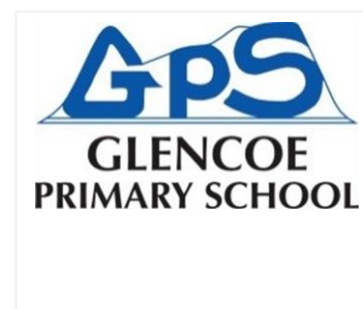




Glencoe Primary School

ESTABLISHMENT School Improvement Plan

SESSION 2026-2027



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



Overview of National and Local Priorities		
National Improvement Framework Key Priorities ☐ Placing the human rights and needs of every child and young person at the centre of education ☐ Improvement in children and young people's health and wellbeing ☐ Closing the attainment gap between the most and least disadvantaged children and young people ☐ Improvement in skills and sustained, positive school-leaver destinations for all young people ☐ Improvement in attainment, particularly in literacy and numeracy	National Improvement Framework Key Drivers ☐ School and ELC leadership ☐ Teacher and practitioner professionalism ☐ Parent/carer engagement and family learning ☐ Curriculum and assessment ☐ School and ELC improvement ☐ Performance information	
How good is our school? (4 th edition)	ELC Quality Improvement Framework Realising the Ambition	Highland Council Education & Learning Improvement Plan
☐ 1.1 Self-evaluation for self-improvement ☒ 1.2 Leadership of learning ☒ 1.3 Leadership of change ☐ 1.4 Leadership and management of staff ☐ 1.5 Management of resources to promote equity ☐ 2.1 Safeguarding and child protection ☒ 2.2 Curriculum ☒ 2.3 Learning, teaching and assessment ☒ 2.4 Personalised support ☐ 2.5 Family learning ☐ 2.6 Transitions ☐ 2.7 Partnership ☒ 3.1 Ensuring wellbeing, equality and inclusion ☒ 3.2 Raising attainment and achievement ☐ 3.3 Increasing creativity and employability	Leadership: ☐ Leadership and management of staff and resources ☐ Staff skills, knowledge, values and deployment ☐ Leadership of continuous improvement Spaces & environment: ☐ Children thrive and develop in quality spaces ☐ Inside and outside, open ended and natural resources Children play and learn: ☐ Play and learning ☐ Curriculum ☐ Learning, teaching, and assessment ☐ Inspiring confidence, creativity, and curiosity Children are supported to achieve: ☐ Nurturing care and support, interactions, and relationships ☐ Wellbeing, inclusion, and equality ☐ Children's progress – observations, planning, and tracking ☐ Safeguarding and child protection	This plan sets out the ambition of The Highland Council Education and Learning Service to improve attainment and achievement and reduce inequity by prioritising improvement in four key themes: ☒ Leadership ☐ Learning and Teaching ☒ Curriculum ☐ Data Analysis for Improvement Three foundation principles sit alongside each of these themes and act as a common thread between them: ☒ Inclusive Practice/ Additional Support Needs ☐ Health and wellbeing, including Relationships and Behaviour ☒ Parental Involvement and Engagement
How good is OUR school?	Gaelic Education	Health and Social Care Standards
☐ Theme 1: Our relationships ☐ Theme 2: Our learning and teaching ☐ Theme 3: Our school and community ☐ Theme 4: Our health and wellbeing ☐ Theme 5: Our successes & achievements	☐ <u>Education Scotland Advice on Gaelic Education</u> focus: - high quality GME immersion experiences - improving fluency - whole school Gaelic ethos ☐ Secondary – Increasing immersion curriculum opportunities in BGE and Senior Phase ☐ <u>Gaelic Learner Education Experiences</u> ☐ Initiatives and projects that promote and support Gaelic extra-curricular experiences ☐ <u>Local Authority Gaelic Language Plan</u> priorities, initiatives, and activities to promote Gaelic across the 4 themes of - Communities and Home - Media, Arts, Culture and Heritage - Business and the Economy - Education	☐ I experience high quality care and support that is right for me. ☐ I am fully involved in all decisions about my care and support. ☐ I have confidence in the people who support and care for me. ☐ I have confidence in the organisation providing my care and support. ☐ I experience a high-quality environment if the organisations provide the premises.

