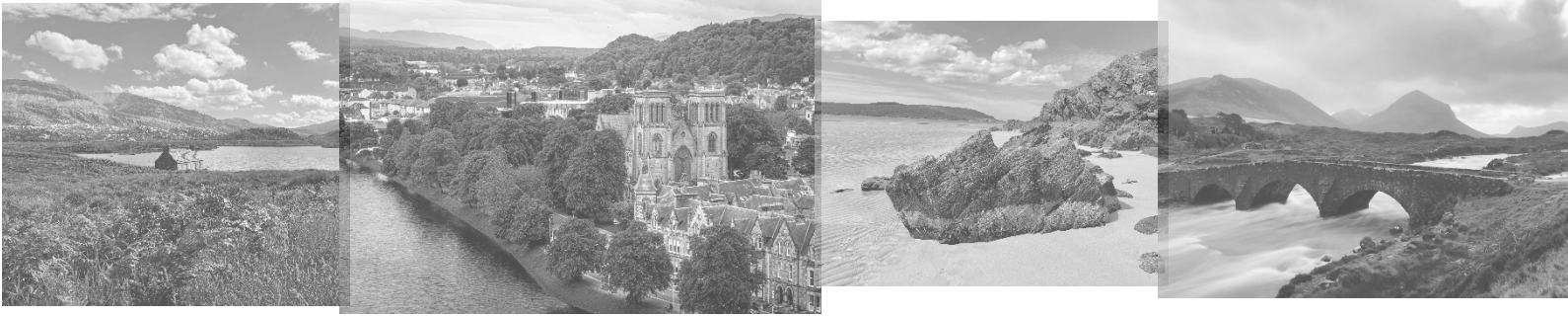
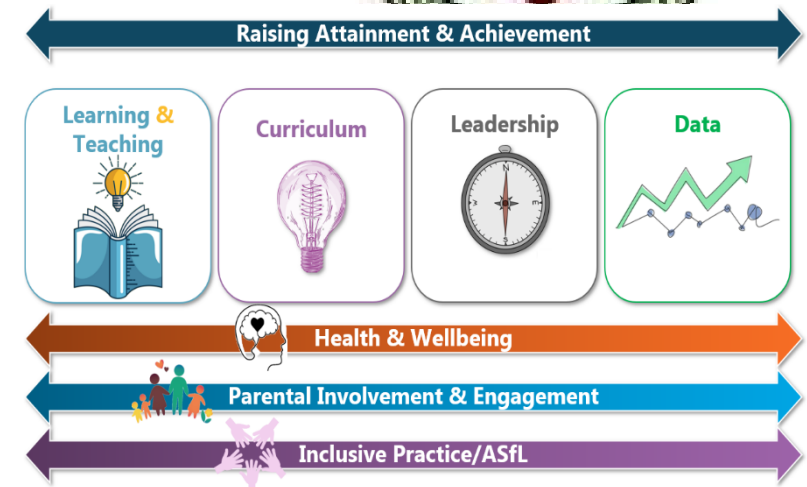




Kingussie High School

ESTABLISHMENT School Improvement Plan SESSION 2026-2027

- | | |
|---|--|
| ☐ Primary and ELC - EM | ☐ Secondary – EM (no GM) |
| ☐ Primary and ELC - GM | ☒ Secondary – EM with GM |
| ☐ Primary - EM | ☐ 3-18 |
| ☐ Primary - GM | ☐ Special School |



