



Education

Establishment Improvement Plan 2025 - 2026

Tiree Primary School





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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
- 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 - Leadership and management of staff and resources - Staff skills, knowledge, values and deployment - Leadership of continuous improvement Children thrive and develop in quality spaces - Children experience high quality spaces Children play and learn - Play and learning - Curriculum - Learning, teaching and assessment Children are supported to achieve - Nurturing care and support - Wellbeing inclusion and equality - Children's progress - Safeguarding and child protection	- Best start for learners - Ambitious learners - Nurtured learners - Connected learners - Lifelong learners

**Strategic Priorities 3 Year Cycle**

2025 – 2026:	2026 – 2027:	2027 – 2028:
- Continue to develop approaches to high quality learning, teaching and assessment - Continue to develop Learners Digital Literacy across learning - Continue to develop and embed our 1+2 Languages approach (including L3 from P5 upwards) - Continue to develop our Curriculum 'Play and Learning' incorporating UNCRC, 2 year old specific, outdoor learning - Continue to promote and support a positive perception and advocacy for Gaelic. Including Gaelic Family Learning opportunities	: - Review to ensure coherent successful model of: Teaching and learning - Review Digital Literacy accessibility and progress made by all pupils. - Improvement in outdoor learning opportunities supporting improvement in attainment. Increased physical activity evidenced for all our children, data shows impact on attainment, wellbeing and relationships. - High quality learning experiences that involve personalisation and choice are	- Deepen the use of digital tools to personalise learning pathways, ensuring every pupil accesses appropriate challenge and support. - Refine assessment practices to provide timely, actionable feedback that drives learner progress across all stages. - Embed flexible teaching approaches that promote creativity, critical thinking, and collaboration. - Ensure universal and equitable access to digital learning resources and infrastructure for all pupils. - Expand digital literacy curriculum to incorporate emerging technologies and online safety, with tailored support for all learners. - Measure and report on digital competency growth across stages, focusing on closing any equity gaps. - Integrate advanced L3 language learning starting from P5 with increased real-world communicative practice. - Expand Gaelic Family Learning programs and community engagement initiatives to foster cultural connection and advocacy. - Monitor language proficiency and participation, ensuring progression pathways are clearly articulated and implemented. - Innovate and expand outdoor learning experiences that support curriculum goals and holistic child development. - Promote physical activity programs that show measurable positive impacts on wellbeing, attainment, and social relationships.



	evidenced and making the desired impact. • Coherent and progressive plans in place for eligible 2 year old - supporting play, learning, wellbeing and relationships • UNCRC embedded in practice	• Ensure UNCRC rights are actively reflected in daily practice, empowering learners as rights-respecting individuals. • Continue to enhance early years provision for 2-year-olds with progressive play-based learning plans supporting wellbeing and readiness.
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Strategic Improvement Planning for Establishment: Overview of Links to Key Policies		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.		Collaboration and Consultation		
		Who?	When?	How?
		Staff	May/June 2025 - reviews as part of self evaluation	Pre completion of the SIP and its publication - staff consultation process
		Pupils	May/June pupil voice activities in Primary and Nursery	Regular pupil voice capture events and conversations Utilising: UCIOURS



				Parents/c arers	May/June 2025 and further regular reviews as part of self- evaluation	Parents video, Seesaw in Nursery, briefing document, questionnaire and Parent
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Priorities	Proposed Outcome and Impact	Measures	Linked to PEF (Y/N)
1. Continue to develop approaches to high quality learning, teaching and assessment 2. Learners develop Digital Literacy across learning	- Inclusive high quality teaching, learning and assessment is evident throughout the school. This will include adaptive teaching, personalised learning and timely interventions, high pupil involvement and engagement. The desired impact is increased attainment and wellbeing. - All learners have increased access to IT hardware, software in order to achieve level 1 or level 2 in Digital Literacy. This will support educational progress in literacy, increase online safety awareness, support digital equity and enable pupils to gain lifelong skills for work.	- Learning walk analysis shows 80% of all lessons contain high quality teaching and learning - Pupil voice and Learning Walks analysis show that almost all pupils are involved in their learning, are engaged and motivated. - Learning walks and forward plans will detail adaptive teaching measure and individualised learning and interventions programs where applicable - All pupils show progress over time - XBRA data - Almost all pupils demonstrate improved listening and concentration skills. Almost all pupils show increase awareness of other cultures. Almost all pupils aware of the future career opportunities and benefits as a global citizen learning a second/third language can afford them. Evidenced in teacher assessments, XBRA data, pupil voice and learning walks.	Yes - health and well-being, - attendance, participation and engagement - equity and inclusion - attainment - differentiation.

