



Glencoe Primary School



ESTABLISHMENT IMPROVEMENT PLAN

SESSION 2025-2026



Overview of National and Local Priorities		
National Improvement Framework Key Priorities <ul style="list-style-type: none"> <input type="checkbox"/> Placing the human rights and needs of every child and young person at the centre of education <input type="checkbox"/> Improvement in children and young people's health and wellbeing <input type="checkbox"/> Closing the attainment gap between the most and least disadvantaged children and young people <input type="checkbox"/> Improvement in skills and sustained, positive school-leaver destinations for all young people <input type="checkbox"/> Improvement in attainment, particularly in literacy and numeracy 		National Improvement Framework Key Drivers <ul style="list-style-type: none"> <input type="checkbox"/> School and ELC leadership <input type="checkbox"/> Teacher and practitioner professionalism <input type="checkbox"/> Parent/carer engagement and family learning <input type="checkbox"/> Curriculum and assessment <input type="checkbox"/> School and ELC improvement <input type="checkbox"/> Performance information
How good is our school? (4 th edition)	ELC Quality Improvement Framework Realising the Ambition	Highland Council Education Priorities
<ul style="list-style-type: none"> <input type="checkbox"/> 1.1 Self-evaluation for self-improvement <input type="checkbox"/> 1.2 Leadership of learning <input type="checkbox"/> 1.3 Leadership of change <input type="checkbox"/> 1.4 Leadership and management of staff <input type="checkbox"/> 1.5 Management of resources to promote equity <input type="checkbox"/> 2.1 Safeguarding and child protection <input type="checkbox"/> 2.2 Curriculum <input type="checkbox"/> 2.3 Learning, teaching and assessment <input type="checkbox"/> 2.4 Personalised support <input type="checkbox"/> 2.5 Family learning <input type="checkbox"/> 2.6 Transitions <input type="checkbox"/> 2.7 Partnership <input type="checkbox"/> 3.1 Ensuring wellbeing, equality and inclusion <input type="checkbox"/> 3.2 Raising attainment and achievement <input type="checkbox"/> 3.3 Increasing creativity and employability 	<p>Leadership:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Leadership and management of staff and resources <input type="checkbox"/> Staff skills, knowledge, values and deployment <input type="checkbox"/> Leadership of continuous improvement <p>Spaces & environment:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Children thrive and develop in quality spaces <input type="checkbox"/> Inside and outside, open ended and natural resources <p>Children play and learn:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Play and learning <input type="checkbox"/> Curriculum <input type="checkbox"/> Learning, teaching, and assessment <input type="checkbox"/> Inspiring confidence, creativity, and curiosity <p>Children are supported to achieve:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Nurturing care and support, interactions, and relationships <input type="checkbox"/> Wellbeing, inclusion, and equality <input type="checkbox"/> Children's progress – observations, planning, and tracking <input type="checkbox"/> Safeguarding and child protection 	<ul style="list-style-type: none"> <input type="checkbox"/> We will raise attainment and achievement for all, especially for those children from disadvantaged circumstances including rural deprivation. We will focus relentlessly on improving standards and the quality of learning and teaching, to ensure that entitlement, equity and excellence are delivered across the system. <input type="checkbox"/> We will focus our improvement on the themes within our Raising Attainment and Achievement Strategy: <ol style="list-style-type: none"> 1. Leadership 2. Learning & Teaching 3. Curriculum 4. Data Analysis <input type="checkbox"/> We will maximise health and wellbeing for all children and young people to give them the best possible start in life. We will ensure every child and young person feels part of the community they live in.
How good is OUR school?	Gaelic Education	Health and Social Care Standards
<ul style="list-style-type: none"> <input type="checkbox"/> Theme 1 Our relationships <input type="checkbox"/> Theme 2 Our learning and teaching <input type="checkbox"/> Theme 3 Our school and community <input type="checkbox"/> Theme 4 Our health and wellbeing <input type="checkbox"/> Theme 5 Our successes & achievements 	<ul style="list-style-type: none"> <input type="checkbox"/> <u>Education Scotland Advice on Gaelic Education</u> focus: <ul style="list-style-type: none"> • high quality GME immersion experiences • improving fluency • whole school Gaelic ethos <input type="checkbox"/> Secondary – Increasing immersion curriculum opportunities in BGE and Senior Phase <input type="checkbox"/> <u>Gaelic Learner Education Experiences</u> <input type="checkbox"/> Initiatives and projects that promote and support Gaelic extra-curricular experiences <input type="checkbox"/> <u>Local Authority Gaelic Language Plan</u> priorities, initiatives, and activities to promote Gaelic across the 4 themes of <ul style="list-style-type: none"> • Communities and Home • Media, Arts, Culture and Heritage • Business and the Economy • Education 	<ul style="list-style-type: none"> <input type="checkbox"/> I experience high quality care and support that is right for me. <input type="checkbox"/> I am fully involved in all decisions about my care and support. <input type="checkbox"/> I have confidence in the people who support and care for me. <input type="checkbox"/> I have confidence in the organisation providing my care and support. <input type="checkbox"/> I experience a high-quality environment if the organisations provide the premises.