COMMUNITY – ATTITUDE – RESPECT - EFFORT

Overview of National and Local Priorities

Overview of National and Local Priorities		
National Improvement Framework 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 attainment, particularly in literacy and numeracy		National Improvement Framework Key Drivers ☐ School and ELC leadership ☒ Teacher and practitioner professionalism ☐ Parent/carer engagement and family learning ☒ Curriculum and assessment ☐ School and ELC improvement ☐ Performance information
How good is our school? (4 th edition)	ELC Quality Improvement Framework Realising the Ambition	Highland Council Education & Learning Improvement Plan
☒ 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 ☐ 3.3 Increasing creativity and employability	Leadership: ☐ Leadership and management of staff and resources ☐ Staff skills, knowledge, values and deployment ☐ Leadership of continuous improvement Spaces & environment: ☐ Children thrive and develop in quality spaces ☐ Inside and outside, open ended and natural resources Children play and learn: ☐ Play and learning ☐ Curriculum ☐ Learning, teaching, and assessment ☐ Inspiring confidence, creativity, and curiosity Children are supported to achieve: ☐ Nurturing care and support, interactions, and relationships ☐ Wellbeing, inclusion, and equality ☐ Children's progress – observations, planning, and tracking ☐ Safeguarding and child protection	This plan sets out the ambition of The Highland Council Education and Learning Service to improve attainment and achievement and reduce inequity by prioritising improvement in four key themes: ☒ Leadership ☒ Learning and Teaching ☒ Curriculum ☒ Data Analysis for Improvement Three foundation principles sit alongside each of these themes and act as a common thread between them: ☒ Inclusive Practice/ Additional Support Needs ☒ Health and wellbeing, including Relationships and Behaviour ☒ Parental Involvement and Engagement
How good is OUR school?	Gaelic Education	Health and Social Care Standards
☒ 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	☐ <u>Education Scotland Advice on Gaelic Education</u> focus: - high quality GME immersion experiences - improving fluency - whole school Gaelic ethos ☒ Secondary – Increasing immersion curriculum opportunities in BGE and Senior Phase ☐ <u>Gaelic Learner Education Experiences</u> ☐ Initiatives and projects that promote and support Gaelic extra-curricular experiences ☐ <u>Local Authority Gaelic Language Plan</u> priorities, initiatives, and activities to promote Gaelic across the 4 themes of - Communities and Home - Media, Arts, Culture and Heritage - Business and the Economy - Education	☒ 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 provide the premises.

Overview of school priorities 2026-2027

Establishment Improvement Priorities	Link to National and Local Priorities
<u>The 5 drivers for meaningful & sustainable change at Kingussie High School are: -</u> 1. Continue to embed our rights respecting school, our vision, values & aims 2. Pedagogy & Professional learning opportunities for all staff 3. Pupil voice - 'you have thoughts worth sharing' (be your best self) 4. Considered and consultative 'leadership of change' where stakeholders feel empowered 5. Continued innovation & creativity to ensure strong attainment and achievement <u>Our school priorities for 26/27:</u> 1. Teaching, Learning & Assessment 2. Health & wellbeing	<u>National priorities:</u> 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 attainment, particularly in literacy and numeracy <u>Local priorities:</u> 1. Leadership 2. Learning & Teaching 3. Curriculum
ASG Improvement Priorities	
1. Numeracy: shared tracking and monitoring database from P1 to S6 utilised by our whole ASG. 2. Moderation as an ASG focusing on the 8 core curriculum areas 3. Continued Head Teacher/Depute regular meetings as an ASG (monthly) 4. CCR time – Kingussie Primary School's CCR time will be covered by one of our PE Teachers for session 26/27. 5. Outdoor Learning & Outdoor & Adventurous Activities – audit to be completed outlining the progression from P1-S6 and the opportunities provided. Focus on the quality of learning & teaching for outdoor activities.	

Action Plan 1

Improvement Priority 1 Action Plan:	<i>Teaching, Learning and Assessment</i>	Lead: Head Teacher with support from DHT (curriculum) & Steering group of colleagues <i>*Note ELT=Extended Leadership Team (PTs, DHTs & HT)</i>
Expected outcomes: <i>By June 2027, all young people at Kingussie High School will benefit from consistently high-quality learning, teaching and assessment, resulting in increased engagement, confidence and attainment. Pupils will demonstrate greater independence, resilience and ownership of their learning by effectively using feedback, metacognitive strategies and assessment information to improve their progress. High-quality differentiation, evidence-informed teaching and effective use of digital technologies will ensure that learning meets the needs of all learners, contributing to improved attainment, reduced gaps in achievement and better positive destinations.</i>	Measures: <i>All measures are outlined below in the table.</i>	HGIOS4 QIs / ELC Quality Improvement Framework / Realising the Ambition <i>As indicated above</i>

Implementation/Actions	What are the measures?	Evidence source	Who? Key teams	When? / Time Resource	Progress and Impact
1.KHS 'Lesson fundamentals' are consistently applied in all lessons through a range of methodology	a) Aspiring for 85% of observations to show KHS fundamentals are being utilised	- Lesson observations through our peer, PT & SLT format - 3 observations per year - Department Improvement Plans to utilise KHS lesson fundamentals	All teachers	Session 26-27 (1 observation per term)	
	b) Moderation of lesson observations between colleagues within Departments and through Extended Leadership Team	- 1 x ELT - 3 x Dept discussions & linked to agendas - Encourage paired lesson observations where appropriate	ELT	ELT – January 27	

