



Education

Establishment Improvement Plan

2025 - 2026

Year 2 of 3

Operational Improvement Planning (Action Plan) for Establishment:

Session: 2025-26

Strategic Priority 1:

Title: Wellbeing, Equality & Inclusion (*Learning and Teaching Key Action Points included*)

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 achievement, 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

HGIOS 4 and Early Learning and Childcare Indicators

- 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

Argyll and Bute Education Key Objectives

- Raise educational attainment and achievement for all
- Use performance information to secure improvement for children and young people
- Ensure children have the best start in life and are ready to succeed
- Equip young people to secure and sustain positive destinations and achieve success in life
- Ensure high quality partnership working and community engagement
- Strengthen leadership at all levels

Key Actions (How)	Lead Person	Timescale	Success Criteria to facilitate evaluation of learners' progress
<p><u>1.1</u> We will achieve OCTNE Gold level accreditation by applying the OCTNE Audit Tool to identify, monitor and address specific criteria for success. This will enhance learning and teaching through improved understanding and further develop approaches in application of nurture principles as part of everyday practice.</p>	<p>Claire Kennedy Catherine Khan</p>	<p>June 2026</p>	<p>We will have achieved OCTNE Gold Level Accreditation, verified through external moderation.</p> <p>Almost all pupils report through focus groups that they feel valued, supported and included in school life.</p> <p>All staff demonstrate improved confidence and consistency in embedding inclusive practices aligned with OCTNE principles.</p> <p>The majority of parents/carers demonstrate increased confidence in the school's commitment to inclusion and wellbeing.</p> <p>Almost all young people report through questionnaires and focus groups that they have positive relationships with their teachers.</p>
<p><u>1.2</u> We will look to further embed our Whole School Nurture approach to ensure that it consistently informs Learning, Teaching and Assessment practices across all departments. Lesson Observation data be analysed to identify strengths and training needs with nurturing principles.</p>	<p>C Kennedy Learning & Teaching Working Group O Morrison E Mbuyi G MacKinnon</p>	<p>Ongoing - June 2026</p>	<p>Classroom Observations will demonstrate that all departments apply nurturing principles as part of their practice.</p> <p>All staff who have been targeted as requiring training report that it has improved their practice.</p>

<p><u>1.3</u> We will establish and deliver targeted training to equip staff and targeted senior pupils with skills, knowledge and confidence to support the mental health and wellbeing of others. The Exchange Counselling Team will train senior pupils to become Mental Health Ambassadors.</p>	<p>C K expanding peer-led support across the school.nned Exchange Counselling</p>	<p>June 2026</p>	<p>All of the targeted senior pupils trained as Mental Health Ambassadors actively promote wellbeing initiatives and provide peer support.</p> <p>All staff involved in Mental Health First Aider training report that they feel better equipped to support others with mental health issues.</p> <p>There is a 5% reduction in mental health related referrals to pastoral and counselling services.</p> <p>Collaboration evidence with Exchange Counselling and Health Professionals demonstrate strengthened referral pathways and improved outcomes for pupils receiving support.</p>
<p><u>1.4</u> We will develop a clear implementation plan, staffing structure and learning resources to establish Hermitage Academy Learning Centre. This includes designing targeted interventions, identifying targeted pupils, and establishing robust systems for monitoring progress and outcomes.</p>	<p>D Morgan C Kennedy L Henderson LA Special Projects Team</p>	<p>August 2025</p>	<p>The Learning Centre is fully established and operational with clear governance and evaluation procedures in place. Targeted young people have access to personalised learning programmes that meet their individual needs and provide them with a nurturing, inclusive and safe learning environment.</p> <p>Parent/Carers' focus groups and questionnaire feedback report that almost all have increased confidence in the schools</p>

