



Education

Establishment Improvement Plan

2025 - 2026

School Name: **Oban High School and Tiree High School**



Within this document all priorities refer to both Oban and Tiree High Schools with the exception of anything highlighted (Oban = yellow, and Tiree = green)



Contents:

1. Overview of Establishment 3 Year Cycle of Improvement Plan Priorities
2. Strategic Improvement Planning for Establishment
3. Operational Improvement Planning (Action Plan) for Establishment
4. Establishment Maintenance Improvement Planning

Overview of Establishment 3 Year Cycle of Improvement Plan Priorities

Session: 2025-2026

National Improvement Framework Key Outcomes

- 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.

National Improvement Priorities	HGIOS 4	Early Learning and Childcare Quality Indicators	Argyll and Bute Education Key Priorities
<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>2025 -26</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

**Strategic Priorities 3 Year Cycle**

2025 – 2026:	2026 – 2027:	2027 – 2028:
<p>Leadership for Learning</p> <ul style="list-style-type: none"> Develop leadership at all levels Learners in S1–S3 will experience increased engagement in lessons as teachers implement a specific focus on effectively checking for understanding allowing them to implement adaptive teaching strategies Develop a culture of collaborative lesson observation to support professional learning and improve learning and teaching Deliver a range of CLPL which features autonomy, choice and flexibility to enhance teacher improvement in teaching and learning Fully embed Skills 4.0 within all lessons <p>Ensure wellbeing, equality and inclusion</p> <ul style="list-style-type: none"> Embed Nurture Principles 2 and 3 across the school – <i>Principle 2 The classroom offers a safe base and Principle 3 The importance of Nurture for the development of wellbeing</i> Continue to Improve attendance through 'Maximising Attendance Policy' <p>Empowering staff through self evaluation</p> <ul style="list-style-type: none"> Continue to embed our approaches to Self-evaluation by using and reviewing our Departmental Review Toolkit Extend provision of coaching training to PTs Guidance Principal teachers to embed coaching strategies with department staff to help identify individualised targets to improve L&T <p>Enhancing and Expanding Gaelic Across the School Community</p> <ul style="list-style-type: none"> Promote Gaelic across the whole school community, increasing awareness, engagement, and pride among learners, staff, and parents Increase use of Gaelic across learning and social contexts, enabling learners and staff to develop greater confidence, fluency, and motivation to use the language in daily school life. 	<p>Leadership for Learning</p> <ul style="list-style-type: none"> Grow leadership capacity and embed distributed leadership Review the impact of measures on pupil attainment, motivation and engagement. Continue to focus on ensuring young people are effectively engaged in their learning and their needs are met. Introduce practitioner enquiry to improve outcomes for learners. Continue to review the impact of Skills 4.0 across the curriculum in supporting positive outcomes for learners. Implement new national guidance in relation to curriculum. <p>Ensure wellbeing, equality and inclusion</p> <ul style="list-style-type: none"> Review wellbeing, equality and inclusion measures focusing on progress and impact. Continue to focus on improving engagement in school life. Continue to implement our Nurture Action Plan. Review and developing further the role of our Pupil Parliament to support improvements in learning and teaching. <p>Empowering staff through self evaluation</p> <ul style="list-style-type: none"> Continue to extend coaching experiences to all staff. Review and develop the use of the OHS Review toolkit. Continue to drive improvements in learning and teaching through coaching. <p>Enhancing and Expanding Gaelic Across the School Community</p> <ul style="list-style-type: none"> Ensure the increased visibility of Gaelic. Work with others to provide as many opportunities for immersion for our GM pupils to use their Gaelic. Ensure all GM and GL pupils have knowledge about the employability benefits of Gaelic 	<p>Leadership for Learning</p> <ul style="list-style-type: none"> Embed leadership at all levels as part of school culture and evaluate impact Consolidate practitioner enquiry as a key tool for evidence-informed improvements in pedagogy and learner attainment. Embed the evaluation of Skills 4.0 across the curriculum, ensuring that learning is purposeful and relevant to future pathways. Continue to implement and evaluate the impact of new national curriculum guidance, ensuring coherence and progression in learning experiences. <p>Ensure wellbeing, equality and inclusion</p> <ul style="list-style-type: none"> Evaluate and refresh the Nurture Action Plan based on current pupil needs and stakeholder feedback. Strengthen whole-school tracking of wellbeing and inclusion indicators to better assess impact and target interventions. Expand opportunities for all pupils to participate meaningfully in school life, ensuring equity of access and support. Empower the Pupil Parliament to lead on inclusion-focused initiatives, using feedback to drive improvements in learning and relationships <p>Empowering staff through self-evaluation</p> <ul style="list-style-type: none"> Enhance the use of the OHS Review Toolkit by integrating it into planning and quality assurance cycles across departments. Expand the coaching programme, focusing on peer support, reflection, and professional growth in learning and teaching. Develop departmental and pupil-led self-evaluation to increase ownership of improvement and deepen impact at all levels. <p>Enhancing and Expanding Gaelic Across the School Community</p> <ul style="list-style-type: none"> Embed Gaelic across the school environment to raise its profile and celebrate its cultural importance. Broaden immersion opportunities for Gaelic Medium (GM) pupils through partnership working, local community engagement, and cultural experiences. Develop career pathways and employability learning linked to Gaelic, raising awareness of its economic and cultural value



