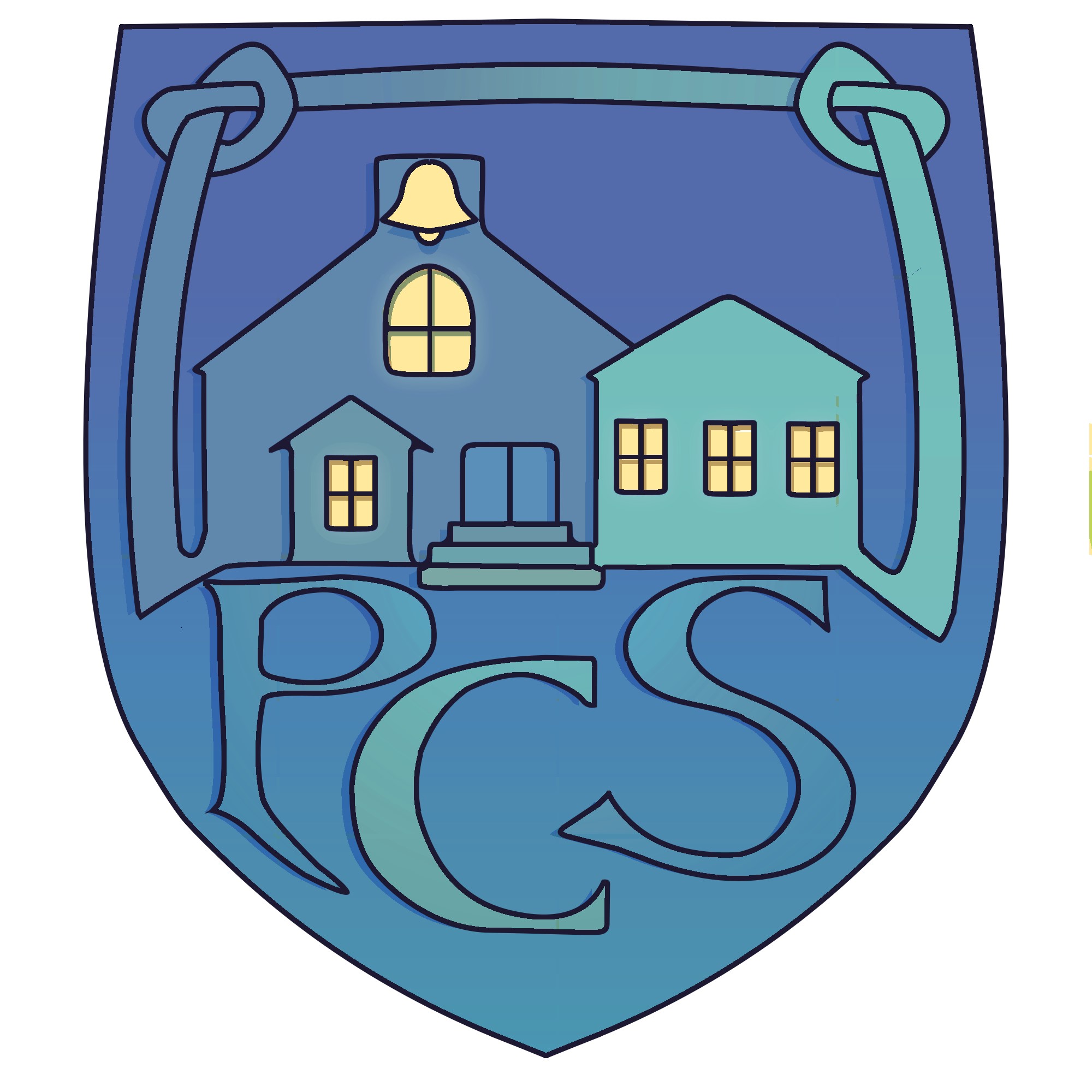
**Port Charlotte Primary School and Pre5 Unit**



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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: | |
| Curriculum Development: Interdisciplinary Learning  Learning, Teaching and Assessment  Ethos of the School  ELC: Parent & Community Engagement | | Curriculum Development: Numeracy  Learning, Teaching and Assessment  Digital Strategy  Children’s Rights | | Curriculum Development: STEM  Learning, Teaching and Assessment  Family Learning | |

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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?** |
| pupils | Termly | | Focus groups, survey on OCTF |
| parents | June 25, Jan 26, June 26 | | Surveys & focus groups |
| Staff & community | June 25, Jan 26 June 26 | | Surveys & focus groups |
| **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 | | | |
| **Priority** | **Proposed Outcome and Impact** | | **Measures** | | | **Linked to PEF** (Y/N) | |
| Learning Teaching and Assessment | **Outcome:**  By May 26 all pupils at Port Charlotte will experience an improved learning experience on a daily basis, evidenced by classroom observations, teaching and childcare staff self-evaluations and pupil evaluations.  **Impact:**  Through collaborative work and practice, including focused professional reading and mutual teaching observations all teachers will demonstrate clear improvements in teaching and learning. All pupils engaged in evaluation of learning and teaching are able to show understanding of the processes of their own learning and how this is guided by their teachers.  All Early Learning and Childcare workers engage in professional reading and self-evaluation of pedagogy and this has a measurable positive impact on the children in their care.  **Evidence:**   * Observation records (Self-evaluation folder) * Evaluation of HGIOS 2.3 (Standards and Quality report, June 26) * Evaluation of Learning teaching and Assessment QI 7 in pre5 (Self-evaluation documentation, pre5 folder) * Evaluation of Learning and Teaching by pupils (see Clan Floorbooks) | | Smart targets:   * Observations of LTA demonstrate clear progress against themes 1-3 of HGIOS QI 2.3 between September 25 and May 26. * Observations and evaluations of Learning Teaching and Assessment QI 7 in pre5 show increase in rating from Good in May 25 to Very Good in May 26. * Evaluation of HGIOS QI 2.3 in 2025/26 Standards and Quality Report increases from Good in May 25 to Very Good in May 26. * Evaluation of learning and teaching by pupils between August 25 and June 26 demonstrates an increasing understanding of their own learning and next steps. | | | N | |
| **Priority 2** | **Proposed Outcome and Impact** | | **Measures** | | | **Linked to PEF** (Y/N) | |
| Interdisciplinary Learning | **Outcome:** Between September 25 and May 2026 all school pupils will have been involved in at least two high-quality interdisciplinary projects with their class. These projects will draw together different disciplines, enable pupils to draw on prior learning and skills, to learn new knowledge and skills and to transfer and apply that knowledge to new problems or other areas of learning.  **Impact:** Well-planned Interdisciplinary learning projects will lead to enhanced engagement, deeper understanding, and improved skills development in our pupils. It will also prepare students for real-world problem-solving and the workplace.  **Evidence:**   * Teachers’ planning * Class Floorbooks * Teacher focus group- Jan 26 * Pupil focus group- May 26 | | Smart targets:   * By May 2026 every school pupil will have taken part in a minimum of 2 well-planned, coherent interdisciplinary projects. * At Teacher focus group in January 2026 teachers will comment positively on pupil experience of IDL, focusing on enhanced engagement, deeper understanding, and improved skills * At a pupil focus group in May 2026 pupils will comment positively on their experience of the IDLs; focusing on enhanced engagement, deeper understanding, and improved skills. | | | No | |