			<p>ability to meet the needs of their young people.</p> <p>All staff report an improved capacity to deliver differentiated learning and measurable gains in pupil engagement, attendance and wellbeing.</p> <p>Attainment, attendance and wellbeing data show measurable improvement among pupils accessing the learning centre.</p>
<p>1.5</p> <p>Implement the LGBT Charter Award framework by completing all the required actions for Silver Level accreditation. This includes staff training, curriculum review, and strengthening policies and practices to ensure inclusivity across the school community.</p>	<p>C Kennedy L Harrison C Maguire Extended Charter Award Team</p>	<p>June 2025</p>	<p>All staff identified complete accredited LGBT Youth Scotland Training: evaluation feedback evidences increased confidence in creating inclusive environments.</p> <p>Focus groups and survey data demonstrate that LGBT+ young people feel safe, respected and represented in school life.</p> <p>5% reduction in incidents of discrimination and improved wellbeing indicators of LGBT_ pupils.</p>
<p>1.6</p> <p>Provide continued professional learning and coaching to ensure staff consistently implement the schools Promoting Positive Behaviour Guidelines. Use lesson observations, pupil voice and data analysis to evaluate consistency and impact across the school.</p>	<p>M Stewart C Kennedy ALL SLT and Middle Leaders</p>	<p>June 2026</p>	<p>Almost all staff report that they feel equipped to employ promoting Positive Relationships and Behaviour Guidelines within their practice</p> <p>Lesson observations and data analysis confirm that consistent approaches are embedded across classrooms.</p>

<p>1.7 Further develop our whole-school approach to fostering Positive Relationships by training staff and S6 pupil volunteers as Mentors in Violence Prevention (MVP). Trained S6 pupils will deliver structured lessons and workshops to S1 pupils, promoting empathy, respect, and resilience while challenging negative peer behaviours and attitudes. This training will support positive relationships across the school at all levels.</p>	<p>L Purves C Kennedy L Cavanagh Mentors</p>		<p>Almost all young people report questionnaires that they have developed positive relationships with staff throughout the school.</p> <p>There is a reduction in referrals by 50%</p> <p>S6 Pupils: Trained MVP mentors demonstrate leadership, communication, and mentoring skills, delivering impactful sessions to S1 pupils with confidence.</p> <p>S1 Pupils: Report through surveys and focus groups that MVP lessons have enhanced their understanding of positive relationships, respect, and safe peer interactions.</p> <p>PT Guidance and pastoral teams confirm through lesson observations and reviews that MVP has strengthened approaches to relationship education.</p> <p>Data shows a minimum 10% reduction in incidents of bullying, referrals, and exclusions, particularly those relating to aggression or hate-related behaviour.</p> <p>Sustained improvement in relationship-based indicators and a measurable reduction in</p>
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			behaviour referrals by at least 50% across targeted year groups.
<p><u>1.8 Addressing Non-Attendance (ANA)</u> Further develop a whole-school, multi-agency approach to improving attendance. This includes strengthening early intervention systems, improving data tracking, and increasing family engagement and pastoral support for persistently absent pupils.</p>	<p>C Kennedy SLT All Staff Local Authority Ed Psychology Team PT Improving Attendance</p>	<p>September 2025</p>	<p>Targeted interventions lead to measurable improvements in attendance among identified pupils, reducing persistent absenteeism rates.</p> <p>Guidance Staff and Pastoral Teams demonstrate consistent use of attendance tracking systems and early intervention protocols, as evidenced through monitoring and audit.</p> <p>Attendance data shows an overall increase of at least 2% from August 2024 data, with particular improvement in key priority groups.</p> <p>Positive trends in engagement, attainment, and wellbeing data align with increased attendance, demonstrating the success of the whole-school approach.</p>

<p><u>1.9: Learning and Teaching</u></p> <p>We will further develop our approaches to Family Learning by creating meaningful opportunities and strategies that actively engage families in the educational process. This will include workshops, collaborative projects, and digital engagement sessions designed to strengthen home-school partnerships and foster a shared commitment to pupil progress.</p>	<p>O Morrison</p>	<p>June 2025</p>	<p>Participation in Family Learning activities increases by at least 20%, with post-event evaluations showing improved confidence and understanding of how to support learning at home.</p> <p>Report through focus groups and questionnaires that parental involvement positively influences their motivation, confidence, and engagement in learning.</p> <p>Evaluation reports show that families and learners perceive these opportunities as beneficial in strengthening learning relationships and sustaining pupil progress.</p>
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Strategic Priority 2:	Title: Pathways and Positive Destinations (Learning and Teaching Key Action Points included)	
<p>National Improvement Framework Key Priorities</p> <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. 		
National Improvement Framework Key Drivers	HGIOS 4 and Early Learning and Childcare Indicators	Argyll and Bute Education Key Objectives
<ul style="list-style-type: none"> ● School and ELC leadership ● Teacher and practitioner professionalism ● Parent/carer engagement and family learning ● Curriculum and assessment ● School and ELC improvement ● Performance information 	<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 	<ul style="list-style-type: none"> ● Raise educational attainment and achievement for all ● Use performance information to secure improvement for children and young people ● Ensure children have the best start in life and are ready to succeed ● Equip young people to secure and sustain positive destinations and achieve success in life ● Ensure high quality partnership working and community engagement ● Strengthen leadership at all levels