Strategic Improvement Planning for Establishment: Overview of Links to Key Policies		Session: 2025-2026		
National Improvement Framework Key Outcomes <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.	Collaboration and Consultation			
	Who?	When?	How?	
	Staff	June 2025 Nov 2025 Feb 2026 May 2026	Google forms/ discussion and feedback and from improvement groups/CLPL/Faculty Meetings	
	Parents/carers	June 2025 Nov 2025 Apr 2026	Parent council/focus groups/ google forms/survey at parents evenings	
	Pupils	June 2025 Termly until May 2026	Pupil Parliament/google forms/HWB tracker SPLT feedback	
	Partners	June 2025 May 2026	Google Forms Verbal feedback	



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. 	1.1 Self Evaluation for self-improvement 1.2 Leadership for 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/Securing children's progress 3.3 Increasing creativity and employability/ Developing creativity and skills for life and learning	Leadership <ul style="list-style-type: none"> Leadership and management of staff and resources Staff skills, knowledge, values and deployment Leadership of continuous improvement Children thrive and develop in quality spaces <ul style="list-style-type: none"> Children experience high quality spaces Children play and learn <ul style="list-style-type: none"> Play and learning Curriculum Learning, teaching and assessment Children are supported to achieve <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)
------------	-----------------------------	----------	---------------------



Leadership for Learning	By June 2026, all teachers will strengthen their leadership and professional practice through collaborative lesson observations and targeted CLPL, leading to fully embedded Skills 4.0 and more adaptive teaching strategies that increase engagement and understanding for learners in S1–S3.	<p>Through lesson observations, 85% of lessons will demonstrate the effective use of at least two checking-for-understanding strategies. Pupil voice surveys will show that over 80% of learners feel teachers regularly check their understanding during lessons, indicating increased engagement and responsive teaching.</p> <p>Peer observation records will confirm that staff complete two cross-departmental observations per year. Staff feedback forms and department meeting minutes will show that over 90% of participants report observing positive practice and that DMs include discussion of observed strategies, demonstrating a strengthened culture of collaborative professional learning.</p> <p>PRD documentation will show all staff have completed a bespoke professional learning plan and staff will report a positive impact of CLPL on their teaching. Termly L&T newsletters will be distributed by L&T working group, and lesson observations will confirm Skills 4.0 framework is embedded in all lessons. Pupil voice will show that learners can confidently articulate the meta-skills they are developing.</p>	No
Ensure wellbeing, equality and inclusion	By June 2026, all pupils will feel safer, more supported, and included at school through improved classroom environments, better attendance support, and a stronger focus on wellbeing. Staff will use nurturing approaches, inclusive teaching strategies, and wellbeing tools to meet pupils' individual needs, while pupil voice and leadership will be strengthened through the Pupil Parliament and work towards the Gold Rights Respecting Schools Award.	<p>Staff consultation will show that teachers feel confident in applying Nurture Principles 2 and 3 in their classroom practice. Lesson observations will demonstrate that classrooms provide a safe base and promote wellbeing, while pupil wellbeing surveys will show pupils report that they feel safe, nurtured, and included at school.</p> <p>Using the HWB Tracker and attendance data, overall school attendance will increase to at least 90%. Targeted cohorts—such as pupils identified through transition monitoring or internal truancy—will show a 5% improvement in attendance, with all interventions recorded and monitored through the HWB system.</p>	Yes