| **Priority 3** | **Proposed Outcome and Impact** | | **Measures** | | | **Linked to PEF** (Y/N) | |
| Ethos | **Outcomes:**   1. By June 2026 All pupils at Port Charlotte will have fully engaged with the refreshed Our Children Their Future guidance. They will know the 5 key priority areas and how these are core to their experiences at Port Charlotte and will have contributed to sharing this with parents and the wider community. 2. By June 2026 all Port Charlotte staff and most parents will have engaged with the refreshed Our Children Their Future guidance. They will be informed about the 5 key priority areas and how these are core to Port Charlotte Primary School.   **Impact:** A shared understanding of our vision and goals will support a cohesive community all working together to support our children to thrive and be the best they can be in every aspect of their development.  **Evidence:**   * **Staff reflections on training (Self-Evaluation folder)** * **Clan Floorbooks for Pupil Council work** * **Photos from Port Charlotte on A&B digital sharing site** * **Evidence of assemblies and sharing with parents (Seesaw)** * **Parent survey June 26** * **Staff survey June 26** * **Pupil focus group (Self-Evaluation Folder)** * **EMs and ESOs who have visited Port Charlotte will report having seen OCTF in action in the school.** | | Smart targets:   * All staff will have attended and engaged with workshop of OCTF at August inservice day. See staff reflections in Self-Evaluation Folder. * All pupils in Pupil Council will have engaged with OCTF and will have lead an assembly for whole school. See Clan Floorbooks. * Seesaw used to share OCTF with parents Aug- Oct 25. Port Charlotte will have at least one upload on A&B digital sharing site illustrating OCTF in PCPS by October 25. HT will share at QI visit 1 all ways OCTF has been shared with children and families. See Seesaw, A&B digital sharing site and minutes from QIV1. * Seesaw used by Pupil Council to share OCTF with parents Oct 25-Jan 26. Port Charlotte will have at least two uploads on A&B digital sharing site illustrating OCTF in PCPS by January 26. Any visitors to school (ESO or EM) will be able to see OCTF in action at PCPS. See Seesaw, A&B digital sharing site and notes from visits. * Most (75%-90%) of parents/carers surveyed report knowing about Our Children, Their Future   (New question in PCPS SIP survey to measure this, see results of parent survey, June 26)   * All (100 %) of staff can identify OCTF 5 key priority areas. See staff survey June 26. * Most (75-90%) of pupils can identify OCTF 5 key priority areas by June 26. See Clan Floorbooks. * All pupils in focus group can talk about what the 5 key priority areas looks like in their school. Pupil focus group, May 26. | | |  | |
| **Priority 4** | **Proposed Outcome and Impact** | | **Measures** | | | **Linked to PEF** (Y/N) | |
