Strategic Improvement Planning for Establishment: Overview of Links to Key Policies

Session: 2026-2027

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?
Pupils	Termly Fortnightly September 2026	Class discussions and surveys Leadership groups including Pupil Council. Questionnaire
Parents	Termly September 2026	Open afternoons and parent's nights reflective questions and suggestions. Parent Council Meetings Questionnaires
Staff	Throughout	See collegiate calendar for QA and Self-Evaluation activities.

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

Priorities	**Proposed Outcome and Impact**	**Measures**	**Linked to PEF** (Y/N)
Improve the Quality and Consistency of Learning, Teaching and Assessment	By June 2027, a consistent whole-school approach to high-quality Learning, Teaching and Assessment will be embedded. Staff will confidently apply evidence-informed pedagogical approaches, with quality assurance activities evidencing improved classroom practice. As a result, All learners will make appropriate progress from prior levels of attainment and overall attainment will increase from August 2026 to June 2027. Gaps in attainment associated with disadvantage and other barriers to learning will be reduced	Quality assurance evidence will demonstrate a consistent whole-school approach to high-quality Learning, Teaching and Assessment. All staff will confidently and consistently apply evidence-informed pedagogical approaches, including effective questioning, formative assessment, appropriate pace and challenge, and responsive feedback. Planning and assessment evidence will show clear progression, effective differentiation and a strong focus on meeting learners' needs. Professional dialogue, self-evaluation and learner feedback will evidence increased staff confidence and expertise, alongside high levels of learner engagement, participation and ownership of learning. Learners will be able to articulate their progress and identify clear next steps. Tracking and monitoring data will confirm that all learners have made progress from their June 2026 baseline.	Y
Increase attainment in reading through development of higher order reading skills (complex thinking, problem-solving and applying skills independently).	By March 2027, 83% (5 children) of learners across P4 and P7 will achieve the expected standard in SNSA Reading, demonstrating improved reading attainment and increased confidence in applying reading skills across a range of contexts. By June 2027, All of learners will have made measurable progress in reading from their prior level of attainment, as evidenced through robust tracking and monitoring, professional judgement and assessment data. Targeted improvements in learning, teaching and assessment will result in increased learner independence, with children across all stages demonstrating stronger decoding, fluency and tracking skills when engaging with texts. As a result, learners will access learning more confidently, engage more successfully with increasingly challenging texts and achieve improved literacy outcomes.	By June 2027, attainment and achievement in reading will improve across the school, with 83% (5 children) of learners in P4 and P7 achieving the expected standard in SNSA Reading and 50% of P4 and 7 pupils combined, achieving beyond the expected standard. Robust tracking and monitoring, professional judgement and assessment evidence will demonstrate that All of learners have made measurable progress from their June 2026 baseline, with 73% of learners on track in Reading and those receiving targeted interventions demonstrating accelerated progress. Quality assurance and assessment evidence will show improved fluency, comprehension, decoding and higher-order reading skills across all stages for most pupils, enabling learners to engage successfully with increasingly complex texts. Most learners will demonstrate greater independence in selecting and applying reading strategies, increased ownership of their reading development and improved confidence as readers. Learner voice will evidence that all children feel appropriately challenged and supported in reading, can articulate the strategies they use to support understanding and are increasingly confident in their ability to access and apply literacy skills across learning.	Y

Develop Inclusive Learning Environments and Practices to Improve Outcomes for All Learners	By June 2027, inclusive learning environments will ensure All children are engaged, challenged and supported to achieve their full potential. Learner voice and participation will be strengthened across the school, with all children accessing meaningful leadership opportunities. Evidence from quality assurance activities, learner feedback and participation data will demonstrate increased engagement, confidence and ownership of learning, contributing to improved wellbeing, achievement and attainment.	By June 2027, quality assurance evidence, learner feedback and participation data will demonstrate that inclusive, nurturing and rights-respecting environments are embedded across the school. All learners will report feeling valued, included and able to influence decisions about their learning and school experience, while participating in meaningful leadership opportunities. Improved attendance, reduced persistent absence and increased learner engagement will evidence greater readiness to learn. Attendance will increase across the school from 87.5% to 92% from Aug 2025 until July 2026. Staged intervention planning will demonstrate meaningful involvement of children and families, with most learners confidently articulating their targets and next steps. Rights-respecting approaches will be evident across all aspects of school life, contributing to the achievement of Silver Rights Respecting Schools Accreditation. Collectively, this evidence will demonstrate improved wellbeing, stronger learner voice, increased participation and enhanced outcomes for all children.	Y
Developing Faith Across Learning: Improving Religious Education through Interdisciplinary Learning	By June 2027, most children can explain how Catholic values and teachings connect to different areas of learning; most children can discuss how Gospel values influence their choices and actions; all children show progression in RERC; interdisciplinary learning planning consistently incorporates Catholic themes across First and Second Level; all children confidently participate in prayer, liturgy and faith-based learning opportunities; and all staff demonstrate increased confidence in planning and assessing RERC through interdisciplinary learning.	By June 2027, quality assurance evidence, pupil voice, planning scrutiny and assessment data will demonstrate that Catholic values and teachings are embedded consistently across learning experiences. Most children will confidently articulate how Gospel values influence their choices and connect to learning across the curriculum, while all children will demonstrate progression in RERC. Interdisciplinary learning will provide meaningful opportunities for learners to develop and apply their faith, and all staff will demonstrate increased confidence in planning and assessing high-quality RERC experiences.	N