Establishment Improvement Priorities	RAAS Themes 1-4	Linked NIF Priority	Linked NIF Driver	Linked Highland Priority	HGIOS? 4	ELC QI Framework	Linked GME Priority	Linked H&SC Standard
1. Revise Vision, Values & Aims and Curriculum Rationale	Leadership Curriculum LTA	Placing the human rights and needs of every child and young person at the centre of education	School and ELC Leadership	We will raise attainment and achievement for all	1.2 Leadership of learning 2.2 Curriculum	Curriculum	Choose an item.	I have confidence in the organisation providing my care and support
2. Continue to develop pupils' social and emotional wellbeing curriculum	Curriculum LTA	Improvement in children and young people's health and wellbeing	Curriculum and assessment	We will maximise health and wellbeing for all children and young people	3.1 Ensuring wellbeing, equality and inclusion	Wellbeing, inclusion and equality	Choose an item.	I experience high quality care and support that is right for me
3. Improve attainment in Literacy	LTA	Improvement in attainment, particularly in literacy and numeracy	Curriculum and assessment	We will raise attainment and achievement for all	2.3 Learning, teaching and assessment	Learning, teaching and assessment	Choose an item.	



Action Plans

Improvement Priority 1 Action Plan:	Revise Vision, Values & Aims and Update Curriculum Rationale.	Lead: Mary Evans, Head Teacher	
Please detail the information/data which has prompted this work: The Vision, Values & Aims we have across the cluster are outdated and do not represent and celebrate the unique qualities of each school and our ambitions for our pupils. We need a new VVA in each setting that is embedded in everything that we do there. Reviewing the VVA provides a good opportunity to review our Curriculum Rationale to ensure the VVA run through every aspect of school life.			
Expected outcomes: <ul style="list-style-type: none"> • A new Vision, Values and Aims will be devised that reflect the views of the whole school community. • The VVA will be embedded throughout school life. • A new Curriculum Rationale will be developed. The views of all stakeholders will be sought to inform this. • Staff, pupils, parents & the wider community will collaborate to identify experiences that the children should have during their time at school: '100 things you'll do before you leave Ballachulish/Duror/Glencoe/ St Bride's Primary School' 	Measures: <ul style="list-style-type: none"> • Pupil/parent/staff questionnaires before and after VVA consultation • Observation & staff/pupil feedback - Has VVA become part of the language of our school? Are they visibly embedded in the school? • Our Curriculum Rationale is reflected in staff planning and children's experiences • Records of pupils' wider achievements developed and achievements tracked across 4 schools 	QI <ul style="list-style-type: none"> 1.2 – Leadership of Learning 2.2 – Curriculum 3.2 – Raising Attainment 	When? Who? <p>Whole school community will be involved in devising new VVA – Terms 1 & 2</p> <p>All stakeholders to be involved in designing Curriculum Rationale – Term 3</p> <p>All stakeholders involved in designing 100 things list – Term 4</p>



	QI 1.5 Management of Resource	QI 1.3 Leadership of Change	QI 1.1 Self-evaluation for self-improvement	
Implementation/Actions	Time Resource	Who?	When?	Progress
Pupils' views about what makes our school special and unique to sought through discussion and questionnaires and recorded in floorbooks or wall display.	Staff meeting to discuss implementation – 1.5hrs Work with pupils will be ongoing – as part of HT/PT assemblies and follow-up work in class	HT, PT, CTs, PSAs	Initial Meeting – 23/09/25 Work ongoing - Terms 1 & 2	
Parent & community view to be gathered – this will be done through an Open Afternoon style event, Parent Council meetings and via digital questionnaires.	4 hrs	HT & PT	Term 1 & 2	
All staff will be surveyed to gather their views.	Staff Meeting – 1 hr	All staff	Term 1	
Staff collaborate to analyse data & views received and decide on final wording of VVA. Launch event to be planned.	Staff Meetings x 2	HT, PT, CTs	Term 2 Week beginning 27 th Oct & 3 rd Nov	
Launch Party will be held to share our new Vision Values and Aims for the whole school community	School event – 1hr	HT, PT, CTs	Term 3 – week beginning 26 th Jan	
New VVA to become embedded in everything we do in school – they will become embedded in everyday language and interactions. New values certificates to be used in assemblies, values reward stickers will be purchased. The VVA will be referenced regularly in communication with parents and through Seesaw and social media.	Initial staff meeting 1.5hrs – ongoing feedback about progress during staff meetings terms 3 & 4	HT, PT, CTs	Term 3 onwards Staff Meeting - week beginning 19 th Jan	