<p>Empowering staff through Self-evaluation</p>	<p>As part of the ongoing improvement journey, self-evaluation is now firmly embedded across the school. By June 2026, all departments will systematically utilise self-evaluation and feedback to inform and drive sustained improvements in learning and teaching. Regular departmental reviews, supported by principal teachers through the application of coaching strategies, will enable staff to identify and progress towards clear, personalised targets—thereby ensuring enhanced learner engagement and a deeper quality of understanding for all.</p>	<p>Pupil voice surveys and feedback will show pupils feel respected, responsible, and involved in school decision-making. Pupil Parliament will meet termly with documented contributions to school improvement. Tiree High School will achieve the Silver Rights Respecting Schools Award by December 2025. Oban High School will achieve the Gold Rights Respecting Schools Award by June 2026, reflecting full commitment to children's rights across the school community.</p> <p>Departmental review documentation will show that departments have completed self-evaluation activities, clearly identifying strengths and areas for development. These will be reflected in departmental improvement plans and aligned with school priorities.</p> <p>A consistent culture of coaching will be developed across all departments, with staff surveys and observation feedback evidencing regular, high-quality coaching conversations. By June 2026, all staff will work towards 1 or 2 personalised targets shaped through coaching approaches, directly focused on improving learning and teaching. Survey responses will demonstrate increased staff confidence and highlight the value and impact of coaching as a key driver of professional growth and improved practice.</p>	<p>No</p>
<p>Enhancing and expanding Gaelic across the school community</p>	<p>By June 2026, Gaelic will be more visible and valued across the whole school community, with increased awareness and pride among pupils, staff, and parents. Learners and staff will have more opportunities to use Gaelic in both learning and social settings, helping them become more confident, fluent, and motivated to use the language in everyday school life.</p>	<p>Gaelic learner leadership group will be established. Meeting minutes from staff and departmental meetings will regularly reflect active discussion and promotion of Gaelic across the school.</p> <p>The school will deliver regular opportunities for learners to engage with Gaelic-speaking partners and experiences. Progress will be evidenced by the number of immersion activities offered and staff and pupil feedback indicating greater confidence and motivation in using Gaelic.</p>	<p>No</p>



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



Operational Improvement Planning (Action Plan) for Establishment:

Session: 2025-2026

Strategic Priority 1: Learning, Teaching and Assessment

Title: Leadership for Learning

National Improvement Framework Key Outcomes

- 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.

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. 	1.1 Self Evaluation for self-improvement 1.2 Leadership for 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/Securing children's progress 3.3 Increasing creativity and employability/ Developing creativity and skills for life and learning	Leadership <ul style="list-style-type: none"> • Leadership and management of staff and resources • Staff skills, knowledge, values and deployment • Leadership of continuous improvement Children thrive and develop in quality spaces <ul style="list-style-type: none"> • Children experience high quality spaces Children play and learn <ul style="list-style-type: none"> • Play and learning • Curriculum • Learning, teaching and assessment Children are supported to achieve <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



Key Actions (How)	Lead Person	Timescale	Success Criteria to facilitate evaluation of learners' progress
<ul style="list-style-type: none"> By June 2026, learners in S1–S3 will experience increased engagement in lessons as teachers implement a specific focus on effective checking for understanding allowing them to implement adaptive teaching strategies to meet learner needs 	F Leadbeater A Craik	June 2026 December 2025	<ul style="list-style-type: none"> 85% of observed lessons will demonstrate effective use of at least two checking-for-understanding strategies. Pupil voice surveys, evidence 80% of learners reporting that teachers regularly use strategies to check for understanding within lessons.
<ul style="list-style-type: none"> By December 2025, a culture of collaborative lesson observation (Learning Walks) will be established, enabling all staff to engage in shared professional learning that strengthens practice and leads to improved learning and teaching for all learners. 	F Leadbeater A Craik	December 2025/June 2025	<ul style="list-style-type: none"> 90% of peer observation feedback will evidence observed good practice in delivering lessons which feature checking for understanding Departmental meetings will include discussions of learning and teaching including observed checking for understanding strategies

[illegible]



Operational Improvement Planning (Action Plan) for Establishment:

Session: 2025-2026

Strategic Priority 2:

Title: Ensure wellbeing, equality and inclusion

National Improvement Framework Key Outcomes

- 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.