3. Develop our 1+2 Languages approach (including L3 from P5 upwards)	• All EME primary pupils are timetabled Gaelic learning opportunities (P1-7) and French learning opportunities from P5 • All GME primary pupils are timetabled from P5 for French through the medium of Gaelic • Impact: Enriching understanding of other cultures, opportunities in the world of work in the future • All pupils are provided with appropriate opportunities/resources supporting and developing their social and emotional wellbeing, Language skills, literacy and numeracy, problem solving, creativity, communication and empathy • Increased Parental involvement in GME and a greater understanding of the language they have chosen for their children. • Raising awareness of our Gaelic language and culture. Written and spoken language will be all around pupils and staff every day. This will increase the use of Gaelic in the	• All pupils make progress over time in literacy and numeracy - evidenced via XBRA and teacher tracking and monitoring • Almost all pupils demonstrate increased resilience and empathy evidenced through our Wellbeing analysis • All pupils make progress over time in evidence via XBRA and teacher tracking and monitoring • 25% of our GME parents/ carers attend at least one event.	
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	school, support acquisition of the language. It should be noted that from August 2024 85% of our Primary pupils will be in GME		
4. Curriculum Development - ‘Play and Learning’	- Align our curriculum ensuring it is current and relevant to children in the Nursery 2025 - 2026. - All practitioners are ambitious and expect high levels of progress and achievement for all children. - Developing rights based practices	- Curriculum planning reflects the needs of the children within the Nursery, supporting progression and development. - This will be evidenced via tracking and monitoring analysis and evidenced within PLP’s (Pupils Learning Plan) - Article 30 will be our underlining focus. UNCRC CLPL will be attended by all staff	
5. Continue to promote and support a positive perception and advocacy for Gaelic	Gaelic will be promoted across the whole school community, increasing awareness, engagement, and pride among learners, staff, and parents	- Appointment of Gaelic ambassador as part of Pupil Leadership Team. - Increase immersion opportunities by making use of Gaelic medium funding to engage with Gaelic partners - Actively promote the school as a Gaelic Medium School and a Gaelic speaking community through recruitment.	



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: Continue to develop approaches to high quality learning, teaching and assessment		
National Improvement Framework Key Outcomes			
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National Improvement Framework Priorities	HGIOS 4	Early Learning and Childcare Quality Indicators	Argyll and Bute Education Key Objectives

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Key Actions (How)	Lead Person	Timescale	Success Criteria to facilitate evaluation of learners' progress
All teachers have high expectations set for their pupils (clear/appropriate Learning Intentions/Success Criteria/effective feedback/plenaries)	A Craik	Dec 2025	Planning and observations show consistent setting of clear expectations though learning intentions and success criteria along with high pupil contribution. Evident through learning walks/observations.

• A universal, whole school approach to applying Nurture to improve wellbeing and learning outcomes for all children and young people. • Members of staff in ELC and Primary have been trained in the OTCNE programme	A Craik	June 2026	• Jotters, pupil voice and lesson observations demonstrate consistent use of effective feedback. • Lesson observations and pupil voice show plenary is used to evaluate learning, pupils know what progress they have made and can demonstrate what they have learned. • All Early level teachers and practitioners consolidate Realising the Ambition – Being Me collegiately. • Lesson plans, observations and pupil voice show that a nurturing approach is applied within the school and nursery.
Implement strategic approaches to play and choice challenges	A Craik	June 2026	• Lesson plans, lesson observations and pupil voice show play is the main vehicle of learning across the Early Level. • Beyond Early Level lesson plans, observations and pupil voice show a variety of strategies are used to incorporate play.
Embed the use of seesaw (Nursery to P3) to gather and share evidence and assessment with pupil, staff and parents.	A Craik	June 2026	• All Nursery to P7 practioners and teachers are utilising Seesaw to :