They will be displayed throughout the school and in each classroom.				
Staff will review and update Curriculum Rationale to take into account our new VVA. This will be shared with all stakeholders.	Staff Meetings 1 x 1.5hrs Collegiate activities Feb In-service Day & 1.5 hr collegiate meeting	HT, PT, CTs	Term 3 Staff meeting – Week beginning 19 th Jan Feb In-service Day & Week beginning 23 rd feb	
'100 things' concept to be shared with staff, pupils, parents & school community – views to be sought as to what should be included on the list (these could also be incorporated in earlier view gathering activities)	Staff Meeting to discuss concept and implementation – 1hr Views gathered digitally – 1 hr		Term 3 Staff Meeting – week beginning 2 nd March	
A definitive list off '100 things' to be drawn up. Activities will come under the headings of the 4 capacities and will also be linked to the meta-skills progression. List to be shared widely and wall displays created.	Collegiate Meeting – 3hrs Assemblies & Classwork - ongoing	HT, PT, CTs	Start of Term 4 Week beginning 20 th April & 7 th May In-service	
Profiles or other means of tracking pupils' coverage of the 100 things to be devised.	Staff Meeting – 1 hrs Collegiate work – 3 hrs	HT, PT, CTs	Term 4 7 th May – In-service	
New VVA, Curriculum Rationale & '100 Things I'll do at Glencoe Primary' to become fully embedded in school life.			Term 4 onwards	



Improvement Priority 2 Action Plan:	Continue to develop pupils' social and emotional wellbeing curriculum	Lead: HT & PTs Holly Graves & Amy Feighan		
Please detail the information/data which has prompted this work: Last year, staff had identified the need to develop our Health & Wellbeing Curriculum to include a progressive emotional/social programme from nursery to P7 to develop pupils self-awareness, social, emotional & regulation skills. We have made progress in this area but it needs to be further developed and embedded throughout the school. We continue to have children who struggle with emotional regulation. We have also noticed an increase in the number of children who have been affected by family breakdowns and other change in their home lives and recognise that we need better support to help them deal with change. We hope to gain RRS Bronze Accreditation.				
Expected outcomes: <ul style="list-style-type: none"> • A cohesive Emotional/Social Wellbeing programme, incorporating Zones of Regulation, and Seasons for Growth, will be in place in each school across the cluster from nursery to P7. • Pupils will be aware of and use self-regulation strategies which will lead to fewer occasions when pupils are dysregulated. • Pupil questionnaires and feedback will show an improvement in pupil wellbeing • The language of Zones of Regulation will be embedded in everyday interactions within our school. • Our school will achieve Bronze Accreditation in the RRS scheme. • 	Measures: <ul style="list-style-type: none"> • Full implementation of Zones of Regulation Programme as part of our HWB curriculum • Implementation of Seasons for Growth • RRS Bronze accreditation • Boxall Profiles for target pupils • PASS Assessment for all pupils • Feedback from Learners, Staff & Parents • Staff moderation 	QI 2.2 - Curriculum 3.1 – Ensuring equality, wellbeing and inclusion	When? Who? Staff & pupils across the session	
<i>QI 1.5 Management of Resource</i> <i>QI 1.3 Leadership of Change</i> <i>QI 1.1 Self-evaluation for self-improvement</i>				
Implementation/Actions	Time Resource	Who?	When?	Progress
Pupil views sought on HWB teaching and learning		HT & pupil focus groups	Term 1	