National Improvement Framework Priorities	HGIOS 4 and Early Learning and Childcare Indicators	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. 	1.1 Self Evaluation for self-improvement 1.2 Leadership for 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/Securing children's progress 3.3 Increasing creativity and employability/Developing creativity and skills for life and learning	Leadership <ul style="list-style-type: none"> • Leadership and management of staff and resources • Staff skills, knowledge, values and deployment • Leadership of continuous improvement Children thrive and develop in quality spaces <ul style="list-style-type: none"> • Children experience high quality spaces Children play and learn <ul style="list-style-type: none"> • Play and learning • Curriculum • Learning, teaching and assessment Children are supported to achieve <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



Key Actions (How)	Lead Person	Timescale	Success Criteria to facilitate evaluation of learners' progress
<p><u>Inclusion</u></p> <ul style="list-style-type: none"> By June 2026, Nurture Principles 2 (classrooms as a safe base) and 3 (the role of nurture in wellbeing) will be fully embedded across the school, ensuring all learners experience a consistently positive impact on their wellbeing and classroom culture, 	L O'Neill M Forbes	June 2026	<ul style="list-style-type: none"> Staff consultation evidences 95% of staff understand and are confident in implementing Nurture Principle 2 and 3 within classroom practice All lesson observations demonstrate classroom environments which offer a safe base and opportunities to enhance wellbeing Pupil voice (wellbeing survey) recognises improvement in the nurturing environments within classrooms
<ul style="list-style-type: none"> By June 2026, attendance will improve for all targeted learners through the continued implementation of the Maximising Attendance Policy and Addressing Non-Attendance procedures. In Oban High, additional PEF and PT Guidance Teachers will be appointed to support internal truants and S1 transitions, with ongoing interventions and actions in place for identified cohorts to ensure consistent monitoring and support. 	L O'Neill M Forbes	June 2026 December 2025	<ul style="list-style-type: none"> HWB Tracker used to monitor and highlight attendance issues and interventions put in place Increase attendance figures to 90% for overall attendance
<ul style="list-style-type: none"> Inclusive practice will be improved for all learners through the full embedding of CIRCLE (Child Inclusion, Research into Curriculum, Learning and Education) principles into everyday classroom practice. Inclusion champions in all subjects will support staff, and all staff will fully utilise the CIRCLE resource to meet the diverse needs of learners, by June 2026. 	L O'Neill J Martin	June 2026	<ul style="list-style-type: none"> Increase attendance of 5% for identified cohorts Lesson observations demonstrate 80% of staff utilising strategies from



<p>Well being</p> <ul style="list-style-type: none"> By June 2026, the wellbeing of all pupils will be improved through enhanced identification and support for those with wellbeing concerns. Staff will use the HWB tracker, increase PSED class contact with Guidance Teachers, and implement the Glasgow Motivational and Wellbeing Profile to provide targeted and ongoing support. <p>Equality</p> <ul style="list-style-type: none"> By June 2026, all staff in Oban High School will work towards achieving the Gold Rights Respecting Schools Award, building on the Silver Award achieved in session 2024–25, to further embed and promote learners' rights and respect across the school community. Tiree High School will achieve the Silver Rights Respecting Schools Award by December 2025. By June 2026, the Pupil Parliament will be further embedded to ensure all pupils have a central role in decision-making and to strengthen pupil leadership across the school. <ul style="list-style-type: none"> Pupil Parliament meets at least termly to progress SIP priorities and drive forward pupil centred issues developing increased pupil autonomy 	<p>C Carswell M Forbes PT's Guidance</p> <p>F Lundie</p> <p>A Jackson A Craik</p>	<p>Ongoing June 2026</p> <p>Ongoing to June 2026</p> <p>June 2026</p> <p>Ongoing to June 2026</p>	<p>the CIRCLE framework with pupils</p> <ul style="list-style-type: none"> Wellbeing survey indicates that the number of pupils who feel SAFE, HEALTHY, ACTIVE, NURTURED, ACHIEVING, RESPECTED, RESPONSIBLE, INCLUDED increases by 10% Staff consultation feedback highlights that all staff feel confident in Rights Respecting School GOLD award 100% of pupils within pupil parliament report feeling empowered in decision-making and leadership within the school
---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------



