



Glen Urquhart High School

ESTABLISHMENT IMPROVEMENT PLAN

SESSION 2025/26

Accepting Achieving Motivating Nurturing Respecting
Relationships



**Accepting Achieving Motivating Nurturing Respecting
Relationships**



Overview of National and Local Priorities			
National Improvement Framework Key Priorities <ol style="list-style-type: none"> 1. Placing the human rights and needs of every child and young person at the centre of education 2. Improvement in children and young people's health and wellbeing 3. Closing the attainment gap between the most and least disadvantaged children and young people 4. Improvement in skills and sustained, positive school-leaver destinations for all young people 5. Improvement in achievement and attainment, particularly in literacy and numeracy 		National Improvement Framework Key Drivers <ol style="list-style-type: none"> 1. School and ELC leadership 2. Teacher and practitioner professionalism 3. Parent/carer engagement and family learning 4. Curriculum and assessment 5. School and ELC improvement 6. Performance information 	
HGIOS/HGIOELC/ HGIOURS	Highland Council Education Priorities	GME Priorities	Health and Social Care Standards
<ul style="list-style-type: none"> 1.1 Self-evaluation for self-improvement 1.2 Leadership of 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>Theme 1 Our relationships Theme 2 Our learning and teaching Theme 3 Our school and community Theme 4 Our health and wellbeing Theme 5 Our successes & achievements</p>	<ul style="list-style-type: none"> We will raise attainment and achievement for all, especially for those children from disadvantaged circumstances including rural deprivation. We will focus relentlessly on improving standards and the quality of learning and teaching, to ensure that entitlement, equity and excellence are delivered across the system. We will develop leadership skills at all levels of the system for now and the future, building a culture of empowerment and professional capital. We will maximise health and wellbeing for all children and young people to give them the best possible start in life. We will ensure every child and young person feels part of the community they live in. We will maximise opportunities for our children and young people, and for the wider Highland community and its visitors, through provision of high-quality services. 	<ul style="list-style-type: none"> Education Scotland Advice on Gaelic Education focus: <ul style="list-style-type: none"> high quality immersion experiences improving fluency Gaelic ethos Secondary – Increasing immersion curriculum opportunities in BGE and Senior Phase Initiatives that promote and support the use of Gaelic in the home, in communities and extra-curricular experiences Activities to support Gaelic language and culture (arts, media, creative industries, workplace) Local Authority Gaelic Language Plan priority 	<ul style="list-style-type: none"> I experience high quality care and support that is right for me. I am fully involved in all decisions about my care and support. I have confidence in the people who support and care for me. I have confidence in the organisation providing my care and support. I experience a high-quality environment if the organisations provides the premises.

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Action Plans

School Improvement Plan Priorities 2025/2026

Summary: Key School Improvement Priorities (add further rows if required):

Improvement Priority Title
1. Ethos and well being
2. Learning, Teaching & Assessment
3. Curriculum

Strategic Three Year Improvement priorities

Session 24/25 - 25/26 - 26/27

Below is our three-year summary of priorities in agreed improvement areas.

QI Area Focus	Year One	Year Two	Year Three
	1.3 Leadership of Change	1.3 Leadership of Change	1.3 Leadership of Change
	1.1 Embedding self-evaluation for self-improvement	1.1 Embedding self-evaluation for self-improvement	1.1 Embedding self-evaluation for self-improvement
	2.3 Learning teaching and assessment	2.3 Learning teaching and assessment	2.3 Learning teaching and assessment
	3.2 Raising attainment and achievement	3.2 Raising attainment and achievement	3.2 Raising attainment and achievement
	3.1 Ensuring wellbeing, inclusion and equality	3.1 Ensuring wellbeing, inclusion and equality	3.1 Ensuring wellbeing, inclusion and equality
	2.2 Curriculum	2.2 Curriculum	2.7 Partnerships
	2.7 Partnerships	2.7 Partnerships	3.3 Increasing creativity and employability
		3.3 Increasing creativity and employability	

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School Improvement Plan - Priority 1: Ethos and Wellbeing

Rationale:

The school has seen significant changes across leadership positions since 2020 leading to a priority focus for the evaluation of school management procedures & structures ensuring the required level of excellence in practice is re-established and embedded. The school continues to have a significant capacity for excellence in this regard but requires to develop consistent strategies through collegiate approaches and enhanced pupil voice.