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	c) Teacher self-assessment against the KHS Fundamentals	- 3 per year and discussion through PRD	All teachers	Throughout the session	
	d) Student voice surveys focused on lesson consistency regarding the KHS fundamentals	- 80%+ of pupils report consistency in learning intentions, success criteria, challenge and feedback	SLT	Nov 26 & Feb 27	
	e) Samples of work to be reviewed within Departments and evidence gathered throughout the year evidencing lesson fundamentals i.e feedback, questioning, plenaries & starters	Random samples of work to be reviewed across departments	Departments	Nov 26 & Feb 27	
	f) Cooperative learning training	90% of all teachers to have completed this training	All teachers	by July 2027	
	g) Use a range of data to prove that KHS lesson fundamentals are improving learner outcomes:	- Whole school pupil survey data - Focus groups of pupils - ACEL attainment - Closing the attainment gap data at key transitions i.e. S3, S4, S5 & S6 - Attendance and punctuality data - Analysis of tracking & monitoring reports	SLT	Throughout the session	
2. Building evidence-based practice	a) Staff confidence in using research-based practice increases due to 3 whole staff professional learning opportunities	- Average staff confidence score increases from baseline by at least 20%	SLT	Oct, Feb & May	
	b) 90% of teachers engage in research-based practice	- Peer, PT & SLT lesson observations	All teachers	Throughout the session	
	c) All Departments engage in professional inquiry	- Key focus area to be provided for colleagues	HT	Throughout the session	

3. Supporting the growth & development of staff to continue to improve outcomes for our young people	a) High participation in professional learning opportunities	- PRD processes - CLPL - Records of participation kept - Staff surveys	All teachers	Throughout the session	
	b) Leadership capacity increases	- PRD processes - CLPL - Records of participation kept - Staff surveys - Increase in number of teachers taking responsibility for leadership projects	All teachers	Throughout the session	
	c) Improved quality of teaching	- PRD processes - CLPL - Records of participation kept - Staff surveys	All teachers	Throughout the session	
4. Introduce metacognition & update our classroom conduct policy in line with 'Be your best self'	a) 90% of lessons demonstrate at least one agreed metacognitive strategy	- Peer, PT & SLT lesson observations	All teachers	Throughout the session	
	b) Metacognition - student understanding: self-regulation and responsibility for learning	- 75% of students can explain how they plan, monitor and evaluate their learning	Pupils	Sampling student voice at 3 key points – Nov, Feb & May	
5. Meeting the needs of all our learners	a) High-quality differentiation and adaptive teaching evident	- ASN Department link teachers to attend department meetings across the school - Regular observation of individual ASL pupils within mainstream settings by ASL Teachers - PSA/Teacher agreements to be rigorous where appropriate	ELT	Throughout the session	
	b) Improved attainment for identified groups	- Tracking & attainment data to be reviewed in line with school calendar - Rigorous SLT analysis fortnightly	SLT & ELT	SLT fortnightly meetings (Strategic agenda – data	

				<i>performance indicators)</i>	
	c) Increased learner engagement and participation	- Focus for child plan reviews incorporating GIRFEC – are ASL pupils engaged?	ELT	Throughout the session	
6. AiFL embedded in all lessons ensuring actionable feedback is easy to access for pupils & parents/carers	a) Effective feedback informs and supports pupil's progress and leads to improvement	- Learner conversations. - Jotters/work sampling - Department moderation activities	All teachers	Throughout the session	
	b) Consistent use of formative assessment strategies	- Peer, PT & SLT lesson observations		Throughout the session	
	c) Parents are directed to and have improved access to progress and improvement information	- New and improved school app - Google classrooms – parents/guardian - Explore 'show my homework.' - Parent surveys	All teachers	Throughout the session – parent surveys follow each parent/carers evening	
	d) Pupil's can articulate next steps in their learning across core curriculum areas	- Peer, PT & SLT lesson observations - 'Friday 5' - Learner conversations	All teachers	Sampling student voice at 3 key points – Nov, Feb & May	
7. Embed our new KHS assessment & moderation policy	a) Policy implemented across all Departments	- Assessment audits. - Moderation records. - Department QA processes. - Faculty meeting minutes. - Tracking data. - Staff feedback.	SLT	Throughout the session	
	b) Assessment decisions are reliable and consistent		ELT	Throughout the session	
	c) Staff confidence in moderation increases		All teachers	Throughout the session	
	d) Assessment policy, calendars and moderation activities adhered to across the school		SLT & ELT	Throughout the session	
8. A meaningful calendar of opportunities for moderation and planned assessment within our ASG	a) Regular moderation activities across KHS	- Department moderation records (SLT to support their Departments)	SLT & ELT	Throughout the session	
	b) A calendar of moderation activities is in place across our	- ASG Moderation calendar in place for session 26/27	SLT	Refer to whole school calendar	

