

Establishment Improvement Plan

2025 - 2026



School Name: Rothesay Joint Campus

Pre-5, Primary, Secondary, Learning Centre



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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
<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. 	<p>1.1 Self Evaluation for self-improvement</p> <p>1.2 Leadership for learning</p> <p>1.3 Leadership of change</p> <p>1.4 Leadership and management of staff</p> <p>1.5 Management of resources to promote equity</p> <p>2.1 Safeguarding and child protection</p> <p>2.2 Curriculum</p> <p>2.3 Learning teaching and assessment</p> <p>2.4 Personalised support</p> <p>2.5 Family learning</p>	<p>Leadership</p> <ul style="list-style-type: none"> • Leadership and management of staff and resources • Staff skills, knowledge, values and deployment • Leadership of continuous improvement <p>Children thrive and develop in quality spaces</p> <ul style="list-style-type: none"> • Children experience high quality spaces <p>Children play and learn</p> <ul style="list-style-type: none"> • Play and learning • Curriculum • Learning, teaching and assessment 	<ul style="list-style-type: none"> • Best start for learners • Ambitious learners • Nurtured learners • Connected learners • Lifelong learners

	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	Children are supported to achieve <ul style="list-style-type: none">• Nurturing care and support• Wellbeing inclusion and equality• Children's progress• Safeguarding and child protection	
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Strategic Priorities 3 Year Cycle		
2025 – 2026:	2026 – 2027:	2027– 2028:
<p>1. Improve strategic leadership of campus and strengthen leadership capacity of all staff and learners</p> <ul style="list-style-type: none"> - Review and relaunch school vision, values and aims - Strengthen quality assurance and self-evaluation across pre-5, primary, secondary and learning centre - Clarify leadership remits across the campus and align with School Improvement Plan - Promote pupil voice and re-establish leadership opportunities across all stages <p>2. Improve Learning, Teaching and Assessment across the campus.</p> <ul style="list-style-type: none"> - Establish consistent approaches to learning, teaching and assessment through a whole-campus learning, teaching and assessment framework and moderation practices <p>3. Improvements in attainment, particularly literacy and numeracy</p> <ul style="list-style-type: none"> - Embed high expectations, learner engagement, and quality feedback - Begin strategic use of tracking and data analysis <p>4. Improvement in children and young people's health and wellbeing</p> <ul style="list-style-type: none"> - Build inclusive practice and support strategies (e.g. The Hub, nurture, attendance, positive relationships) 	<p>1. Strengthen Curriculum across the school campus</p> <ul style="list-style-type: none"> - Review and Refresh Curriculum Rationale across campus - Develop and implement an ambitious 2–18 curriculum tailored to the rural/island context - Improve BGE progression and senior phase curriculum pathways - Embed outdoor learning, interdisciplinary learning, and skill-building <p>2. Improve Learning, Teaching and Assessment across the campus.</p> <ul style="list-style-type: none"> - Co-create parental engagement strategy and extend family learning - Build on community partnerships <p>3. Improvements in attainment, particularly literacy and numeracy</p> <ul style="list-style-type: none"> - Continue collaborative moderation and robust tracking across curricular areas <p>4. Improvement in children and young people's health and wellbeing</p> <ul style="list-style-type: none"> - Improve enhanced transitions (pre-5 to P1, P7–S1, senior phase to post-school) - Develop DYW strategy and strengthen employer/college partnership 	<p>1. Improve strategic leadership of campus and strengthen leadership capacity of all staff and learners</p> <ul style="list-style-type: none"> - Establish and support distributed leadership (staff, pupils, parents) - Build staff leadership capacity through CLPL, mentoring and coaching - Embed pupil leadership at all stages, including learning centre <p>2. Improve Learning, Teaching and Assessment across the campus.</p> <ul style="list-style-type: none"> - Extend family learning programmes and celebrate partnership impact - Promote innovation, creativity and enterprise in learning <p>3. Improvements in attainment, particularly literacy and numeracy</p> <ul style="list-style-type: none"> - Strengthen pastoral guidance and personalised planning for young people with ASN <p>4. Improvement in children and young people's health and wellbeing</p> <ul style="list-style-type: none"> - Refine and embed tracking and intervention systems <p><i>Use 3-year data to evidence progress and inform next planning cycle</i></p>