Key Actions (How)	Lead Person	Timescale	Success Criteria to facilitate evaluation of learners' progress
<p>2.1 We will strengthen communication with parents and carers to ensure they are fully informed and engaged in the work experience process. This will include clearer guidance, accessible digital communication channels, and regular updates to support young people in securing meaningful placements.</p>	<p>Oliver Morrison Kirsty Fraser PT Employability & STEM Derek Munro Communications Team</p>	<p>December 2025</p>	<p>Focus groups and questionnaires report that the majority of parents agree or strongly agree that communication regarding work experience is effective.</p> <p>The majority of young people and their families feel that the content provides support and valuable opportunities</p> <p>Feedback from staff evidence improved coordination between pastoral, employability, and communications teams, ensuring consistency in messaging.</p> <p>Almost all young people report through questionnaires that work experience is a valuable experience.</p>
<p>2.2 - Learning and Teaching We will enhance our work experience provision by introducing and embedding virtual placements, enabling pupils to explore a broader range of industries and career paths. Partnerships with employers will be strengthened to ensure meaningful, curriculum-linked virtual experiences.</p>	<p>Oliver Morrison Kirsty Fraser PT Employability & STEM DYW Coordinator</p>	<p>December 2025</p>	<p>At least 10 young people successfully complete a virtual work placement. Post-placement evaluations show that 90% report increased career awareness and confidence in identifying future pathways.</p> <p>Employers/Partners: Provide positive feedback on pupil engagement and the relevance of virtual work experiences to real-world contexts.</p> <p>All young people who engage in a virtual work experience report through questionnaires that it has helped them understand more clearly whether they want to work in this sector.</p>

<p>2.3</p> <p>We will introduce a Partner Recognition Scheme to formally acknowledge the contributions of existing partners and attract new collaborations that enhance learning and employability pathways for young people.</p>	<p>Oliver Morrison PT Employability & STEM DYW Coordinator</p>	<p>June 2025</p>	<p>At least 10 recognised partners participate in the scheme, with formal acknowledgment and sustained engagement in school activities. This will support skills development with the targeted young people involved.</p> <p>All Targeted Pupils report greater access to varied and high-quality work-related learning experiences through partner involvement.</p> <p>Evaluation data shows improved employer engagement and measurable benefits for pupils in confidence, employability skills, and post-school planning.</p>
<p>2.4 - Learning and Teaching</p> <p>We will increase opportunities for STEM professional learning across the curriculum and develop a STEM Family Learning Strategy. Collaboration with local employers will raise awareness among pupils and parents/carers about the value of STEM skills and the breadth of STEM-related career pathways. We will successfully achieve the Education Scotland STEM Nation Award in recognition of sustained practice improvement.</p>	<p>Oliver Morrison Lyndsey Mulherron</p>	<p>December 2025</p> <p>June 2026</p>	<p>All staff who undergo training report through questionnaires that it improves their practice.</p> <p>STEM Family Learning events achieve strong participation, with all attendees reporting improved understanding of how STEM supports employability and future pathways.</p> <p>Post-event surveys and tracking data demonstrate improved pupil engagement in STEM subjects and pathways.</p>
<p>2.5</p> <p>Further develop and refine the course option process to support young people in making informed decisions that enable them to experience success and reach their full potential.</p>	<p>K Muir</p>	<p>March 2026</p>	<p>Almost all report through surveys and focus groups that improved guidance has positively influenced their course choices and understanding of future pathways.</p>