Resource implications: Sufficient time allocated through structured collegiate sessions, dept meetings and INSET days in the working time agreement. Financial costs arising from ongoing professional development are costed.

Staff responsible: All staff overviewed by SLT/ELT

Link to National and Local Priorities

NIF Priority:

Improvement in children and young people's health and wellbeing

NIF Driver:

School and ELC improvement

HGIOS Quality Indicator:

3.1 Ensuring wellbeing, equality and inclusion

HGIOURS Theme:

Our school and community

Highland Council Priority:

We will maximise health and wellbeing for all children and young people to give them the best possible start in life

Measures of success by end of year 1

INTERVENTION/ACTION	BY WHOM/ DEADLINE	EXPECTED OUTCOME(S) FOR LEARNERS
<ul style="list-style-type: none"> Refresh vision, values and aims. Renewed focus on Pupil Council and Prefect structure to increase leadership. 	<p>Whole community Jun 2026</p> <p>LHA by June 2026</p>	<p>Whole school community takes ownership of the school's culture and ethos. By developing a shared vision, value and aims, the community will understand that high expectations are a consistent feature of our school, and by working together we will achieve the highest possible standards and successes for our CAYP. Pupils' expectations of their own learning and contributions to school life are improved.</p> <p>Increase engagement with more aspects of school life. Pupils report a greater opportunity to exercise their right and showcase their responsibilities. Pupils report they are impactful on whole school improvements.</p>

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<ul style="list-style-type: none"> • All staff to actively engage with ongoing professional development opportunities to stay current with latest best practice and innovative teaching methods. Regular opportunities to share professional learning with colleagues • Collaborative approach to guide strategic direction and pace of change of the school • Policy refresh focusing on mobile phone policy and positive relationships 	<p>All Staff/SLT Overview</p> <p>SLT/ELT Ongoing</p> <p>Whole school community</p>	<p>Pupils in elected positions report they have increased their skill and confidence levels from their experience.</p> <p>All pupils receive a high-quality educational experience that stimulates application, creativity and depth of enquiry as staff sharing best practice becomes a cultural norm.</p> <p>Consistency for all in their learning experience with an emphasis on the importance of learning and teaching</p> <p>Consistent expectations that align with the national consequence guidance will ensure that the community have shared aspirations and improve culture and ethos.</p>
<p>EVIDENCE GATHERED/IMPACT: Add links/sources etc Ongoing record of progress against planned outcomes could be recorded?</p> <p>Record of progress, website, DM minutes, Collegiate minutes, consultation meetings & events, partner surveys, lesson observations, assemblies.</p>		
<p>EVALUATION</p>	<p>Include Challenge question review from HGIOS4 using evaluative language.</p>	

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School Improvement Plan - Priority 2: Raising Attainment - Learning, Teaching and Assessment

Rationale: Following a review of published data it is clear that attainment has dropped across all measures across consecutive years.

Resource implications: Sufficient time allocated through structured collegiate sessions, dept meetings and INSET days in the working time agreement. Financial costs arising from ongoing professional development are costed.

Staff responsible: All staff overviewed by SLT/ELT

Link to National and Local Priorities

NIF Priority:

Improvement in attainment and achievement, particularly in literacy and numeracy

NIF Driver:

Curriculum and assessment

HGIOS Quality Indicator:

2.3 Learning, teaching and assessment

HGIOURS Theme:

Our learning and teaching

Highland Council Priority:

We will ensure the highest quality of learning and teaching for each and every learner

