Strategic Improvement Planning for Establishment: Overview of Links to Key Policies			Session: 2022-2023		
National Improvement Framework Key Priorities		Collaboration and Consultation			
 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. 		Who? Pupils Parents Staff	When? Throughout Throughout Throughout	team meetings t Questionnaires, PTA/Council	
 National Improvement Framework Key Drivers School and ELC leadership Teacher and practitioner professionalism Parent/carer involvement and engagement Curriculum and assessment School and ELC improvement Performance information 	HGIOS 4 and Early Learning and Childcare Indicators1.1 Self Evaluation for self-improvement1.2 Leadership for learning1.3 Leadership of change1.4 Leadership and management of staff1.5 Management of resources to promote equity2.1 Safeguarding and child protection2.2 Curriculum2.3 Learning teaching and assessment2.4 Personalised support2.5 Family learning2.6 Transitions2.7 Partnership3.1 Ensuring wellbeing, equality and inclusion3.2 Raising attainment and achievement/Securing children's progress3.3 Increasing creativity & employability/ Developing creativity & skills for life & learning		 Argyll and Bute Education Key Objectives Raise educational attainment and achievement for all Use performance information to secure improvement for children and young people Ensure children have the best start in life and are ready to succeed Equip young people to secure and sustain positive destinations and achieve success in life Ensure high quality partnership working and community engagement Strengthen leadership at all levels 		
Priorities	Proposed Outcome and Impact	Measures		1	Linked to PEF (Y/N)

Parental Engagement and Family Learning	Parental Representation		Υ
Improvement writing attainment at First	Strong, positive relationships between school and parents, families and communities.	Increased participation in Parent Council and PTA - at least one parent/carer from every stage of school, including ELC and Learning Centre, regularly represented in PC and PTA.	
	Home/School Partnerships Parents, carers and families have an active involvement in learning in reading and literacy. Parents/Carers receive information to help them engage with their child's education. Reporting processes meet the needs of parents/carer in supporting their child's learning.	 75% of parents engage with family learning activities including curriculum afternoons. 90% of parents/carer attend reporting events (parents nights, open evenings etc.) across the school year. Most parents provide feedback to reporting processes 	
	Learning at home Parents and Carers understand their role as primary educators of their child and the home as the primary learning environment.	75% of parents/carer engage with the development of Home Learning Policy review, including Home Work Policy, and the policy rationale.	
	Some barriers to home learning mitigated through school/home communication and support. Impact Parents/carers report feeling • represented across the school in leadership decisions and school	Most pupils will demonstrate expected levels of attainment as evidenced by tracking and monitoring	
	 empowered as educators of their children. Attainment in reading is increased 	data.	Y
Level			

	Work in partnership with Northern Alliance colleagues to implement the components of a successful writing programme. P4 teachers will develop key skills and techniques to improve writing attainment in the classroom.	Most pupils will demonstrate expected levels of attainment in First Level Writing as evidenced by tracking & monitoring and ACEL data.	
Self-Evaluation in Early Years			
	All of practitioners are actively engaged in continuously evaluating and improving Dunoon Primary ELC Professional learning activities for all practitioners are clearly linked to the results of self-evaluation and identified areas for improvement. Improved approaches to how young children learn within our setting through robust self- evaluation processes impacts on the progress children are making with their development and learning.	Leuvan Scale for wellbeing and involvement evidences engagement in the learning environment for all learners. Tracking and monitoring of literacy and numeracy demonstrates increased attainment for almost all learners. Professional judgment of Developmental Milestone evidences expected levels of progress for most children.	

Note: This section of the Improvement Plan can be made available to all relevant stakeholders to provide an overview of the session's priorities.