	ASG focused on the core 8 curriculum areas				
	c) Increased consistency in standards and expectations	- <i>Samples of moderated pupil work to be discussed at ELT</i> - <i>Colleagues evaluations</i>	ELT	Throughout the session	
	d) Improved P7 – S1 transition information across our ASG focused on the core 8 curriculum areas	- <i>Improved and timely transition data</i>	ELT	Throughout the session	
9. To leverage emerging AI and digital technologies to strengthen assessment practices and improve the consistency and reliability of moderation processes.	a) All staff use approved AI and digital tools to support assessment	- <i>Staff training offered & records kept</i> - <i>AI and digital tool usage data to be collated</i> - <i>Staff surveys on workload and confidence to be completed</i> - <i>Moderation discussed and documents through ELT</i> - <i>Assessment: quality assurance through support by SLT during Department meetings</i> - <i>Examples of AI-supported assessment resources and feedback shared with colleagues</i> - <i>Digital analytics from approved platforms shared with colleagues</i>	SLT	Throughout the session	
	b) Administrative workload, associated with assessment, is reduced for colleagues		SLT	Throughout the session	
	c) Moderation becomes more consistent through digital collaboration		ELT	Throughout the session	
	d) Assessment data is analysed more thoroughly to inform interventions and next steps		ELT	Throughout the session	

Action Plan 2

Improvement Priority 2 Action Plan:	Health & Wellbeing	Lead: Head Teacher with support from DHT (pastoral) & Steering group of colleagues *Note ELT=Extended Leadership Team (PTs, DHTs & HT) *Note NC=Nicola Cole (Lead Outdoor Learning)
Expected outcomes: <i>By June 2027, pupils at Kingussie High School will experience a supportive and inclusive environment where their wellbeing needs are identified early and appropriate interventions are provided in a timely manner.</i>	Measures: <i>All measures are outlined below in the table.</i>	HGIOS4 QIs / ELC Quality Improvement Framework / Realising the Ambition <i>As indicated above</i>

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Through a progressive programme of Outdoor Learning and Outdoor & Adventurous Activities, pupils will develop confidence, resilience, leadership, teamwork and a strong connection to their local environment, while increased participation in wider achievement opportunities will enable them to recognise and celebrate the skills they develop beyond the classroom. As a result, pupils will be more engaged in learning, experience improved wellbeing and attendance, achieve a broader range of recognised awards and achievements, and leave school better prepared for sustained positive destinations.		
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Implementation/Actions	What are the measures?	Evidence source	Who? Key teams	When? / Time Resource	Progress and Impact
Continue to embed our KHS Wave ensuring appropriate & timely interventions	a) Keep up to date records through the KHS wave database	- KHS wave database regularly updated and reviewed through weekly Pupil Support and Guidance meetings	DHT (Pastoral), Guidance PTs	Throughout the year and reviewed monthly	
	b) Use pupil questionnaires tri-annually to highlight trends, concerns & interventions	- Analysis of questionnaires to be acted on and appropriate interventions put in place through updating the KHS wave database.	DHT (Pastoral), Guidance PTs	Sept, Dec, Feb	
	c) Continue to work collaboratively with partners	- Calendar of Solution Focused Meetings to be in place for the session (26/27)	DHT (Pastoral), Guidance PTs	Throughout the year and reviewed monthly	
	d) Continue to report to parents/carers on child's stage within KHS Wave (through T&M system)	- All parents & Carers receive 3 reports annually and these will contain KHS Wave data (1-4)	DHT (Pastoral), Guidance PTs	Sept, Dec, Feb	
	e) Appropriate check ins as and when for pupils in line with the KHS wave	- Continue to review the Wave data through PSG with timely interventions for pupils	DHT (Pastoral), Guidance PTs	Throughout the year	
2. Provide quality Outdoor & Adventurous Activities for all linked to our KHS entitlements (*please note, entitlements can be viewed at	a) Support colleagues across all departments to increase outdoor learning opportunities for pupils	- Department curriculum mapping; learning visits; staff CLPL records; staff and pupil surveys; outdoor learning	HT & NC	Throughout the year	