Strategic Improvement Planning for Establishment:		Session: 2025-2026
Collaboration and Consultation		
Who?	When?	How?
Staff	Throughout session 2024-25	HMIe questionnaires, inset day discussions and feedback, focus groups, improvement working groups, collegiate meetings
Children and Young People	Throughout session 2024-25	Focus Groups, observations, pupil council, pupil committees, questionnaires
Parents	Throughout session 2024-25	Focus Groups, Questionnaires, parent council, seesaw, face to face 1:1 feedback
Partners	Throughout session 2024-25	Focus Groups/policy consultation/questionnaires

Priorities	Proposed Outcome and Impact	Measures	Linked to PEF (Y/N)
1. Improve strategic leadership of campus and strengthen leadership capacity of all staff and learners	<ol style="list-style-type: none"> 1. By May 2026, staff will evidence enhanced collaboration and collegiality, demonstrating increased collective ownership of school improvement priorities and a more secure understanding of their roles and responsibilities in contributing to sustained improvement. 2. By December 2025, the campus will have a refreshed and clearly defined vision, values, and aims, co-created with stakeholders through a structured consultation process. 3. By May 2026 a majority of children and young people will be involved in contributing to the life and work of the school and nursery. 4. By May 2026, the number and quality of implemented improvement actions across the campus will have increased, with evidence of shorter timescales from planning to impact, as measured through progress against the School Improvement Plan (SIP)(RAG). 5. By June 2026, all Principal Teachers across the campus will be enrolled/have completed the Argyll and Bute middle leadership programme 	<ul style="list-style-type: none"> • Stakeholder questionnaires (staff elements – March, early September, May 26), DM and faculty minutes demonstrating ongoing professional dialogue • Regular learning visits, peer observations and faculty self-evaluation led by middle leaders • Increased ownership of FIPs (evidenced in planning and review) • Vision, Values and Aims (VVA) evidenced in key policies, planning and practice • Pupil questionnaires and focus groups show shared language and understanding • Parental focus groups including Parent Council consultation • Informal learning drop-ins show values embedded in day-to-day learning • GMWP / pupil questionnaires (June, early September) • Stakeholder questionnaires (pupil engagement elements) • Pupil focus groups (involvement in school life) • Evidence of leadership / participation logs within SIP/FIPs reporting • Improvement cycles in SIP/FIPs – regular evaluation checkpoints • SIP RAG rating – actions progressing from planning to implementation • Increase in number of improvement actions delivered vs previous year • Engagement of middle leaders in Argyll & Bute Middle Leadership CLPL • Monitoring via Quality Assurance calendar (tracking enrolment/completion) 	

	<p>6. By June 2026 all middle leaders will report increased confidence and understanding in their role in supporting change and improvements across the campus.</p> <p>7. By May 2026, all children and young people across the campus (ELC, learning centre, primary and secondary) will have the opportunity to engage in a leadership opportunity</p> <p>8. By May 2026, most parents and carers will report increased awareness and opportunities to be involved in school improvement work</p>	<ul style="list-style-type: none">• Middle Leader feedback on relevance and impact of CLPL (evaluations)• Evidence of MLs leading/co-leading priority areas through SIP/FIPs• Regular learning visits, peer observations and faculty self-evaluation led by MLs• Records/logs of leadership roles across ELC, LC, primary, secondary• Stakeholder questionnaires (pupil leadership perception)• GMWP / pupil focus groups on leadership experience• Stakeholder questionnaires (parental involvement elements)• Parental focus groups (VVA, LTA, Raising Attainment & Parent Council meetings)• Communication and event engagement logs within improvement planning	
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Priorities	Proposed Outcome and Impact	Measures	Linked to PEF (Y/N)
2. Improve Learning, Teaching and Assessment across the campus.	<ol style="list-style-type: none"> 1. By May 2026, almost all children and young people will report improvements in their learning and teaching experience. 2. By May 2026, all teachers will demonstrate an improved understanding of key features of effective pedagogy and assessment 3. By May 2026, BGE assessment and moderation templates will evidence that planning, assessment and moderation practices are consistent, equitable and aligned with RJC's vision for success for our learners. 4. By May 2026, all children and young people in the learning centre will experience purposeful progression in learning 	<ul style="list-style-type: none"> • Learner stakeholder questionnaires (engagement + learning experience) • GMWP learner questionnaires and follow-up focus groups • Learning visits evidence less teacher-directed delivery & increased learner-led activity • Peer learning visits focused on learner participation • Learning visit strengths shared; areas for development inform PL sessions • Learning visits evidence consistency in pedagogical approaches • Peer observations focused on agreed pedagogical priorities • Moderation templates show assessment planned within learning design • Staff feedback on relevance and impact of CLPL • Faculty self-evaluation led by middle leaders evidences improved practice • Planning aligns directly with outcomes and benchmarks • Assessment is embedded within learning planning • Li/SC drive moderation discussions with appropriate challenge • QA sampling demonstrates consistency across departments • Tracking shows moderation outcomes used to adjust planning/support • Moderation & planning templates demonstrate progression pathways • Tracking data measures impact of interventions on learner outcomes • Learning visits and observations show accessible & personalised learning experiences 	