All pupils will work on the Wellbeing Heroes Programme with Ewen's Room.	Class Time – HWB lessons	HT & Anna McBride	Term 1 – P4-7 Term 2 – P1-3	
PASS Assessments completed twice yearly – Term 1 & Term 4		CTs & pupils	Term 1 & Term 4	
Identified staff will undertake Seasons for Growth training for the benefit of children in our cluster	2 days of staff training for cluster staff	Holly Graves - DPS Amy Feighan – BPS Louise Kernaghan – GPS ?	Nov 19 th & 20 th	
Boxall Profiles to be completed for identified pupils		HT & PT	Term 2 & Term 4	
Seasons for Growth programme will be implemented at Cluster Nurture Group sessions		Holly Graves & Amy Feighan	After Training has taken place	
HT & PTs become familiar with RRS Accreditation Process & devise action plan for implementation across 4 school cluster	1.5hrs	HT & PTs	Term 2	
PTs to undertake 'Achieving Bronze' RRSA training	3 hrs	PTs	4 th Nov	
Staff will continue to develop and embed 'The Zones of Regulation' programme across the school. Moderation visits to stage partners across the cluster to take place.	Review of Progress at Staff Meeting – 1hr Collegiate Work 2hrs	HT, PT, CTs	Term 2 & 3 Staff review & Moderation discussion – week beginning 10 th Nov Week beginning 19 th March	
Information about Zones of Regulation shared by pupils with Parents at Open Afternoon event	Collegiate time to prepare – 1.5hrs	HT, PT, CTs	Start of Term 3 – week beginning 26 th Jan	
Feedback from Moderation sessions and next steps identified by staff	Collegiate time 1hr	HT, PT, CTs	Week beginning 2 nd Feb	



PTs to lead on RRSA accreditation across the cluster – Bronze accreditation to be achieved	Collegiate sessions 5hrs plus classwork and assemblies	PT, CTs	Feb In-service Day Week beginning 9 th March May In-service Day	
Evaluation of progress so far and next steps for RRSA silver accreditation	Collegiate session – 1.5hrs	HT, PT, CTs	Week beginning 15 th June	

Improvement Priority 3 Action Plan:	Improving attainment in Literacy - Writing	Lead: HT & PTs		
<p>Please detail the information/data which has prompted this work: Staff feedback and monitoring & observation of pupils' work suggests that writing should continue to be a focus for development. ACEL data shows that writing is the curricular area where most children are 'borderline' or 'will not achieve' As a cluster, we are keen to participate in the NIWP, and hope to be able to do that next session.</p>				
Expected outcomes: <ul style="list-style-type: none"> • There are consistent, high-quality approaches to the teaching of writing across the school. • Th whole school progression for teaching grammar & punctuation is adapted and embedded • Pupils' progress and attainment in writing improves. • Teacher confidence in the teaching of writing improves. 	Measures: <ul style="list-style-type: none"> • SOFA & SNSA Data • Cold/Hot Tasks • Moderation & Monitoring & Tracking will show improved attainment in writing for all pupils • New progression documents embedded • Feedback from learners 	QI <p>3.2 – Raising Attainment</p> <p>2.2 – Curriculum</p>	When? Who? <p>All – ACEL data and NSA/SOFA -Nov/May</p> <p>HT/CTs – tracking meetings</p>	



	<ul style="list-style-type: none"> Feedback from teachers and PSAs 	2.3 Learning, teaching & assessment	CTs – Implementation of progression	
	QI 1.5 Management of Resource	QI 1.3 Leadership of Change	QI 1.1 Self-evaluation for self-improvement	
Implementation/Actions	Time Resource	Who?	When?	Progress
Familiarisation with the writing resources available in the Highland Literacy Road Map	Collegiate session	PTs & CTs	Sept in-service day	
Classroom Visits to focus on Learning & Teaching in Writing		All teaching staff	Term 1	
Handwriting & Presentation to be a whole school focus – letters to be correctly formed and joined when age-appropriate.	Ongoing during literacy lessons	HT Monitoring/Sampling	Term 2	
Moderation of pupils' written work – looking specifically at handwriting, grammar & punctuation – to take place at start and end of the year.	In-service day Sept Staff Meeting June	All teaching staff	Term 1 & 4	
Grammar & Punctuation Progression to be adapted to take staff feedback into account.		HT	Term 1	
Grammar & Punctuation Progression to be trialled	Ongoing during literacy lessons	All teaching staff	Term 2 onwards	
Writing interventions to be identified for learners who needs additional support to make progress.	Discussion during attainment meetings	HT & CTs PSAs to implement	Attainment meetings at the end of Term 1 – progress reviewed each term	
Review of G&P Progression – and adjustments made as necessary	Collegiate time	HT, PT, CTs	Term 4 - June	