Operational Improvement Planning (Action Plan) for Establishment:			Session: 2025-2026
Strategic Priority 3: Self Evaluation	Title: Empowering Staff through self evaluation		
National Improvement Framework Key Outcomes			
<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.			
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. 	<ul style="list-style-type: none"> 1.1 Self Evaluation for self-improvement 1.2 Leadership for 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/Securing children's progress 3.3 Increasing creativity and employability/Developing creativity and skills for life and learning 	<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 <p>Safeguarding and child protection</p>	<ul style="list-style-type: none"> Best start for learners Ambitious learners Nurtured learners Connected learners Lifelong learners
Key Actions (How)	Lead Person	Timescale	Success Criteria to facilitate evaluation of learners' progress
<p>Departmental review</p> <ul style="list-style-type: none"> By June 2026, all departments will continue to embed self-evaluation practices through regular use and review of the Departmental Review Toolkit. One department will be reviewed each term, focusing on learner engagement and checking for understanding, and staff will identify and work towards targets informed by pre-review self-evaluation activities and feedback. 	<p>F Leadbeater A Craik</p>	<p>By Dec 2025 By April 2026 By June 2026</p>	<ul style="list-style-type: none"> Departmental review paperwork evidences 100% of departments using self-evaluation, identifying strengths and areas for development All Departmental Improvement plans feature identified areas for development 100% of lesson observations during department reviews feature at least 2 checking for understanding strategies to support learner engagement

**Coaching**

- By June 2026, principal teachers will embed coaching strategies with department staff, enabling all staff to identify individualised targets aimed at improving learning and teaching.

F Leadbeater

December 2025

Ongoing until June 2026

- 100% of professional learning plans feature coaching conversations
- 100% staff surveys evidence coaching strategies used by PTs with department staff and provide qualitative feedback of staff confidence and usefulness
- By June 2026, 100% of departments have staff with 1–2 individualised, coaching-informed targets aligned to learning and teaching priorities

Operational Improvement Planning (Action Plan) for Establishment:

Session: 2025-2026

Strategic Priority GME:

Title: Enhancing and Expanding Gaelic Across the School Community

National Improvement Framework Key Outcomes

- 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.

Argyll and Bute Gaelic Language Plan Targets

- GLP 1 Promoting a positive image of Gaelic
 GLP 2 Increasing the learning of Gaelic
 GLP 3 Increasing the use of Gaelic

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. 	<ul style="list-style-type: none"> 1.1 Self Evaluation for self-improvement 1.2 Leadership for 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/Securing children's progress 3.3 Increasing creativity and employability/ Developing creativity and skills for life and learning 	<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
Key Actions (How)	Lead Person	Timescale	Success Criteria to facilitate evaluation of learners' progress
<ul style="list-style-type: none"> By June 2026, Gaelic will be actively promoted across the whole school community, increasing awareness, engagement, and pride among learners, staff, and parents. 	F Leadbeater C Sharp M Forbes	Ongoing Sept 2025 Dec 2025	<ul style="list-style-type: none"> All school level announcements on social media will feature in both English and Gaelic School level communication will feature Gaelic School events will feature Gaelic translation Gaelic learner leadership team will improve the promotion of Gaelic across whole school community to



<ul style="list-style-type: none">By December 2025, Gaelic use will increase across learning and social contexts, enabling all learners and staff to develop greater confidence, fluency, and motivation to use the language in daily school life.	F Leadbeater C Sharp M Forbes	Ongoing	<p>ensure that 80% of parent feedback positively</p> <ul style="list-style-type: none">Minutes of staff meetings and DMs will feature discussion of Gaelic promotionIncrease immersion opportunities by engaging with Gaelic partners
------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------	---------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------



