview of National and Local Priorities		
<b>National Improvement Framework Key Priorities</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Placing the human rights and needs of every child and young person at the centre of education</li> <li><input type="checkbox"/> Improvement in children and young people's health and wellbeing</li> <li><input type="checkbox"/> Closing the attainment gap between the most and least disadvantaged children and young people</li> <li><input type="checkbox"/> Improvement in skills and sustained, positive school-leaver destinations for all young people</li> <li><input type="checkbox"/> Improvement in attainment, particularly in literacy and numeracy</li> </ul>		<b>National Improvement Framework Key Drivers</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> School and ELC leadership</li> <li><input type="checkbox"/> Teacher and practitioner professionalism</li> <li><input type="checkbox"/> Parent/carer engagement and family learning</li> <li><input type="checkbox"/> Curriculum and assessment</li> <li><input type="checkbox"/> School and ELC improvement</li> <li><input type="checkbox"/> Performance information</li> </ul>
How good is our school? (4 <sup>th</sup> edition)	ELC Quality Improvement Framework Realising the Ambition	Highland Council Education Priorities
<ul style="list-style-type: none"> <li><input type="checkbox"/> 1.1 Self-evaluation for self-improvement</li> <li><input type="checkbox"/> 1.2 Leadership of learning</li> <li><input type="checkbox"/> 1.3 Leadership of change</li> <li><input type="checkbox"/> 1.4 Leadership and management of staff</li> <li><input type="checkbox"/> 1.5 Management of resources to promote equity</li> <li><input type="checkbox"/> 2.1 Safeguarding and child protection</li> <li><input type="checkbox"/> 2.2 Curriculum</li> <li><input type="checkbox"/> 2.3 Learning, teaching and assessment</li> <li><input type="checkbox"/> 2.4 Personalised support</li> <li><input type="checkbox"/> 2.5 Family learning</li> <li><input type="checkbox"/> 2.6 Transitions</li> <li><input type="checkbox"/> 2.7 Partnership</li> <li><input type="checkbox"/> 3.1 Ensuring wellbeing, equality and inclusion</li> <li><input type="checkbox"/> 3.2 Raising attainment and achievement</li> <li><input type="checkbox"/> 3.3 Increasing creativity and employability</li> </ul>	<p>Leadership:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Leadership and management of staff and resources</li> <li><input type="checkbox"/> Staff skills, knowledge, values and deployment</li> <li><input type="checkbox"/> Leadership of continuous improvement</li> </ul> <p>Spaces &amp; environment:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Children thrive and develop in quality spaces</li> <li><input type="checkbox"/> Inside and outside, open ended and natural resources</li> </ul> <p>Children play and learn:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Play and learning</li> <li><input type="checkbox"/> Curriculum</li> <li><input type="checkbox"/> Learning, teaching, and assessment</li> <li><input type="checkbox"/> Inspiring confidence, creativity, and curiosity</li> </ul> <p>Children are supported to achieve:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Nurturing care and support, interactions, and relationships</li> <li><input type="checkbox"/> Wellbeing, inclusion, and equality</li> <li><input type="checkbox"/> Children's progress – observations, planning, and tracking</li> <li><input type="checkbox"/> Safeguarding and child protection</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> 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><input type="checkbox"/> We will focus our improvement on the themes within our Raising Attainment and Achievement Strategy:             <ol style="list-style-type: none"> <li>1. Leadership</li> <li>2. Learning &amp; Teaching</li> <li>3. Curriculum</li> <li>4. Data Analysis</li> </ol> </li> <li><input type="checkbox"/> 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> </ul>
How good is OUR school?	Gaelic Education	Health and Social Care Standards
<ul style="list-style-type: none"> <li><input type="checkbox"/> Theme 1 Our relationships</li> <li><input type="checkbox"/> Theme 2 Our learning and teaching</li> <li><input type="checkbox"/> Theme 3 Our school and community</li> <li><input type="checkbox"/> Theme 4 Our health and wellbeing</li> <li><input type="checkbox"/> Theme 5 Our successes &amp; achievements</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> <u>Education Scotland Advice on Gaelic Education</u> focus:             <ul style="list-style-type: none"> <li>- high quality GME immersion experiences</li> <li>- improving fluency</li> <li>- whole school Gaelic ethos</li> </ul> </li> <li><input type="checkbox"/> Secondary – Increasing immersion curriculum opportunities in BGE and Senior Phase</li> <li><input type="checkbox"/> <u>Gaelic Learner Education Experiences</u></li> <li><input type="checkbox"/> Initiatives and projects that promote and support Gaelic extra-curricular experiences</li> <li><input type="checkbox"/> <u>Local Authority Gaelic Language Plan</u> priorities, initiatives, and activities to promote Gaelic across the 4 themes of</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> I experience high quality care and support that is right for me.</li> <li><input type="checkbox"/> I am fully involved in all decisions about my care and support.</li> <li><input type="checkbox"/> I have confidence in the people who support and care for me.</li> <li><input type="checkbox"/> I have confidence in the organisation providing my care and support.</li> <li><input type="checkbox"/> I experience a high-quality environment if the organisations provide the premises.</li> </ul>

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- Communities and Home
- Media, Arts, Culture and Heritage
- Business and the Economy
- Education

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. L, T & A – tracking pupil progress HWB and moderation	TMR/Data	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	Learning, teaching and assessment	Choose an item.	
2. Learner participation and Pupil Voice	LTA	Placing the human rights and needs of every child and young person at the centre of education	School and ELC Leadership	We will maximise opportunities for our children and young people	3.3 Increasing creativity and (employability)/developing creativity and skills for life	Wellbeing, inclusion and equality	Choose an item.	