Overview of school priorities 2026-2027

Establishment Improvement Priorities	Link to National and Local Priorities	Please detail the information / data which has prompted this work
Revise Vision, Values & Aims and Curriculum Rationale	- Placing the human rights and needs of every child and young person at the centre of education. - Ensuring wellbeing, equality and inclusion. - Leadership of Change - Curriculum and Assessment	Following the recent transition from a quad cluster to a dual cluster model, there is a need to refresh our Vision, Values and Aims (VVA) to reflect the identity, context and aspirations of each setting and to ensure these are fully embedded within all aspects of school and ELC life. As this priority was identified within last session's School Improvement Plan, the review of our VVA and Curriculum Rationale will continue this session to allow meaningful consultation, implementation and embedding across the school community. In addition, self-evaluation has identified the need to review our Curriculum Rationale to ensure learning and teaching experiences remain relevant, engaging and responsive to the needs of our learners and local context. Staff require a shared understanding of the Curriculum Improvement Cycle to support consistent approaches to curriculum design, learning, teaching and self-evaluation across the school.
Developing a Consistent Whole-School Approach to Dyslexia Identification and Support	- Placing the human rights and needs of every child and young person at the centre of education - Inclusive Practice/ Additional Support Needs - Improvement in attainment, particularly in literacy and numeracy	Staff professional dialogue and self-evaluation identified a lack of confidence and understanding of the dyslexia identification process and associated documentation. Recent support from the Literacy Support Officer has enabled one member of staff to begin using the dyslexia identification pathway, highlighting the need to develop a consistent whole-school approach. As a result, there is a need to build staff knowledge, confidence and capacity to identify and support learners with dyslexia using holistic assessment and staged intervention processes.
ASG Improvement Priorities		

CIRCLE Framework	• 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 • Inclusive Practice/ Additional Support Needs • Health and wellbeing, including Relationships and Behaviour	Feedback from staff across the ASG and professional dialogue identified a need to further develop knowledge, skills and confidence in inclusive practice and strategies to support learners effectively. With the increasing ASL needs, the CIRCLE Framework was identified as a means of strengthening inclusive practice and building staff capacity to meet these emerging needs.
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Action Plans

Improvement Priority 1 Action Plan:	Revise Vision, Values and Aims and Update Curriculum Rationale	Lead: Caroline Brennan, Head Teacher
Expected outcomes: • By December 2026, at least 80% of pupils, staff, parents/carers and partners will have participated in the review of the school's Curriculum Rationale, Vision, Values and Aims and will demonstrate an understanding of the Curriculum Improvement Cycle. • By March 2027, the revised Vision, Values and Aims will have been co-created through consultation with pupils, staff, parents/carers and partners, with participation from at least 80% of staff and pupils and representation from all stakeholder groups.	Measures: • Consultation records, pupil voice activities, engagement data and stakeholder feedback will demonstrate participation in the review and development of the Curriculum Rationale, Vision, Values and Aims. • Stakeholder surveys, feedback and learning conversations will indicate understanding of the Curriculum Improvement Cycle and awareness of the school's Vision, Values and Aims. • The revised Vision, Values and Aims will reflect the views gathered through	HGIOS4 QIs / ELC Quality Improvement Framework / Realising the Ambition 1.2 Leadership of Learning 2.2 Curriculum 3.2 Raising Attainment