Pupil Equity Funding Planning and Reporting											
Staff Spend Details						Please see information from HR regarding PEF posts					
Name		Post		Start Date		Proposed End Date		Cumulative Time in Post			
Louise MacKechnie		Family Liaison Officer		Already in post		N/A		5 years 7 months			
Grace MacLean		PT Attendance & Attainment		May 2025		May 2026					
Ruth Kelso		Family Liaison Officer		Already in post		June 2026					
Highlight the Intervention for Equity addressed by your PEF interventions/projects											
https://education.gov.scot/improvement/self-evaluation/Interventions%20for%20Equity											
Early intervention and prevention	X	Social and Emotional Wellbeing	X	Promoting Healthy Lifestyles	X	Targeted approaches to Literacy and Numeracy	X	Promoting a High Quality Learning Experience	X	Differentiated Support	
Employability and Skills Development		Engaging Beyond the School	X	Partnership Working	X	Professional Learning and Leadership		Research and Evaluation to Monitor Impact		Using Evidence and Data	
Spend Details					Carry Forward 2024 - 2025				PEF Allocation 2025 - 2026		
Staffing					Overspend £1021				£ 100,450 £6480 (Secondary), £3385 (Primary)		
					Mid-Year Spend checkpoint (Dec-Jan) Money was previously committed to staffing 3 FLO positions				Final spend (End of Session) Money now committed to 1 FLO position and 1 promoted post		

Pupil Equity Funding Planning and Reporting				
What are you planning to do with your PEF Allocation? <ul style="list-style-type: none"> Proposals to address identified issues within Literacy, Numeracy and/or Health and Wellbeing. How have you consulted with and involved parents/carers and pupils in the process? Aim and expected impact of proposals. Plans to work in partnership with other schools/local partners/providers, if applicable Link to Our Children, Their Future Link to HGIOS 4 Quality indicators / NIF 		How will progress be measured (what, when and how)? <ul style="list-style-type: none"> How will you know your interventions are having an impact/improving outcomes? Proposals for measuring impact (including specific reference to targeting young people most affected by poverty). Data, new and existing, which will be required. Plans for how data will be collected and reported. 		Identify organiser for proposed intervention/project <ul style="list-style-type: none"> Teaching and Learning Leadership Family and Community
Area	Key Actions	Outcome and Measure	Mid-Year Progress (Completed December-January)	Impact <small>(Completed End of Session)</small> How did you meet the aims set out in your proposed interventions? What data do you have that evidences impact? Identify any significant changes in expenditure.
Participation PEF NIF	Increase participation in target pupils in activities throughout the school. Flo's teachers to encourage participation and open conversation with young people about what they could be involved in.	24/25 – 78% of target pupils were involved in an activity. Aim this year to increase to 82% with a stretch aim of 88%.		

	Promoted through assemblies, clan leaders and school staff.			
Attainment NIF	<p>Literacy - Fresh Start - Small groups/classes will run in S1 and S2 as a literacy intervention strategy for pupils who have been identified as having a reading age of 9 or below. Pupils identified using primary data and also specific Fresh Start assessment of reading ages.</p> <p>Numeracy – Toe by Toe - Small groups/classes will run in S1 and S2 as a numeracy intervention strategy for pupils who have been identified using primary data.</p> <p>Identify groups of level 1 and level 2 learners in literacy and numeracy from transition data to support them into level 3.</p>	<p>Reading ages will improve. Measured pre and post intervention.</p> <p>Increase in CFE XBRA data for Literacy</p> <p>Increase in attainment in CFE XBRA data for numeracy</p> <p>Teacher observation of increased confidence in pupils</p> <p>Pupil feedback</p> <p>XBRA levels will increase for literacy and numeracy</p> <p>Reading age recorded pre and post intervention with the</p>		