		<ul style="list-style-type: none">• Pupil voice reflects understanding of next steps in learning• Peer learning visits used to support consistency and challenge	
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Priorities	Proposed Outcome and Impact	Measures	Linked to PEF (Y/N)
3. Improvements in attainment, particularly literacy and numeracy	<p>1. By December 2025, robust and consistent approaches to tracking and monitoring will be in place across the campus.</p> <p>2. By December 2025, most teachers will report improved confidence in use of tracking and monitoring data to inform planning and raise attainment of all learners</p> <p>3. By May 2026, all staff will demonstrate a clear understanding of their role in maximising young people's attainment and there will be evidence of effectiveness of their interventions</p> <p>4. By May 2026, most young will demonstrate an improved understanding of their progress and how to improve</p> <p>5. By May 2026, most parents and carers will demonstrate an improved understanding of their child's progress throughout the BGE</p>	<ul style="list-style-type: none"> Faculty attainment meetings Primary attainment meetings Minutes from BGE attainment meetings (minimum 3 per year) Tracking information demonstrates progression for all learners Minutes/QA evidence showing agreed T&M systems consistently used Staff feedback from surveys/dialogue on confidence in data use Minutes from attainment meetings demonstrating data-driven planning SMT/faculty minutes show specific analysis of groups/cohorts informing interventions SMT and faculty minutes show targeted interventions tracked Tracking data demonstrates improved outcomes from interventions Faculty and primary attainment meeting records capture impact Teacher planning reflects intervention strategies Learner conversations + target-setting records Profiles/evidence folios used to discuss learning and next steps Tracking used as part of learner dialogue Communications/interaction logs show progress information shared 	Y

	<p>6. By May 2026, most parents and carers will demonstrate an improved understanding of Senior Phase pathways</p> <ul style="list-style-type: none"> Parental questionnaire indicate improved understanding of BGE progress and achievement Parent feedback via surveys/focus groups on pathways awareness Attendance at Pathways Evenings/subject choice interviews Attendance at Guidance tracking meetings <p>7. By June 2026, primary 1 ACEL attainment will be consistent with 2025 baseline: 87% Numeracy, 90% listening and talking, 73% Reading and 73% writing.</p> <p>8. By June 2026, primary 4 ACEL attainment will increase by 8% across all measures from 2025 baseline: Numeracy 84%, Listening & Talking 96%, Reading 84% and Writing 84%</p> <p>9. By June 2026, primary 7 ACEL attainment will increase from 2025 baseline: Numeracy 87% (increase of 13%), Listening & Talking 93% (increase of 3%), Reading 87% (increase of 13%), Writing 87% (increase of 13%)</p> <p>10. By June 2026, S3 ACEL numeracy attainment will remain in line with 2025 baseline: level 3 94%, level 4 75%</p> <p>11. By June 2026, S3 ACEL literacy attainment will increase from 2025 baseline: level 3 L&T, R, W 94% (49/52 learners) (increase of L&T 8%, R 12%, W 10%) and level 4 60% (32/52 learners) (increase of L&T 6%, R 17%, W 14%)</p> <p>12. By August 2026, almost all S4 learners (95% - 44/46) will have achieved at least level 4 numeracy or Maths and level 4 literacy or English.</p> <p>13. By August 2026, most S5 learners (83% - 29/35) will have achieved at least level 5 literacy or English and most (86% - 30/35) at least level 5 numeracy or Maths</p> <p>14. By August 2026, all S5 EAL/Learning Centre learners will have achieved at least level 3 or NAT 3 ESOL or English</p>	
	<ul style="list-style-type: none"> Teachers gather high-quality evidence aligned with national standards Joint moderation & planning session outcomes Tracking information demonstrating progress over time 	Y
		Y
		Y
		Y
	<ul style="list-style-type: none"> Faculty attainment meetings with focus on SCQF outcomes SMT/faculty minutes show cohort data analysis & planning Tracking data shows individuals/groups monitored for achievement 	Y
		Y
		Y
		Y
		Y

