

Strategic Improvement Planning for Establishment: Overview of Links to Key Policies			Session: 2025-2026
National Improvement Framework Key Outcomes			Collaboration and Consultation
			Who? When? How?
<p>National Improvement Framework Key Outcomes</p> <ul style="list-style-type: none"> • A globally respected and accountable education system that empowers learners with the skills and knowledge to succeed. • Strong partnerships between schools, early years settings, families, and wider services to support young people. • An inclusive and relevant curriculum that equips learners for society and a sustainable future. • High achievement for all, with targeted action to close the poverty-related attainment gap. • Skilled teachers and leaders delivering excellent learning, especially for those with additional support needs. • Positive relationships, improved attendance, and a culture of dignity, respect, and engagement. • Effective use of digital technology to enhance learning, teaching, and equity. 	<p>Who?</p> <p>Pupils</p> <p>Parents</p> <p>Staff</p>	<p>When?</p> <p>throughout</p> <p>throughout</p> <p>throughout</p>	<p>How?</p> <p>Pupil and Clan council meeting, Pupil leadership teams, PTA and Parent Council Meetings, Open afternoons, parent's nights. Staff meetings, working parities, collegiate calendar</p>
National Improvement Framework Priorities	HGIOS 4	Early Learning and Childcare Quality Indicators	Argyll and Bute Education Key Objectives
<ul style="list-style-type: none"> • 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 achievement, particularly in literacy and numeracy. 	<p>1.1 Self-evaluation for self-improvement</p> <p>1.2 Leadership for learning</p> <p>1.3 Leadership of change</p> <p>1.4 Leadership and management of staff</p> <p>1.5 Management of resources to promote equity</p> <p>2.1 Safeguarding and child protection</p> <p>2.2 Curriculum</p> <p>2.3 Learning, teaching and assessment</p> <p>2.4 Personalised support</p> <p>2.5 Family learning</p> <p>2.6 Transitions</p> <p>2.7 Partnership</p> <p>3.1 Ensuring wellbeing, equality and inclusion</p> <p>3.2 Raising attainment and achievement/Securing children's progress</p> <p>3.3 Increasing creativity and employability/Developing creativity and skills for life and learning</p>	<p>Leadership</p> <ul style="list-style-type: none"> • Leadership and management of staff and resources • Staff skills, knowledge, values and deployment • Leadership of continuous improvement <p>Children thrive and develop in quality spaces</p> <ul style="list-style-type: none"> • Children experience high quality spaces <p>Children play and learn</p> <ul style="list-style-type: none"> • Play and learning • Curriculum • Learning, teaching and assessment <p>Children are supported to achieve</p> <ul style="list-style-type: none"> • Nurturing care and support • Wellbeing inclusion and equality • Children's progress • Safeguarding and child protection 	<ul style="list-style-type: none"> • Best start for learners • Ambitious learners • Nurtured learners • Connected learners • Lifelong learners

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	Ensure consistent, high-quality Learning, Teaching and Assessment in all classes to raise attainment through collaborative professional enquiry, increased teacher participation and leadership.	<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	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>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