	<p>Reading groups and paired reading to be established</p> <p>PT Attainment to work with a target group of learners to be creative in offering opportunities to support young people achieve qualifications</p>	<p>expectation that it will increase along with confidence.</p> <p>New awards will be introduced and raise attainment. Pupils will experience success.</p> <p>Baseline attendance data taken at start of year, increase expected.</p>		
<p>Exclusion</p> <p>NIF</p> <p>OCTF</p>	<p>Flo's to work closely with young people at risk of exclusion, working with families and young people to provide effective strategies and a key adult.</p>	<p>24/25 exclusion incidents were 2.</p> <p>Target for 25/26 to be reduced to 0.</p>		
<p>Engagement</p> <p>PEF</p> <p>NIF</p> <p>OCTF</p>	<p>Leuven scale used to assess pupil engagement in Young people who are identified as being off track in XBRA data.</p>	<p>Disengaged pupils can be identified and circle participation scale to be used by class teachers to identify strategies to remove barriers. Attainment according to XBRA will increase by June 26.</p>		



Attendance	PT attainment and Flo to work closely with guidance, young people and families where there are concerns with attendance.	Attendance will increase from PEF pupils in 24/25 -84%. 25/26 target 88% with stretch target 91%. ANA collection data will be used to pinpoint strengths and difficulties		
PEF profile HIGIOS 4 OCTF	Profile created for each PEF entitled pupil requiring target support. This will contain strategies for teachers to use in class and provide smart targets for each pupil. This will be reviewed in the same way a child's plan is reviewed. Create a PEF newsletter to share with staff detailing success stories			
Community outreach NIF HIGIOS 4	Continue working with CLAD to provide youth engagement opportunities and additional qualifications.	Increase in engagement in pupils in activities and achievement of a qualification.		

	<p>Continue working with Hebridean pursuits to build resilience and outdoor learning opportunities for young people</p> <p>Continue to build relationships with partners in local community</p>	<p>Pupil voice on impact for them.</p> <p>Observation of youth worker.</p> <p>Increase in confidence, learning new skills and building resilience.</p> <p>Instructor observations & Pupil feedback.</p> <p>Increase in attainment via pupils gaining qualifications, learning vital skills for learning life and work.</p> <p>Observations feedback in impact</p>		
<p>Transition</p> <p>OCTF</p> <p>NIF</p>	<p>Continue working group with cluster primary head teachers and teaching staff to ensure smoother transition for pupils.</p>	<p>Information received from primary will help OHS identify pupils who need interventions in maths and allow for OHS to be able to pinpoint the support to</p>		

<p>HIGIOS 4</p> <p>Circle</p>	<p>Continue to work collaboratively to ensure information on XBRA levels is the same standard across the authority.</p> <p>Set up cluster working group to ensure smooth curriculum transition. Eg topic covered in depth in primary are not repeated in S1.</p>	<p>specific areas of the math curriculum.</p>		
<p>HWB</p> <p>Family Liaison Officers (FLOs) to support the social and emotional well-being, self-esteem and mental health of our pupils.</p> <p>OCTF</p> <p>PEF</p> <p>HIGIOS 4</p>	<p>Introduce soft start for target group to help plan for day in school – plan for situations that may be difficult developing problem solving skills and resilience to be ready to learn.</p> <p>Nurture groups for targeted pupils to build self-esteem, self worth, provide key adult and provide</p>	<p>Increase in attendance in class. Targets being met. Baseline taken at start/end of intervention</p> <p>Pupils set SMART targets during soft start for the week ahead and plan for difficulties during the day. Reviewed at the end of each week.</p> <p>Improvements in how young people feel about themselves.</p>		

	<p>strategies for emotional regulation.</p> <p>NEST – Enhance communication Skills and building relationships in pupils with ASD</p>	<p>Baseline data collected through strengths and difficulties questionnaire and again at end of year.</p> <p>Pupil questionnaire on how they feel about themselves completed at start for baseline and end.</p> <p>Weekly Nurture group summaries gathered.</p> <p>ASD pupils will have Improved communication skills and able to build and maintain positive relationships.</p> <p>There will be a reduction in number of incidents socially that the young person requires support with.</p> <p>Increase in attainment and attendance</p>		
--	--------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	--



	Bridge – Space to support attendance and attainment for pupils who have had an extended period of absence or who need support to re-engage in education.	Attendance recorded at beginning as baseline and recorded ongoing. Record of work and targets kept for each pupil Record of qualifications.		
--	----------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------	--	--