| **ELC: Parent and Community Involvement** | **Outcome:** By May 2026 our pre5 children will have experienced at least one parent workshop every six weeks and one community engagement session each term.  **Impact:** Increased parental and community engagement will lead to positive outcomes for our pre5 children, including better social and emotional development, enhanced engagement in learning and improved educational progress.  **Evidence:**   * Pictures, videos etc on Seesaw * Evidence of parent and community events in Pre5 Folder * Pupil observations- see Leuven Scale records * Parent reflections- See pre5 Folder * Community survey results- June 26. Self-Evaluation Folder. | | Smart Targets:   * By May 2026 our pre5 children will have experienced at least one parent workshop every six weeks during 25-26 session. * By May 2026 our pre5 children will have experienced at least one community engagement session each term during 25-26 session. * Observations made by CCEWs during parent or community engagement session will show children showing increased involvement between September 25 and May 26 (see Leuven scale records). * Almost all parents who attend pre5 sessions between September 25 and May 26 will comment positively on their experience. * All community partners who are involved with pre5 sessions between September 25 and May 26 will comment positively on their experience. | | |  | |

**Note: This section of the Improvement Plan can be made available to all relevant stakeholders to provide an overview of the session’s priorities.**

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| **Operational Improvement Planning (Action Plan) for Establishment:** | | | | Session: 2025-2026 |
| **Strategic Priority 1:** | Title: Learning Teaching and Assessment | | | |
| **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** |
| * Teaching staff revisit the Argyll and Bute LTA Framework to promote a consistent understanding of pedagogy which facilitates high-quality learning experiences. * Through self-evaluation and strategic collaborative discussion, identify key areas where improvement in pedagogy is required to facilitate higher quality learning experiences. * Teaching staff and Childcare Workers identify, promote and engage with examples of professional reading which relate to identified areas of pedagogical focus. * Ensure opportunities for mutual observation and evaluative feedback for teachers and childcare workers, at least termly. * All teachers engage in termly collegiate time to evaluate practice and discuss and identify professional reading. * All childcare workers engage in professional reading and discussion through termly pre5 meetings. * Draw on all observations of LTA to define development areas and measure LTA against HGIOS4 QI 2.3. * Childcare workers draw on evidence of staff observations to define development areas and measure LTA against QI 7 of ‘A Quality Improvement Framework for the Early Learning and Childcare sectors’. * School pupils engage in evaluation of teaching and learning through the structure of Clan Responsibilities- a different clan each term. | | Maggie McLellan, HT  Lorraine Gillis, PT  Lizzi Wiggins, CT  Breagh Woodrow, CCEW | August 25 - June 26 | Smart targets:   * Observations of LTA demonstrate clear progress against themes 1-3 of HGIOS QI 2.3 between September 25 and May 26. * Observations and evaluations of Learning Teaching and Assessment QI 7 in pre5 show increase in rating from Good in May 25 to Very Good in May 26. * Evaluation of HGIOS QI 2.3 in 2025/26 Standards and Quality Report increases from Good in May 25 to Very Good in May 26. * Evaluation of learning and teaching by pupils between August 25 and June 26 demonstrates an increasing understanding of their own learning and next steps. |

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| **Operational Improvement Planning (Action Plan) for Establishment:** | | | | Session: 2025-2026 |
| **Strategic Priority 2:** | Title: Interdisciplinary 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** |