<p>15. By August 2026, most S6 leavers (75% - 24/32) will have achieved at least level 5 literacy</p> <p>16. By August 2026, almost all S6 leavers (94% - 30/32) will have achieved at least level 5 numeracy</p> <p>17. By June 2026, all learners not making sufficient progress will have the opportunity to engage with an appropriate intervention</p> <p>18. By June 2026, all learners in the Secondary will have the opportunity to engage in at least one accredited wider achievement opportunity</p> <p>19. By June 2026, all learners in the Primary will have the opportunity to engage in at least one wider achievement opportunity</p> <p>20. By June 2026, all learners in the Learning Centre in the Academy will have the opportunity to engage in at least one accredited wider achievement opportunity</p>	<ul style="list-style-type: none"> • Tracking identifies learners requiring targeted support • Attainment meeting minutes reflect intervention planning & monitoring • Evidence of impact through improved tracking data <ul style="list-style-type: none"> • Website, media & social media celebrate achievement participation • SMT/faculty minutes track opportunity uptake • Wider achievement tracking shows engagement with inside and out of school opportunities 	Y Y Y Y Y
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Priorities	Proposed Outcome and Impact	Measures	Linked to PEF (Y/N)
4. Improvement in children and young people's health and wellbeing	<ol style="list-style-type: none"> 1. By May 2026, all children and young people will feel safe and included 2. By April 2026, the attendance and engagement of targeted pupils utilising the 'hub' will increase by 5% (baseline to be established) 3. By December 2025, all staff and pupils will understand the purpose of the hub and interventions running out of the hub. 4. By June 2026, all staff will demonstrate improved understanding of wellbeing indicators and increased use of values based language in interactions with pupils 5. By May 2026, all young people in the secondary will report increased relevance in PSE courses to better meet their needs 	<ul style="list-style-type: none"> • Health & wellbeing tracking showing improved wellbeing outcomes • Monitoring of bullying incidents — trend shows reduction over time • Learning visits evidencing positive relationships & consistent nurturing practice • Tracking of interventions and impact • Hub tracking & monitoring (attendance + engagement data) • Attendance tracking for identified pupils • Tracking of interventions linked to targeted pupils • Hub tracking documentation shows consistent referral and intervention use • Staff and pupil voice via discussions/surveys confirms Hub purpose and access pathways • Reduction in referrals due to earlier intervention (after baseline established) • Learning visits: observations of values-based language and trauma-informed approaches • Reduction in referral numbers over the year (behaviour linked indicators) • Health & wellbeing tracking reflects improvement in staff-led interventions • Learner voice via wellbeing surveys/focus groups on PSE relevance 	Y Y Y

	<p>6. By May 2026, most children and young people will report improved confidence in campus approaches to addressing bullying</p> <p>7. By May 2026, the school will have been awarded the 'We Promise' Award</p> <p>8. By May 2027, the school will have been awarded Gold Rights Respecting Schools Status</p>	<ul style="list-style-type: none"> • Bullying incident monitoring — initial rise with consistent recording → reduction • Health & wellbeing tracking including "feeling safe" indicators • Learner feedback via surveys & focus groups on anti-bullying confidence • Learning visits show trauma-informed practice systematically embedded • Tracking/interventions demonstrate targeted and needs-led responses • Award evidence documentation meets required standards • Learning visits show consistently rights-based interactions • Tracking of leadership roles & pupil voice initiatives • Planning shows RRS linked learning • Parent/stakeholder surveys show increased awareness • Portfolio of evidence shows Silver→Gold progression 	
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