<p>Use digital communication platforms to ensure parents/carers are well-informed about course options and understand how subject choices align with future career pathways.</p>	<p>D Munro Communications Team</p>		<p>Guidance and Pupil Support teams report increased confidence in supporting pupils through enhanced training and streamlined systems.</p> <p>The majority of parents/carers report through surveys and focus groups that communication of course choice and subsequent career pathways has improved.</p> <p>Option data analysis shows improved alignment between pupil aspirations, subject selection, and progression pathways.</p>
<p>2.6 Sustain and extend the school's commitment to environmental education and sustainability through the Eco-Schools programme. Develop pupil leadership within the Eco Committee and implement projects that promote environmental responsibility across the school community.</p>	<p>J Docherty</p>	<p>June 2026</p>	<p>Successfully achieve Eco-Schools Green Flag Award, evidencing embedded sustainable practices.</p> <p>Visible improvement in sustainability practices (e.g., waste reduction, biodiversity projects, energy efficiency) and pupil ownership of eco initiatives.</p>

<p>2.7 We will establish a fully functioning Barista Café within the school to provide targeted young people with vocational training opportunities. Pupils will work towards a formal Barista qualification while developing employability, teamwork, and customer service skills through real-life enterprise experience.</p>	<p>D Munro</p>	<p>June 2026</p>	<p>Barista Café established and operational, providing a sustainable model of vocational learning</p> <p>20 young people complete accredited training and achieve the Level 5 Barista Qualification.</p> <p>Provide positive feedback on the skills and confidence their young people have gained.</p> <p>Focus group and questionnaire data show that pupils view the café as improving their school experience and employability.</p>
<p>2.8 We will extend the reach of the Leadership Academy to increase the number of pupils achieving nationally recognised leadership qualifications. Pupils will be supported through mentoring, structured leadership projects, and targeted guidance to help them achieve SCQF-accredited outcomes.</p>	<p>J Docherty</p>	<p>June 2025</p>	<p>An increase of at least 20% in pupils gaining either one Leadership Award Unit or the full Leadership Award SCQF Level 6.</p> <p>Accreditation data demonstrates sustained growth in leadership participation and attainment.</p>

		<p>Pupil reflections and evaluations show increased confidence, initiative, and readiness for post-school pathways.</p> <p>Longitudinal tracking evidences a positive correlation between leadership participation and wider school engagement.</p>
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Operational Improvement Planning (Action Plan) for Establishment:

Session: 2025-26

Strategic Priority 3:

Title: Raising Attainment and Achievement (**Learning and Teaching Key Action Points included**)

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 achievement, 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

HGIOS 4 and Early Learning and Childcare Indicators

- 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

Argyll and Bute Education Key Objectives

- Raise educational attainment and achievement for all
- Use performance information to secure improvement for children and young people
- Ensure children have the best start in life and are ready to succeed
- Equip young people to secure and sustain positive destinations and achieve success in life
- Ensure high quality partnership working and community engagement
- Strengthen leadership at all levels

Key Actions (How)	Lead Person	Timescale	Success Criteria to facilitate evaluation of learners' progress
<p>3.1 We will conduct a comprehensive audit and evaluation of current procedures relating to raising attainment and achievement. This process will establish a clear baseline, highlight areas of strength and development, and inform a robust quality assurance framework to promote consistency and continuous improvement.</p>	<p>M Stewart J Docherty Curricular Leaders</p>	<p>December 2024 December 2025</p>	<p>All curricular leaders contribute to a school-wide audit of practice, producing a clear baseline of current procedures and expectations.</p> <p>Quality assurance processes are embedded, ensuring a consistent and evidence-based approach to improving attainment and achievement.</p> <p>Audit findings lead directly to identified improvement actions and measurable gains in pupil attainment across departments.</p>
<p>3.2 We will engage with young people and their families to ensure that our Raising Attainment and Achievement Strategy reflects the views and needs of the school community. The strategy and guidelines will be co-produced to embed collaboration, inclusion, and shared ownership.</p>	<p>M Stewart J Docherty Curricular Leaders</p>	<p>Ongoing 2025-26</p>	<p>Young people and families will, through questionnaires and focus groups, have the opportunity to inform our raising attainment strategy</p> <p>Finalised Raising Attainment and Achievement Guidelines reflect stakeholder feedback and are endorsed by the wider school community.</p> <p>Improved coherence and community ownership of the strategy, resulting in increased engagement and alignment of practice across the school.</p>