## Action Plans

<b>Improvement Priority 1 Action Plan:</b>	L, T & A – assessment and moderation	<b>Lead:</b> Lynsey Third
<b>Please detail the information/data which has prompted this work:</b> As part of the Raising Attainment and Achievement Strategy (RAAS), we are working together to strive towards all children achieving the highest standards in literacy and numeracy, as well as the right range of skills and achievements to succeed. From previous improvement work almost all staff are confident using SOFA and NSA data to inform learning and teaching. Almost all staff have become more confident when working with the literacy and numeracy benchmarks to identify where learners are in their learning. As identified in our RAAS, learning and teaching and data analysis are a priority, this includes achievement of a level and identifying where children are in their learning journeys. Staff		

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need to have a good knowledge of the benchmarks and how we gather evidence to support professional judgement. Through moderation activities we will increase confidence and develop a shared understanding of what achievement of a level looks like. Curriculum is also a significant theme in the RAAS. Last year we improved our HWB planning documents and our next steps is to review how we track pupil progress in HWB. If we are going to identify potential barriers that may reduce learners' capacity to achieve success, then staff have to be confident and have a consistent way of tracking pupil progress. This will involve moderation across the school.

Expected outcomes:	Measures:	QI	When? Who?
<ul style="list-style-type: none"> <li>□ By June 2026, data will show that all staff are using the tools to support moderation and inform learning and teaching.</li> <li>□ By September, all staff will have analysed NSA and SOFA data and have planned interventions for those children not on track.</li> <li>□ By June 2026, tracking data will indicate increasingly accurate judgements in Literacy, Numeracy and HWB across the school. As a result there should be a decrease in the number of children recorded as 'borderline' on P&amp;A.</li> <li>□ By June 2026, almost all staff will feel more confident in identifying learners progress in HWB.</li> </ul>	<ul style="list-style-type: none"> <li>❖ Feedback from staff shows increased knowledge of moderation tools and are using them to support judgements. Evidence in planning folders, Pupil Progress Meeting conversations and classroom observations.</li> <li>❖ SLT focus groups of pupils for literacy and numeracy will be carried out.</li> <li>❖ Pupil Progress Meeting templates will identify target groups of children, and the interventions planned.</li> <li>❖ P&amp;A, literacy and numeracy tracking, SOFA/NSA and teacher judgement will correlate.</li> <li>❖ Children identified as borderline on P&amp;A will decrease as judgements are based on reliable and valid evidence.</li> </ul>	<p>2.3 3.2</p>	<p>Class teachers SLT Termly planning folder audits and Pupil Progress Meetings.</p> <p>SLT Termly focus groups September – P2 and P5 children achieved Early and First December – P2 and P5 – children that have not achieved Early and First level March – P1, P4 and P7 – mix of will achieve and borderline May – P1, P4, P7 borderline and will not achieve.</p>



	❖ Staff survey/discussion will report increased confidence of class teachers in making ACEL discussions.			
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
Complete the NA LTA toolkit self-evaluation audit to identify priorities in this area. Theme 'Developing a Shared Understanding'	1 hour	Class Teachers HT	11/09/25	
Data analysis – using the data gathered from various assessments, e.g. Blackwell, writing cold tasks, SOFA/NSA and the P&A data teachers will increase knowledge of individual children and identify next steps for planning. Also identify literacy and numeracy interventions.	2.5 hours	CTs	16/09/25	
Pupil Progress Meetings – Term 1 and Term 3 – identifying, planning and reviewing interventions and impact. Term 2 and Term 4 – using tracking documents and assessment data to update P&A data.	45 mins x 4	CT and HT EYPs and DHT	Term 1, 2, 3 and 4	
Introduce tracking for HWB	CAT	HT CT	13/11/25	
Staff to engage with HWB benchmarks and identify what evidence demonstrates progress through a level. Identify how we can have a consistent approach to identifying progress. HWB moderation activity	CAT  Inset CAT	HT CT  CT	11/09/25 13/11/25  16/02/26 17/06/26	
Use LTA toolkit to look at why we moderate, increase understanding of the moderation process.	CAT	HT CTs	14/01/26	
Carry out a peer assessment moderation task in numeracy with stage partners. Plan a piece of work to be carried out in classes, carry out peer observations, moderate the children's work and discuss where the children are at in their learning journey in relation to achievement of a level.	CAT  WTA – peer observations	CTs  CTs	14/01/26 19/03/26  w/b 2 <sup>nd</sup> February	
ACEL – moderation of reading	Inset day	CTs	07/05/26	
ACEL – moderation of writing	Inset day	CTs EYPs	07/05/26	