the end of this document – appendix 1).		<i>timetables; photographs/case studies.</i>			
	b) Ensure quality teaching, learning & assessment is evident across the school with specific regards to OAA and outdoor learning, and is in line with 'KHS fundamentals' & 'What makes an excellent lesson'	<i>- Learning visits; QA observations; self-evaluation evidence; pupil voice; learner work; faculty reviews.</i>	<i>HT & NC</i>	<i>Throughout the year</i>	
	c) Develop a 'strategic map' of Outdoor & Adventurous Activities provision across our Associated School Group (ASG), which clearly shows progression of pupil knowledge, skills and understanding through their early years and into the BGE & senior phase	<i>- Published progression map; ASG meeting minutes; curriculum documentation; moderation records; transition planning evidence; staff feedback.</i>	<i>HT & NC</i>	<i>By December 26</i>	
	d) Ensure all equipment log checks are regularly kept updated and are in line with Highland Council standards	<i>- Equipment inspection logs; maintenance records; inventory audits; Health & Safety checks.</i>	<i>HT & NC</i>	<i>Throughout the year</i>	
	e) Ensure KHS staff credentials and qualifications are kept updated and are in line with Highland Council proformas	<i>- Staff qualifications register; copies of certificates; competency records; annual audit documentation.</i>	<i>HT & NC</i>	<i>Throughout the year</i>	
	f) Liaise carefully with Highland Council Evolve team to ensure Outdoor & Adventurous Activities are well risk assessed and completed within Highland Council time frames	<i>- Evolve approvals; risk assessments; visit documentation; compliance records; correspondence with Evolve.</i>	<i>HT & NC</i>	<i>Throughout the year</i>	
	g) Ensure opportunities for staff CPD in relation to OAA and Outdoor Learning	<i>- CLPL programme; attendance records; PRD records; staff evaluations; staff confidence surveys.</i>	<i>HT & NC</i>	<i>Throughout the year</i>	

	h) Liaise carefully and effectively with partners and colleagues in the delivery of OAA and Outdoor Learning	- <i>Partnership agreements; meeting minutes; joint programme plans; partner evaluations; pupil feedback.</i>	HT & NC	Throughout the year	
	i) Lead the Duke of Edinburgh process and increase the number of pupils completing their Bronze, Silver and Gold Duke of Edinburgh Award ensuring high quality experiences for pupils	- <i>DofE reports; participation and completion data; expedition records; pupil evaluations; award records; case studies.</i>	HT & NC	Throughout the year	
	j) Recognise the importance of the link between OAA, outdoor learning and the positive changes we can see for pupil Health & Wellbeing. Ensure robust interventions for identified pupils and record the positive impact OAA and outdoor learning can have through liaising with support teachers and our 'KHS Wave' of support	- <i>Attendance data; wellbeing indicators; behaviour data; KHS Wave records; support plans; pupil voice; case studies; support teacher feedback.</i>	HT & NC	Throughout the year	
	k) Evidence the impact OAA and outdoor learning is having on pupils through regular meetings with senior management	- <i>SMT meeting minutes; termly impact reports; attainment and wellbeing data; self-evaluation reports; improvement planning documentation.</i>	HT & NC	Throughout the year	
3. Capturing wider achievements of all our young people and recognising successes	a) Every pupil leaves KHS with a rich portfolio of wider achievements	- <i>KHS wave database tracking</i> - <i>Regular pupil questionnaires designed to track the KHS entitlements</i>	SLT & ELT	3 questionnaires annually – Sept, Dec & Feb	
	b) Pupils recognise the skills they are developing beyond the classroom	- <i>Unifrog becomes embedded in our school and pupils in all year groups regularly engage with it</i>	DHT & Guidance PTs	Throughout the year	
	c) Pupils benefit from further increased participation in	- <i>Accreditation & awards – dynamic youth award for example</i>	ELT	Throughout the year	

	leadership, volunteering & community projects				
	d) Greater equity of access to wider achievement opportunities particularly for those accessing our enhanced provision	- Pupil voice, surveys and pupil council	ELT	Throughout the year	
	e) Review the offering of extra-curricular activities, how pupil engagement is tracked and where further opportunities could be provided based on pupil voice	- Pupil voice, surveys and pupil council	SLT & ELT	Oct 26	

Appendix 1

KHS Pupil Entitlements					
At Kingussie High School I have had the opportunity to:					
Represent the school in a competition		Learn how to play shinty		Camp in the Cairngorm National Park	Visit an Urban area
Stay away from home		Participate in a biking expedition		Float on a local river or loch	Communicate in a different language
Participate in work-based learning		Explore the Highland Wildlife Park		Participate in a community event	Be part of or lead a small team
Present in front of an audience		Explore the Highland Folk Museum		Grown my own food	Take part in a local conservation project

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Ski/snowboard in Cairngorm National Park		Explore Ruthven Barracks		Learn first aid and use of defibrillator		Walk up Creag Bheag
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