<p>3.3 We will implement a whole-school framework for universal and targeted intervention strategies to ensure equity and consistency of support for all learners. Middle Leaders will collaborate through the Raising Attainment Working Group to review, refine, and embed effective interventions across departments.</p>	<p>K Fraser M Stewart J Docherty Curricular Leaders</p>	<p>Ongoing 2025-26</p>	<p>All Middle Leaders report increased confidence and consistency in applying intervention strategies.</p> <p>Targeted interventions lead to measurable improvements in engagement, attainment, and wellbeing indicators.</p> <p>Regular data analysis demonstrates that interventions are reducing the attainment gap and improving outcomes for identified learners.</p> <p>Documented case studies and progress tracking show clear evidence of the impact of interventions on learner progress.</p>
<p>3.4 We will write, share, and implement clear Raising Attainment and Achievement Guidelines to ensure a consistent, evidence-based approach across all departments. The guidelines will align with whole-school improvement priorities and will be co-developed through collaboration with staff and learners.</p>	<p>M Stewart J Docherty</p>	<p>Ongoing 2025-26</p>	<p>All departments and teaching staff are familiar with and actively use the Raising Attainment and Achievement Guidelines to plan, monitor, and evaluate learning.</p> <p>Quality assurance and faculty reviews confirm consistent implementation of the guidelines across the curriculum.</p>

			Report through focus groups and questionnaires that all young people understand how interventions and support strategies help them progress in their learning.
<p>3.5 - Learning and Teaching We will implement our Homework Guidelines consistently across the school to ensure tasks are purposeful, achievable, and motivating. Homework will reinforce learning, promote independence, and strengthen the link between school and home.</p> <p>Theme: “Making homework motivating, not miserable.”</p>	O Morrison Learning and Teaching Group	June 2026	<p>All departments report through surveys and focus groups that Homework Guidelines are consistently applied and have improved classroom practice.</p> <p>All staff report through questionnaires and focus groups that this has benefited their practice.</p> <p>All young people report through questionnaires and focus groups that homework has a positive impact on their learning.</p> <p>Monitoring and lesson evaluations evidence consistency across departments.</p>
<p>3.6 - Learning and Teaching We will enhance whole-school assessment approaches to ensure all learners can access and engage effectively with learning. This will include embedding high-quality questioning, improving feedback strategies, and fostering shared understanding of assessment for learning principles.</p>	O Morrison Learning and Teaching Group	December 2025	<p>Lesson Observations demonstrate that high quality questioning is consistently applied within the classroom.</p> <p>All Departments/Faculties report that ongoing dialogue and development</p>

			has taken place to further develop approaches to questioning.
<p>3.7 - Learning and Teaching We will further develop learning and teaching approaches that help pupils become more aware of their own thinking and learning processes. Staff will engage in professional dialogue, training, and collaborative practice to embed metacognitive strategies across the curriculum.</p>	<p>O Morrison Learning and Teaching Group</p>	<p>June 2028</p>	<p>All Departments/Faculties engage in dialogue around Metacognition.</p> <p>All staff receive training and support in Metacognition.</p> <p>Lesson Observations demonstrate that Metacognition is applied within the classroom.</p> <p>All staff report that this training and support benefits their practice.</p> <p>All young people report through focus groups that metacognition benefits their learning experience.</p>

Operational Improvement Planning (Action Plan) for Establishment:		Session: 2025-26	
Strategic Priority 4:	Title: Investing in Staff (Learning and Teaching Key Action Points included)		
National Improvement Framework 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. 			
National Improvement Framework Key Drivers	HGIOS 4 and Early Learning and Childcare Indicators	Argyll and Bute Education Key Objectives	
<ul style="list-style-type: none"> School and ELC leadership Teacher and practitioner professionalism Parent/carer engagement and family learning Curriculum and assessment School and ELC improvement Performance information 	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	<ul style="list-style-type: none"> Raise educational attainment and achievement for all Use performance information to secure improvement for children and young people Ensure children have the best start in life and are ready to succeed Equip young people to secure and sustain positive destinations and achieve success in life Ensure high quality partnership working and community engagement Strengthen leadership at all levels 	