Measures of success by end of year 1

INTERVENTION/ACTION	BY WHOM/ DEADLINE	EXPECTED OUTCOME(S) FOR LEARNERS
<ul style="list-style-type: none"> Introduce high quality learning and teaching policy- 'the Glen Urquhart Gold Standard' to be discussed with all staff. Further development of whole school ASN strategy to ensure pace, challenge, differentiation, assessment is equitable for all learners. Consistent, high-quality moderation and quality assurance undertaken as outlined in QA calendar. Whole school tracking and monitoring system introduced to monitor progress in BGE attainment and encourage high presentation levels in SP going forward 	<p>All - Jun 2026</p> <p>PT ASN/All Staff Session 2025-26</p> <p>SLT/ELT August Inset</p> <p>SLT/ELT</p>	<p>Consistently high-quality learning experiences in the classroom which provide effective support & challenge</p> <p>Safeguard in class achievement for learners and improve presentation levels for ASN level 1 – 4 with a particular focus in S5/S6</p> <p>Learning & Teaching experiences focused on individual needs, providing feedback with next steps for attainment.</p> <p>Early intervention to ensure pupils are supported with learning to attain highest levels possible, with a focus on Literacy and Numeracy in all subjects.</p>

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School Improvement Plan - Priority 3: Raising Attainment - Curriculum

<p>Rationale: Building on 2024-2025 attainment reviews, more appropriate subject offerings were included and clearer learning pathways were designed. By analysing Leavers' data, it is clear that retention of pupils into the senior phase whilst offering more breadth and progression of learner pathways SL upwards should be enhanced as an ongoing priority.</p>		
<p>targeted study support and learning and teaching mentoring programme offered to senior phase pupils at risk of academic progress concerns.</p>	<p>SLT/ELT</p>	<p>supported by mentors providing appropriate strategies to lead their own learning. Increased attendance and barriers to class achievement are removed.</p>
<p>Resource implications: Attainment review meetings and development time during collegiate time and INSET. Professional development implications around cover costed.</p>	<p>Staff responsible: All staff Coordinator</p>	<p>overviewed by SLT/ELT and G. Denovan DYW.</p>
<p>Link to National and Local Priorities</p>		
<p>NIF Priority:</p>	<p>HGIOS Quality Indicator:</p>	<p>Highland Council Priority:</p>
<p>EVIDENCE GATHERED/IMPACT: Add links/sources etc</p>		
<p>between the most and least disadvantaged children</p>	<p>HGIOS Theme: could be recorded?</p> <p>Our successes and achievements</p>	<p>We will raise attainment and achievement for all, especially for those children from disadvantaged circumstances including rural deprivation.</p>
<p>NIE Driver: policies, DM minutes, Collegiate minutes, pupil surveys, staff feedback, learning walks</p>	<p>Curriculum and assessment</p>	
<p>EVALUATION</p>	<p>Include Challenge question review from HGIOS4 using e/active language.</p>	

Measures of success by end of year 1		
INTERVENTION/ACTION	BY WHOM/ DEADLINE	EXPECTED OUTCOME(S) FOR LEARNERS
<ul style="list-style-type: none"> A wider range of SQA qualifications is offered to pupils for in-school provision. Enable staff to be data literate with INSIGHT and other data Regular opportunities for professional dialogue to share best practice about curriculum development and pupil experience Development of skills for learning life and work into all curricular areas comprising DYW 16+ aims. 	<p>All Staff by May 2026</p> <p>SLT- October 2025</p> <p>All staff- 2025/26 Session</p> <p>DH/GD- 2025/26 Session</p>	<p>Personalisation and depth of study is broadened to increase retention to S6.</p> <p>Ensure the level of personalisation and choice available for an appropriate curriculum for all.</p> <p>Pupil voice is valued as a means to create effective learning opportunities.</p> <p>Tangible connection between classroom learning and the world of work.</p>

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	Choose an item.	
EVIDENCE GATHERED/IMPACT: Add links/sources etc Ongoing record of progress against planned outcomes could be recorded? <small>Attainment meetings, INSIGHT data, collegiate meetings, DYW data, focus group data</small>		
EVALUATION	Include Challenge question review from HGIOS4 using evaluative language.	

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