- By June 2027, at least 80% of pupils, staff and families surveyed will be able to identify and explain the school's revised Vision, Values and Aims. These will be reflected in school policies, learning environments and improvement planning. - By June 2027, the school's Curriculum Rationale will be reviewed and updated through consultation with pupils, staff, parents/carers and partners, with representation from all stakeholder groups evidenced through consultation records.	consultation and will be shared across the school community. - School policies, learning environments, curriculum planning and improvement planning documentation will reflect the revised Vision, Values and Aims and Curriculum Rationale. - Learning visits and self-evaluation activities will evidence the visibility and implementation of the revised Vision, Values and Aims and Curriculum Rationale across the school. - The revised Curriculum Rationale will reflect the needs and aspirations of learners and the wider school community.		
QI 1.5 Management of Resource		QI 1.3 Leadership of Change	QI 1.1 Self-evaluation for self-improvement
Implementation/Actions	Who?	When? / Time Resource	Progress and Impact
<u>Review of Curriculum Rationale, Vision, Values and Aims</u> Looking inwards: Engage with the Northern Alliance Curriculum Rationale Toolkit to support and strengthen our understanding of: - Our moral purpose - Our Why – what matters most for our children and our local context? - Our Vision, Values and Aims – what direction do we want to move in? - Our understanding of curriculum – what is relevant for our young people?	All staff HT and Pupils	Term 1 In-Service Day (Sept 2026) Term 4 In-Service Day (May 2027) Term 1 (Sept 2026) Pupil Assemblies x 4	

- What is Curriculum Rationale? – what do we want for our young people and how we will achieve this? - The development and production of an updated Curriculum Rationale Raise awareness of the Curriculum Improvement Cycle (CIC).	Families All Staff	Term 3 (Feb 2027) Assemblies x4 Family Engagement Sessions x 2 (Sept 2026 and Feb 2027) 1 x collegiate Session (Term 1 August 2026)	
Looking outwards: - Spend time looking at other schools' Curriculum Rationales to see which format works best for us and to find ways of engaging other stakeholders. - To begin to become familiar with the new, evolving, curriculum and technical framework by explaining the different sections of the framework.	All Staff All Staff	1 x collegiate Session (Term 3 March 2027) 1 x collegiate Session (Term 3 Jan 2027)	
Looking forwards: Self-evaluation to determine next steps.	All Staff	1 x collegiate Session (Term 3 March/April 2027)	

Improvement Priority 2 Action Plan:	Developing a Consistent Whole-School Approach to Dyslexia Identification and Support	Lead: Head Teacher
Expected outcomes:	Measures:	HGIOS4 QIs / ELC Quality Improvement Framework / Realising the Ambition

• By March 2027, parents and carers will understand the dyslexia identification process and contribute meaningfully to assessment, identification and support planning for their child. • By June 2027, all teaching staff will apply the local authority dyslexia identification process consistently and confidently, using holistic assessment evidence to inform professional judgement and support planning. • By June 2027, learners with dyslexia or persistent literacy difficulties will be identified through a consistent and timely assessment process and will demonstrate improved engagement, wellbeing and progress in literacy. • By June 2027, a consistent whole-school approach to dyslexia identification, assessment and support will be embedded across all stages, resulting in timely identification and appropriate support for learners with dyslexia or persistent literacy difficulties.	• Staff self-evaluation, professional dialogue and moderation activities will demonstrate confidence and consistency in applying the local authority dyslexia identification process and using holistic assessment evidence to inform professional judgement and support planning. • Completed dyslexia identification documentation, tracking records and attainment meeting notes will demonstrate timely and consistent identification of learners with dyslexia or persistent literacy difficulties. • Learner voice, wellbeing evidence and literacy attainment data will indicate improved engagement, wellbeing and progress in literacy for learners with dyslexia or persistent literacy difficulties. • Parent/carer feedback and participation records will demonstrate understanding of the dyslexia identification process and meaningful involvement in assessment, identification and support planning. • Learning visits, classroom observations and professional dialogue will demonstrate a consistent whole-school approach to dyslexia identification, assessment and support across all stages.	3.1 Ensuring wellbeing, equality, and inclusion 3.2 Raising attainment and achievement 1.3 Leadership of change 2.3 Learning, Teaching and Assessment Inclusive Practice/ Additional Support Needs Parental Involvement and Engagement
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	- Records of targeted interventions, support plans and staged intervention documentation will demonstrate that learners receive appropriate support matched to identified needs. - Moderation activities, case studies and quality assurance processes will demonstrate consistency in professional judgement and decision-making across the school.		
QI 1.5 Management of Resource		QI 1.3 Leadership of Change	QI 1.1 Self-evaluation for self-improvement
Implementation/Actions	Who?	When? / Time Resource	Progress and Impact
Staff training on dyslexia and the identification process.	HT, teaching staff and support staff	1 x collegiate Session September	
Familiarisation with all dyslexia documentation.	SMT and teaching staff	1 x collegiate Session October	
Review staged intervention procedures.	SMT and teaching staff	1 x collegiate Session November	
Implement process for identified pupils.	All teaching staff	1 x collegiate Session February	
Monitor and moderate practice through tracking meetings.	HT and teaching staff	1 x collegiate Session March	
Evaluate impact through staff feedback, learner progress and parent voice	SMT and all Staff	May 2027	