Key Actions (How)	Lead Person	Timescale	Success Criteria to facilitate evaluation of learners' progress
<p>4.1 We will establish a CLPL Working Group to identify key priorities and action points for enhancing professional learning across the school.</p> <p>This will include:</p> <ul style="list-style-type: none"> • Development of a CLPL website and digital hub to centralise resources. • Creation of a CLPL Resource Centre to support collaboration and access to professional materials. • Systems for a more targeted approach to CLPL, aligned with PRD (Professional Review and Development), SIP/DIP priorities, and staff interests. • Development of approaches to evaluate and evidence the impact of CLPL on teaching practice and learner outcomes. 	K Muir	Session 2024/25 – on-going	<p>CLPL Working Group successfully established with representation from all faculties. Members actively contribute to shaping whole-school professional learning.</p> <p>Clear systems implemented to align CLPL with school improvement and PRD priorities, ensuring coherence and accountability.</p> <p>Increase in participation rates and satisfaction with CLPL opportunities, evidenced through evaluation surveys.</p> <p>Staff feedback and learning evidence demonstrate measurable improvements in pedagogy and pupil outcomes as a result of CLPL engagement.</p> <p>A digital platform and resource centre are fully operational, supporting ongoing access, collaboration, and professional reflection.</p>
<p>4.2 We will train PRD Reviewers in coaching techniques to</p>	K Muir	June 2026	Almost all attend Coaching CLPL and report increased confidence in

<p>enhance the quality and consistency of professional review conversations. Staff will be supported in their PRD and CLPL through a coaching approach that promotes reflection, empowerment, and professional growth.</p>			<p>conducting supportive, developmental PRD conversations.</p> <p>PRD participants report through questionnaires that the coaching approach has positively impacted their professional learning experience.</p> <p>PRD processes show stronger alignment between individual professional learning goals and whole-school priorities.</p>
<p>4.3 We will further improve access to CLPL opportunities.</p> <p>We will develop an individualised approach to match staff to opportunities through their development needs.</p>	<p>K Muir</p>	<p>Session 2024/25</p> <p>Session 2025/2026</p>	<p>Established CLPL HUB, Website, in-service day and training opportunities.</p> <p>The majority of staff are proactively offered a CLPL opportunity matched to their targets from PRD</p> <p>Targeted staff report through questionnaires that identified CLPL opportunities have a positive impact on their practice.</p>
<p>4.4 - Learning and Teaching We will develop a Lesson Study including external links – one per Department</p>	<p>O Morrison</p>	<p>Session 2025/26</p>	<p>Almost all Departments participating in Lesson Study</p>

			<p>All staff participating in Lesson studies will report that this has benefited their teaching.</p> <p>All learners involved in this process report that they experience an improved learning experience.</p>
<p>4.5 - Learning and Teaching We will strengthen and develop our learning and teaching practice by collaborating with partnership schools. Each department will identify, visit, and engage with a partner school to share effective approaches, observe good practice, and implement strategies that enhance classroom learning and professional dialogue.</p>	<p>O Morrison</p>	<p>Session 2025/26</p>	<p>Each department or faculty identifies a partnership school and participates in reciprocal visits focused on learning and teaching improvement.</p> <p>Departments engage in reflective discussion and action planning following partnership visits, leading to the adoption of identified effective practices. Department improvement plans demonstrate integration of learning from partnership collaboration.</p> <p>Staff report through focus groups and questionnaires that partnership engagement has positively influenced</p>

			pedagogy and improved classroom outcomes
<p><u>4.6 (for next SIP)</u></p> <p>We will embed the National Model of Professional Learning into everyday practice by ensuring that CLPL is reflective, collaborative, evidence-informed, and focused on impact. The CLPL Working Group will guide implementation and support staff to apply the model consistently in professional learning.</p>	<p>K Muir</p> <p>CLPL Working Group</p>	<p>June 2026</p>	<p>All staff report through questionnaires and professional dialogue that they apply the principles of the National Model of Professional Learning in their daily practice.</p> <p>Increased evidence of reflective practice, collaboration, and practitioner enquiry across the school.</p> <p>Staff evaluations and learner feedback demonstrate that enhanced professional learning has led to improved classroom experiences and learner progress.</p>

Establishment Maintenance Improvement Planning – Optional

Session: 2025-26

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
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 Improvement in achievement, particularly in literacy and numeracy.