Introduce the new Counting for Excellence Resource to all primary pupils	A Craik	Dec 2025	-enhance communication -share class announcement -share and celebrate achievement and success -Gather and share assessment evidence. Two members of the primary teaching staff to attend the training and to lead the introduction of the program in the primary school.
Continue to develop links – UNRC to learning opportunities, Nursery to P7	A Craik	June 2026	• Via planning, pupil voice and lesson observations, all practioners, teachers and support staff put into practice Article 29 of the UNRC. • Continue to move towards gaining the Right Respecting School Silver Award – RRS lead teacher and pupil group/assemblies/class charter displayed/ Silver application in process.
Operational Improvement Planning (Action Plan) for Establishment:			Session: 2025-2026
Strategic Priority 2:	Title: Learners Develop Digital Literacy across 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 and Early Learning and Childcare Indicators	Early Learning and Childcare Quality Indicators	Argyll and Bute Education Key Objectives



- 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 - Leadership and management of staff and resources - Staff skills, knowledge, values and deployment - Leadership of continuous improvement Children thrive and develop in quality spaces - Children experience high quality spaces Children play and learn - Play and learning - Curriculum - Learning, teaching and assessment Children are supported to achieve - Nurturing care and support - Wellbeing inclusion and equality - Children's progress Safeguarding and child protection	- 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
Digital Literacy passports to be embedded across Nursery to P7	A Craik	June 2026	Planning, pupils voice, lesson observations and completed digital passport evidence Digital Literacy is embedded in all classes.



P4-7 online PLPs to demonstrate application of Digital Literacy skills across learning (PLP's continue to be shared with parents/carers regularly)	A Craik	June 2026	All P4-P7 PLP's are produced using SWAY. Almost all pupils demonstrate their Digital Learning Skills in the production of their PLP.
Utilise "IDEA" – Digital Enterprise Award for all P7 pupils in order to support transition to THS.	J Mackinnon J MacIntosh T Rankin	June 2026	- All pupils are registered on IDEA. - Almost all pupils have gained a minimum of 125 from the 250 points required to gain the Bronze Award. Pupil voice demonstrates enjoyment following the IDEA programme.
Increased access to desktop computers, ipads, laptops, and other peripherals	A Craik	September 2025	- Secondary computer suite timetabled for all P5-P7 from September 2025. - Pupil digital passports show all pupils have made progress with their digital literacy skills and at least 70% attain level 2 by the end of P7.



Operational Improvement Planning (Action Plan) for Establishment:			Session: 2025-2026
Strategic Priority 3: Self Evaluation	Title: Develop our 1+2 Languages approach (including L3 from P5 upwards)		
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



- 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 - Leadership and management of staff and resources - Staff skills, knowledge, values and deployment - Leadership of continuous improvement Children thrive and develop in quality spaces - Children experience high quality spaces Children play and learn - Play and learning - Curriculum - Learning, teaching and assessment Children are supported to achieve - Nurturing care and support - Wellbeing inclusion and equality - Children's progress Safeguarding and child protection	- 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
CLPL for all Primary teachers to build confidence and skill in developing and delivering our 1 + 2 Languages approach, including L3 from P5 upwards. (For our EME pupils L2 is Gaelic from P1, and L3 is French from P5 at the latest.)	A Craik	December 2025	All teachers attend CLPL to support their confidence, skills and the creation/selection of suitable resources – EME teacher has completed CLPL programme on Gaelic as L2 – this is now embedded in EME timetable



Develop progressive programme to ensure breadth and challenge in L2 and L3 language. (In EME all children should learn an additional language (L2) from P1 at the latest. They should learn a second additional language (L3) from P5 at the latest. GME pupils access L3 from P5 upwards, prior to this at P3/P4, they will begin to address the Curriculum for Excellence experiences and outcomes relating to literacy and English)	A Craik	October 2025	Learning programmes are established and implemented ensuring breadth and challenge. This will be monitored via lesson plans, lesson observations, tracking and monitoring, pupil voice.
	A Craik	April 2026	All P1-P4 EME pupils experience a quality weekly Gaelic lesson. Evaluated via tracking and monitoring, lesson observations and pupil voice.
	A Craik	October 2025	All P1-4 GME pupils are in the immersion stage of their education, however, at p3/4, they will begin to address the Curriculum for Excellence experiences and outcomes relating to literacy and English.