| 1. Teaching staff engage with research and reading on Deep Learning and Interdisciplinary Learning 2. Teaching staff work together to agree a definition of IDL and how this looks at Port Charlotte and ways to improve our planning process. 3. Teaching staff look at how the 6Cs (Character, Communication, Collaboration, Critical Thinking, Citizenship and Creativity) fit into IDL and look at ways to include skills in planning stage. 4. Teaching staff plan and carry out one interdisciplinary project in term 1 or term 2. 5. Teaching staff come together to evaluate the Term 1 or 2 and plan a second project for term 3 or 4. 6. Teaching staff evaluate 2nd IDL project. 7. Pupil focus group to measure engagement and impact on pupils. | | Maggie McLellan, HT  Lorraine Gillis, PT  Lizzi Wiggins, CT | September 2025  December 2025  May 2026 | Smart targets:  Smart targets:   * By May 2026 every school pupil will have taken part in a minimum of 2 well-planned, coherent interdisciplinary projects. * At Teacher focus group in January 2026 teachers will comment positively on pupil experience of IDL, focusing on enhanced engagement, deeper understanding, and improved skills * At a pupil focus group in May 2026 pupils will comment positively on their experience of the IDLs; focusing on enhanced engagement, deeper understanding, and improved skills. |

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| **Operational Improvement Planning (Action Plan) for Establishment:** | | | | | | | | Session: 2025-2026 | |
| **Strategic Priority 3:** | | Title: Ethos | | | | | | | |
| **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** | |
| 1. **Phase 1 – *Share* refreshed OCTF with staff, pupils, families, partners** 2. Use resources available to share refreshed OCTF across assemblies, staff meetings, communications, social media, school events, etc.:  * Interactive OCTF pdf * HoS overview videos * OCTF launch video * OCTF animation * Thinglink * Council social media clips  1. Populate digital OCTF sharing site  * Upload photo of example of use of OCTF  1. **Phase 2 - *Develop* use of refreshed OCTF across school/ELC community** 2. Continued use of resources available to share refreshed OCTF across assemblies, staff meetings, communications, social media, school/ establishment events, etc.:  * Interactive OCTF pdf * HoS overview videos * OCTF launch video * OCTF animation * Thinglink * Digital sharing site * Council social media clips  1. Development of use of OCTF in school/establishment context   School/establishment to develop use of OCTF within their context and across school/establishment community (staff, pupils, families, wider partners)  Possible ideas:   * Linking to school VVA * Pupil posters/characters/school display * Photo boards linking to 5 Key priority areas * Focus weeks on 5 key priority areas * School events linked to key priority areas * School communications with links to key priority areas * OCTF key priority areas identified in meeting minutes (pupil   council, staff meetings, etc.)   * Parent Council engagement with refreshed OCTF linking to their work/meetings * Floorbooks capturing life of the school in context of OCTF 5 key   priority areas   1. **Phase 3 – *Embed* use of OCTF across school/ELC community**   Schools/ establishments to identify actions in the continued use of OCTF across school/ELC community in line with the information from school self-evaluation.   * All school pupils will have been involved in leading the use of OCTF across the primary school and pre5, see Clan Foorbooks. | | | | Maggie McLellan, HT & Pupil Council  Lorraine Gillies PT- Digital sharing | | **April 2025-June 2025**  **By October 2025**  **By January 2026**  **By June 2026** | | * All staff will have attended and engaged with workshop of OCTF at August inservice day. See staff reflections in Self-Evaluation Folder. * All pupils in Pupil Council will have engaged with OCTF and will have lead an assembly for whole school. See Clan Folder. * Seesaw used to share OCTF with parents Aug- Oct 25. Port Charlotte will have at least one upload on A&B digital sharing site illustrating OCTF in PCPS by October 25. HT will share at QI visit one all ways OCTF has been shared with children and families. * Seesaw used by Pupil Council to share OCTF with parents Oct 25-Jan 26. Port Charlotte will have at least two uploads on A&B digital sharing site illustrating OCTF in PCPS by January 26. Any visitors to school (ESO or EM) will be able to see OCTF in action at PCPS * Most (75%-90%) of parents/carers surveyed report knowing about Our Children, Their Future   (New question in PCPS SIP survery to measure this, see results of parent survey, June 26)   * All (100 %) of staff can identify OCTF 5 key priority areas. See staff survey June 26. * Most (75-90%) of pupils can identify OCTF 5 key priority areas by June 26. See Clan Floorbooks. * All pupils in focus group can talk about what the 5 key priority areas looks like in their school. Pupil focus group, May 26. | |
| **Operational Improvement Planning (Action Plan) for Establishment:** | | | | | | | | Session: 2025-2026 | |
| **Strategic Priority ELC:** | | Title: Parent and Community Engagement | | | | | | | |
| **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 Standard** | | | | |
| * Staffing, leadership and management * Development of children’s cognitive skills, health and wellbeing * Physical environment * Self-evaluation and improvement | | | | * Parent and carer engagement * Inclusion * Business sustainability * Fair work * Payment process * Food |
| **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** | |
| * Port Charlotte pre5 will hold one parent Stay and Play every six weeks throughout the year on a variety of themes relevant to current learning in the pre5 unit. * Host community under 3s group- once per month * Port Charlotte Pre5 to join least two sessions with a local community group for the elderly e.g. Port Mòr Club or T in Church group. * During the year the pre5 unit will take part in at least 4 trips out in the community which tie in with current learning e.g. Natural History Centre, RSPB. | | | | Margaret Brown & Fiona McCusker, CCEWs | | September 2025 – May 2026 | | Evidence: Increased engagement by parents will be seen through Seesaw  Records in Self-Evaluation folder  Pre5 Floorbook | |
| **Establishment Maintenance Improvement Planning – Optional** | | | | | | | 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 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 (from previous plans):** | | | | | | | | | |
| GLOBAL CITIZENSHIP – lead Maggie McLellan, HT  Pupil Leadership through Clans. Each area- school improvement (pupil council), eco schools, rights respecting schools, school grounds- led by a different member of school staff for whole session. Improvements led by Clans (supported by Teaching staff)  RIGHTS RESPECTING SCHOOLS – lead Lorraine Gillies, PT  Embed Rights Respecting Schools progress across whole school with a view to applying for Gold in 26-27 session.  SELF-EVALUATION BOOK – lead Breagh Woodrow, CCEW  continue good practice of using Self-Evaluation book to measure impact of changes made to environment in pre5.  MODERATION – lead Lorraine Gillies PT & Maggie McLellan HT  Moderate at Early, First, Second levels within Port charlotte Primary school- in Science and Health  Moderate with small school TLC group, Port Charlotte, Keills & Small Isles- group meets 5 times per session  Moderate Second Level Literacy, Maths, Social Subjects, Gaelic with Islay Cluster, P7/S1 teachers. Moderate Literacy at Early and 1st levels  Take part in Authority-led Moderation programme as required | | | | | | | | | |