National Improvement Framework Key Drivers	HGIOS 4 and Early Learning and Childcare Indicators	Argyll and Bute Education Key Objectives
<p>School and ELC leadership Teacher and practitioner professionalism Parent/carer engagement and family learning Curriculum and assessment School and ELC improvement Performance information</p>	<p>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>	<ul style="list-style-type: none"> ● Raise educational attainment and achievement for all ● Use performance information to secure improvement for children and young people ● Ensure children have the best start in life and are ready to succeed ● Equip young people to secure and sustain positive destinations and achieve success ● Ensure high quality partnership working and community engagement ● Strengthen leadership at all levels

Actions (from previous plans):

5.1
Further develop leadership opportunities across the curriculum to increase the employability skills of our young people.
Consider accreditation opportunities for Leadership Academy

5.2
Further develop our approach to improve school uniforms.

5.3
Continue to promote all of our communication platforms with all stakeholders to ensure that they are kept informed with the life and work of the school. This includes a drive with Instagram to engage with our younger audience.

5.4
Provide support to Departments/Faculties and staff to further improve approaches to celebrating achievement.

5.5
Pupil Voice is an aspect of self-evaluation practice that we wish to share across the school to ensure that all young peoples' voices lead to improved practice.

Pupil Equity Funding | Planning and Reporting

What are you planning to do with your PEF Allocation?

- 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)?

- 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

- Teaching and Learning
- Leadership
- Family and Community

Area	Key Actions	Outcome and Measure	Mid-Year Progress (Completed December-January)	Impact (Completed End of Session) 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.
<p>Work of the Family Liaison Office (FLO), who works with some of our most vulnerable young people to provide intense support to pupil and families and external agencies.</p> <p>Ensures high quality partnership working & community engagement.</p> <p>Targeted/personalised support for identified young people.</p>	<p>Pupils identified well supported by staff in school and outside agencies, particularly in relation to the cost of living crisis. Pupils spend more time in class engaging with staff across the school.</p>	<p>Targeted self evaluation data showing pupil, staff, parental & partners views.</p> <p>Attendance stats and Referral/Pastoral concern, T&M data.</p>	<p>On track - ongoing.</p>	

Pupil Equity Funding Planning and Reporting											
Staff Spend Details from HR regarding PEF posts				* Note: - Please see information							
Name	Post	Start Date	Proposed End Date	Cumulative Time in Post							
Emma Whitfield	Family Liaison Officer	August 2018	Ongoing	years months							
Catherine Khan	PT Nurture	November 2022	Ongoing	years months							
Laura Cavanagh	MCR Coordinator	August 2023	Ongoing	years months							
				years months							
				years months							
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	<input checked="" type="checkbox"/>	Social and Emotional Wellbeing	<input checked="" type="checkbox"/>	Promoting Healthy Lifestyles	<input checked="" type="checkbox"/>	Targeted approaches to Literacy and Numeracy	<input checked="" type="checkbox"/>	Promoting a High Quality Learning Experience	<input checked="" type="checkbox"/>	Differentiated Support	<input checked="" type="checkbox"/>
Employability and Skills Development	<input checked="" type="checkbox"/>	Engaging Beyond the School	<input checked="" type="checkbox"/>	Partnership Working	<input checked="" type="checkbox"/>	Professional Learning and Leadership	<input checked="" type="checkbox"/>	Research and Evaluation to Monitor Impact	<input checked="" type="checkbox"/>	Using Evidence and Data	<input checked="" type="checkbox"/>
Spend Details		Carry Forward 2023 - 2024			PEF Allocation 2024 - 2025						
FLO Salary 1 April to 31 March: £36,745		£ 13,045.55			£ 53,900.00						
FLO Travel/Expenses: £2000		Mid-Year Spend checkpoint (Dec-Jan)			Final spend (End of Session)						
MCRP contribution: £15,000		Identify any significant changes in expenditure.			Identify any significant changes in expenditure.						
Click Software: £2,970		£ NA			£						
PT Nurture: £6000											
Breakfast Club/Trolley: £2,060											
PE Kit: £500											
Access to wider achievement opportunities/trips/excursions: £1500											