Operational Improvement Planning (Action Plan) for Establishment:

Session: 2025-2026

Strategic Priority ELC:

Title: Play and Learning

National Improvement Framework Key Outcomes

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Key Actions (How)	Lead Person	Timescale	Success Criteria to facilitate evaluation of learners' progress
Align our curriculum ensuring it is current and relevant to children in the Nursery 2025 - 2026.	A Craik	Sept 2025	- Curriculum planning reflects the needs of the children within the Nursery, supporting progression and development. Evidence gathered via the weekly individual to each practitioner Moderation sheets and tracking and Monitoring analysis. - Weekly planning sheets to indicate adult lead learning.
All practitioners are ambitious and expect high levels of progress and achievement for all children.	A Craik	Oct 2025	- Close monitoring of progress and development over time with timely appropriate interventions in place where appropriate. This will be evidenced via tracking and monitoring analysis and evidenced within PLP's (Pupils Learning Plan - Re- introduce recording milestones to inform individual planning. Termly review shared with children and their families.
Developing rights based practices	A Craik	June 2026	- All practitioners attend CLPL on Rights Based Practice. - Article 30 will be our underlining focus. UNCRC CLPL will be attended by all staff - Focusing on Article 30 of the UNCRC 'children who belong to a minority group have the right to



			share their culture and language’. Gaelic is a minority language and as such Sgoil Àraich Tiriodh will identify Article 30 within learning and play opportunities. Incorporating opportunities for our children to share, use and celebrate Gaelic. • Staff to encourage creative experiences through mixed media, avoiding using pre-conceived ideas, pre-cut templates, promoting creativity. • “Setting the Table” document to be used to allow children to develop their independence during meal times.
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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

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Key Actions (How)	Lead Person	Timescale	Success Criteria to facilitate evaluation of learners' progress
Targeted support implemented through the medium of Gaelic for GME pupils	E Campbell	April 2026	Pupils identified and an individual intervention program is put in place. Impact of intervention strategies is closely monitored with appropriate timely action taken. All



Increase awareness of Gaelic opportunities in the world of work.	E Campbell	April 2026	identified pupils show progress over time. • GME staff booked for Face to Face training in Feb 26 • P5-7 pupils enrol with My World of work utilising links to career opportunities utilising their Gaelic language skills. • Almost all pupils report via pupil voice increased knowledge of career opportunities utilising Gaelic • SDS (Skills Development Scotland) All pupils attend SDS Gaelic workshop highlighting the wealth of opportunities • Pupils identified and an individual intervention program is put in place. Impact of intervention strategies is closely monitored with appropriate timely action taken. All identified pupils show progress over time.
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- Gaelic will be promoted across the whole school community, increasing awareness, engagement, and pride among learners, staff, and parents - Gaelic will increase across learning and social contexts, enabling learners and staff to develop greater confidence, fluency, and motivation to use the language in daily school life. - Focus on raising attainment through GME. GM Primary teaching staff have places on the Quality Improvement Writing (QI Writing) programme.			- Social media will feature school level announcements in both English and Gaelic - School level communication will feature Gaelic - School events will feature Gaelic translation - Create a Gaelic learner leadership team promoting Gaelic across whole school community - Minutes of staff meetings and DMs will feature discussion of Gaelic promotion - Increase immersion opportunities by making use of Gaelic medium funding to engage with Gaelic partners - Actively promote the school as a Gaelic Medium School and a Gaelic speaking community through recruitment. - Improved attainment in the GME shown by all pupils. - Tobar an Dualchais project and Solarpunk island to support this.
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Key Actions (How)	Lead Person	Timescale	Success Criteria to facilitate evaluation of learners' progress
Establishment Maintenance Improvement Planning – Optional			Session:
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.			
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Key Actions (from pres plans):

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