

Strategic Improvement Planning for Establishment: Overview of Links to Key Policies			Session: 2025-2026	
<b>National Improvement Framework Key Outcomes</b> <ul style="list-style-type: none"><li>A globally respected and accountable education system that empowers learners with the skills and knowledge to succeed.</li><li>Strong partnerships between schools, early years settings, families, and wider services to support young people.</li><li>An inclusive and relevant curriculum that equips learners for society and a sustainable future.</li><li>High achievement for all, with targeted action to close the poverty-related attainment gap.</li><li>Skilled teachers and leaders delivering excellent learning, especially for those with additional support needs.</li><li>Positive relationships, improved attendance, and a culture of dignity, respect, and engagement.</li><li>Effective use of digital technology to enhance learning, teaching, and equity.</li></ul>		<b>Collaboration and Consultation</b>		
		<b>Who?</b>	<b>When?</b>	<b>How?</b>
		Pupils	throughout	Pupil and Clan council meeting, Pupil leadership teams, assemblies
		Parents	throughout	PTA and Parent Council Meetings, Open afternoons, parent's nights, Open House
Staff	throughout	Staff meetings, working parties, collegiate calendar		
<b>National Improvement Framework Priorities</b>	<b>HGIOS 4</b>	<b>Early Learning and Childcare Quality Indicators</b>	<b>Argyll and Bute Education Key Objectives</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 achievement, particularly in literacy and numeracy.</li></ul>	<ul style="list-style-type: none"><li>1.1 Self-evaluation for self-improvement</li><li>1.2 Leadership for 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>	<ul style="list-style-type: none"><li><b>Leadership</b><ul style="list-style-type: none"><li>Leadership and management of staff and resources</li><li>Staff skills, knowledge, values and deployment</li><li>Leadership of continuous improvement</li></ul></li><li><b>Children thrive and develop in quality spaces</b><ul style="list-style-type: none"><li>Children experience high quality spaces</li></ul></li><li><b>Children play and learn</b><ul style="list-style-type: none"><li>Play and learning</li><li>Curriculum</li><li>Learning, teaching and assessment</li></ul></li><li><b>Children are supported to achieve</b><ul style="list-style-type: none"><li>Nurturing care and support</li><li>Wellbeing inclusion and equality</li><li>Children's progress</li><li>Safeguarding and child protection</li></ul></li></ul>	<ul style="list-style-type: none"><li>Best start for learners</li><li>Ambitious learners</li><li>Nurtured learners</li><li>Connected learners</li><li>Lifelong learners</li></ul>	

Priorities	Proposed Outcome and Impact	Measures	Linked to PEF (Y/N)
Increase Attainment in Reading	<p>Increase in the percentage of pupils meeting, or exceeding, appropriate Reading level by 10 percentage points across whole school.</p> <p>Improved reading attainment, particularly for identified target groups.</p> <p>Enhanced teacher confidence in delivering high quality teaching and learning in Reading.</p>	<p>Tracking and Monitoring: Regular review of attainment data demonstrates an increase in attainment across the school of 10 percentage points.</p> <p>Classroom Observations: Focus on effective reading lessons.</p> <p>Pupil Voice: Surveys and focus groups to assess engagement.</p> <p>Parental Feedback: consult with parents and carers regarding reading at home and homework support.</p> <p>Professional Dialogue: Ongoing discussions in staff meetings and collegiate activities</p>	Y
Improving Learning, Teaching and Assessment through developing a culture of collaborative professional learning	<p>Ensure consistent, high-quality Learning, Teaching and Assessment in all classes to raise attainment through collaborative professional enquiry, increased teacher participation and leadership.</p>	<p>PRD and self-evaluation activities: All teachers engage in focused professional reading and can describe in PRD and other self-evaluation activities the impact it has had on LTA.</p> <p>Observations: Observation of LTA demonstrates clear progress against themes 1-3 of HGIOS QI 2.3</p> <p>Pupil Voice: Surveys and focus groups to assess engagement.</p>	N
Raising Attainment in Early Level Reading	<p>To raise attainment in early reading skills across the ELC by enhancing pedagogy, developing language-rich environments, and fostering a love of books and storytelling.</p>	<p>Professional dialogue and LTA Observations: Increased staff confidence in delivering early reading experiences</p> <p>Practitioner observations and recording of learning: Improvement in children's phonological awareness, vocabulary, and engagement with books.</p> <p>Parental Feedback/Engagement: Greater family participation in reading initiatives.</p>	Y