<b>Improvement Priority 2 Action Plan:</b>		Learner Participation and Ownership of Learning	<b>Lead:</b> Lynsey Third and Ciorstaidh MacPhee		
<p><b>Please detail the information/data which has prompted this work:</b> We are working towards our Gold Right Respecting School award, we want to ensure that our ethos and culture reflects a commitment to children's rights and positive relationships. We want to make sure that our learners meaningfully participate and have ownership of their learning. We have reviewed the content of our pupil profiles and this year we want to ensure that our learners have ownership over the profiles – through high quality learning conversations, meaningful targets that are linked to the Meta Skills Framework. Our Citizenship Groups need to be pupil led with a clear focus of improving outcomes or experiences for all learners. We will continue to look at the nurture principles and enhancing our knowledge of being trauma informed, this will enhance positive relationships. As a school we have also been looking at play pedagogy and what effective play looks like in our early level. Our next steps are to increase staff understanding as to what high quality play experiences look like and how we can effectively track pupils progress across the early years.</p>					
<b>Expected outcomes:</b>		<b>Measures:</b>	<b>QI</b>	<b>When? Who?</b>	
<p>By March 2026, we will have achieved our Gold Rights Respecting School Award. We will have embedded UNCRC rights across the school, children and staff will have increased awareness.</p> <p>By June 2026, almost all pupils will be more confident in talking about their learning and will be able to identify their next steps.</p> <p>By June 2026, the Meta-Skills framework will be part of our planning process and learners will have an increased confidence in tracking the skills that they are learning.</p>		<ul style="list-style-type: none"> <li>❖ We will achieve Gold at our accreditation.</li> <li>❖ There will be evidence across the school of how we have embedded children's rights.</li> <li>❖ Learners will be confident when talking to CTs, SLT and parents about their learning journey, using their profiles to support conversations.</li> <li>❖ There will be evidence in planning folders. Learners will be confident in talking about skills and will be tracking progress in their profiles.</li> </ul>	<p>1.2 1.3 3.1 3.3</p>	<p>March 2026 Cath Milne and Sarah Byham to lead All staff involved</p> <p>Staff and learners 3 x a year learning conversations. SLT to audit pupil profiles x 3 per year and discuss with learners.</p> <p>By June 2026 SLT, CT and learners – evidence in profiles, across school environment, discussions with learners.</p>	
		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>

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Engage with NA Learning, Teaching and Assessment Toolkit to increase teacher understanding of what learner participation is.	CAT 1 hour	HT to lead CT to participate	27.08.25	
Use NA LTA toolkit self-evaluation to identify our strengths and areas for development.	CAT 1 hour	HT to organise CT to complete	27.08.25	
Educational Psychologist will deliver trauma informed practice training to all staff.	Inset day	Ed Psych – Kaylee Grant ASG schools SLT, HT, CTs, EYPs, PSAs	15.08.25 Inset	
Establish pupil led citizenship groups that will improve outcomes for all learners. Leadership Groups to run from Term 2	CAT session  6x 1.5 hours	CTs	29.10.25  29.11.25 09.01.26 06.02.26 06.03.26 01.05.26 29.05.26	
Protect class time for profile work – agree with staff what activities should be carried out in this time. SLT to support in classes at this time.	Protected Pupil Profile Time	CTS Learners	Weekly slots P1-P3/4 Wednesday P4-P7 Friday	
Increase knowledge and understanding of Meta Skills for staff and learners. How do we use the skills in our planning? Pupil Profiles – are learners aware of the skills they are using in their learning. Identify how we track the meta skills.	CAT sessions  Protected Pupil Profile time	HT CTs Learners	29/01/26  04/02/26	
Moderate High Quality Assessment Tasks to ensure we have a focus on skills.	CAT session	SLT	Term 3	
Moderate Pupil Profiles – process and product. Evaluate and improve as necessary. SLT to meet with learners to moderate profiles.	SLT meetings CAT session	SLT	September 25 February 26 May 26	
Share profiles with parents on a termly basis and gather feedback from parents.	Parent evenings and open afternoons	CT Parents SLT	23 <sup>rd</sup> Sep – open afternoon w/b 24 <sup>th</sup> Nov – parent appointments	



			w/b 2 <sup>nd</sup> March – parent appointments 8 <sup>th</sup> May – open afternoon	
P4-P7 staff to research 'continuous improvement of student learning' particularly focussing on learners being involved in planning their learning. Staff will engage with research and look at some best practice examples to evaluate where Avoch currently are and identify our next steps for improvement.	CAT session  May Inset	CT	29/04/26  07/05/26	
Assembly time – use Tree of Knowledge meta skills assemblies.	Whole school assemblies	HT/DHT	Weekly	
ELC – P3 staff to research play pedagogy through engaging with professional reading, including 'Realising the Ambition' and evaluate where Avoch are in embedding play pedagogy and next steps.	CAT  Inset Day	EYPs SW CTs	29/04/26  16/02/26	