Improvement Priority 3 Action Plan:	CIRCLE Framework (ASG Project)	Lead: Primary HTs
Expected outcomes: Outcomes for pupils: - By February 2027, identified pupils will demonstrate increased participation and engagement in learning through the removal of barriers identified through the CIRCLE Participation Scale and professional enquiry. - By June 2027, identified pupils will demonstrate increased confidence and independence when undertaking learning tasks and challenges. - By June 2027, all identified pupils will demonstrate improved self-regulation skills, enabling them to manage emotions, behaviour and transitions more effectively. Outcomes for staff: - By January 2027, 100% of teaching and support staff will have participated in at least two planned opportunities to discuss, reflect upon and share effective inclusive approaches with stage partners across the ASG, with 90% identifying at least one change to their practice because of this collaboration. - By April 2027, at least 90% of teaching and support staff will report increased confidence in the consistent application of universal and targeted strategies to support inclusion,	Measures: - Improved CIRCLE Participation Scale scores from baseline to follow-up assessments. - Increased participation, engagement and time on task during learning activities, observed through teacher and PSA observations, learning visits and professional enquiry records. - Increased confidence and willingness to attempt new or challenging learning experiences, identified through teacher observations, learning conversations and pupil voice. - Increased independence in initiating, sustaining and completing learning tasks, observed through classroom practice, pupil work and reduced reliance on adult support. - Improved use of self-regulation strategies and management of emotions, behaviour and transitions, observed through teacher and PSA observations, learning visits and pupil voice. - Reduced incidents requiring adult intervention and positive feedback from pupils, parents/carers and staff regarding participation, confidence, independence and wellbeing, gathered through behaviour records, surveys and discussions.	HGIOS4 QIs / ELC Quality Improvement Framework / Realising the Ambition 1.2 Leadership of Learning 1.3 Leadership of Change 2.4 Personalised Support 3.1 Ensuring Wellbeing, Equality and Inclusion

participation and engagement, evidenced through baseline and follow-up staff evaluations and professional dialogue. Outcomes for the ASG: By June 2027, staff will apply consistent and agreed strategies to support inclusion.	- Full participation of teaching and support staff in planned collaborative professional learning opportunities, recorded through attendance records and collegiate meeting notes. - Staff identify and implement changes to practice because of collaboration and professional learning, evidenced through professional reflections, enquiry records and planning documentation. - Increased confidence in applying universal and targeted strategies to support inclusion, participation and engagement, demonstrated through baseline and follow-up staff evaluations and professional dialogue. - Baseline and follow-up CIRCLE Participation Scale (CPS) scores will demonstrate improvement across the six key areas of Attention and Concentration Skills, Organisational and Planning Skills, Posture and Mobility (Gross Motor) Skills, Dexterity and Manipulation (Fine Motor) Skills, Social, Emotional and Relationship Skills, and Verbal and Non-Verbal Communication Skills, evidencing increased participation and inclusion for learners.	
	QI 1.5 Management of Resource	QI 1.3 Leadership of Change QI 1.1 Self-evaluation for self-improvement

Implementation/Actions	Who?	When? / Time Resource	Progress and Impact
ASG staff training from Education Psychology team and Inclusion Officer. Ensure all staff have a copy of/link to the CIRCLE Ideas in Practice pdf and CIRCLE Primary Reflective Logs .	All school staff	In-service Day 1 17 th August 26	
Staff training of CIRCLE Framework using Education Scotland's CIRCLE professional learning videos to include teaching and support staff: 1. The CIRCLE Framework for Inclusion - Primary Schools (40 mins) 2. Quick Guide to Completing the CIRCLE Participation Scale (10 mins) 3. Quick Guide to Completing the CIRCLE Inclusive Classroom Scale (5 mins) Signpost Inclusion in Practice: The CIRCLE Framework (Primary) Online Course (10 hours additional CLPL) for those staff keen to deepen their knowledge and understanding.	All school staff	In-service Day 2 18 th August 26	
Professional reading libraries in schools to have relevant new texts added to support inclusive practice for all.	HT to purchase	August 26	
Primary team to complete a baseline CICS (CIRCLE Inclusive Classroom Scale) audit - teacher self- assessment with a view to including peer assessment through learning visits later in the session. Physical Environment (print pages 28-29), Social Environment (print pages 30-31) and Structures & Routines (print pages 32-33) – to identify baseline areas of strength and areas for development within the environment and within our control (print page 34). Time to implement adjustments prior to learning visits in November.	Teachers and PSAs	1 x collegiate August 26	
Team members to become familiar with key messages from Included, Engaged & Involved 2. Preceding this with a refresher on trauma informed practice is recommended.	All school staff	1 x collegiate September 26 (CTs) Segmented & shared to PSAs during meeting times	

Develop classroom environments through initial adjustments – record on the CIRCLE Inclusive Classroom Planning page (print page 35).	Teachers & ASNT	1 x collegiate September 26	
Opportunities for stage partner collaboration - professional reading, reflection and sharing of practice.	Teachers	9 th September 2026 13 th January 2027	
Primary team to complete a baseline for Participation using the CIRCLE (Pages 33-40) - teacher self- assessment & individual action plans created and used as Professional Enquiry with focus on identifying barriers for individuals and/or groups. Time to implement adjustments, reflect and report back to rest of team. Teaching Sprints process would be one suggested method for enquiry.	All teachers PSAs/Support Team	1 x collegiate early October 26 1 x collegiate end of November 26 Meeting time to share	
Peer learning visits to be arranged out with own schools within ASG with validated self-evaluation template to be used as guide for follow-up discussions. PSAs to have directed time to shadow a PSA in another school with reciprocal visit arranged to share and contrast best practice.	School & ELC	2+ days of supply to cover peer visits 1 x collegiate dedicated for feedback time with peer November 26	
Primary team to look at Skills, Supports & Strategies from CIRCLE pages 41-72 using co-operative strategies to chunk information. Planning tools to be shared and team to trial one planning tool that is most relevant to their class. Teachers to have time to share with relevant PSAs.	All teachers	1 x collegiate January 27 1 x day supply	
Families invited for Stay & Play style session in school with focus given to sharing developments made with selected families of children with additional support needs.	Primary	½ hour February 27	
Team members to re-visit their individualised scales from audit tools above and to complete HGIOS 3.1. Identify strengths and next steps.	All team members	April In-service time – 2 hours	
Capture pupil and parent voices – gather views through focus groups, surveys and open morning/afternoon.			

