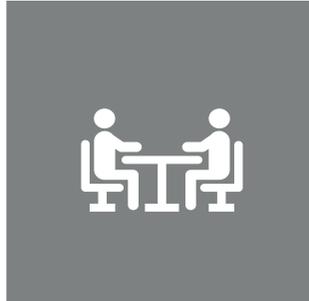




Improving Lives Together
Ambition | Compassion | Integrity

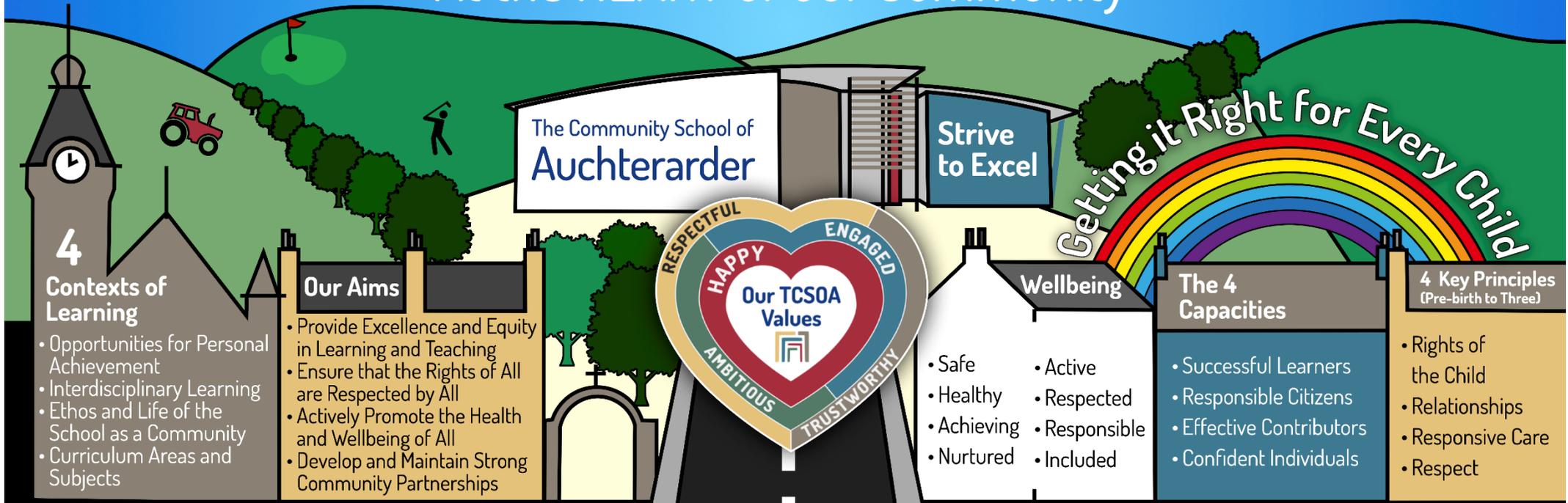


Quality Improvement Plan 2025-2026

SCHOOL: COMMUNITY SCHOOL OF AUCHTERARDER

SEED: 5350034

At the HEART of our Community



NURSERY → PRIMARY → SECONDARY

Curriculum Rationale - 2 to 18



Three Year Overview of Key School Priorities 2024-2026

2024/25	2025/26	2026/27
<ul style="list-style-type: none"> • Implement Learning & Teaching Policy. • Implement Playful Approaches within Early Years Policy. • Implement Revised Anti-Bullying Policy. • Implement Revised Relationships Policy. • Evaluate Impact of Alternative to Exclusion Approaches. <p>Almost all activity for Session 2024/25 took place as planned. Due to a change of early years DHT work relating to our playful approaches policy was paused. Play pedagogy continues to play a key role in learning and teaching in our early years classrooms.</p>	<ul style="list-style-type: none"> • Focus on inclusive practice and learning and teaching. • Focus on self-evaluation and quality assurance. • Evaluate Impact of Learning & Teaching Policy. • Evaluate Impact of Antbullying Policy. • Evaluate Impact of Relationships Policy. 	<ul style="list-style-type: none"> • Develop school-wide skills framework.
<p>LMG Priorities for 2024-2025</p> <ul style="list-style-type: none"> • By June 2026, there will be evidence of equity in meeting the universal needs of all learners across all schools within our LMG 		

Quality Improvement Plan - Priorities and Outcomes

What are the outcomes that you plan to achieve for your children, young people and families for this session?

Key Priority One: Improve the quality of learning, teaching, and assessment to ensure consistently high standards and better outcomes for all learners.

Rationale: Data gathered from lesson observations and feedback from children and young people has led to a HGIOS 2.3 evaluation of 'Satisfactory'.

Overall Aim: By May 2026, almost all lessons in both Primary and Secondary will be delivered in line with our school Learning and Teaching policy and will evidence effective questioning and the provision of impactful feedback. Evaluation of HGIOS 2.3 will be 'Good'.

NIF Priority (Highlight):

- Placing the human rights and needs of every child & young person at the centre of education
- Improvement in children & young people's health & wellbeing
- Closing the attainment gap between the most & least disadvantaged children & young people
- Improvement in skills & sustained, positive school-leaver destinations for all young people
- Improvement in attainment, particularly in literacy & numeracy

NIF Drivers (Highlight):

- School & ELC leadership
- Teacher & Practitioner professionalism
- Parent/carer involvement & engagement
- Curriculum and assessment
- School & ELC improvement
- Performance information

HGIOS4 QIs (Highlight):

1.1 Self-evaluation for self-improvement	1.1 Safeguarding & child Protection	3.1 Ensuring wellbeing, Equality & inclusion
1.2 Leadership of learning	1.2 Curriculum	3.2 Raising attainment
1.3 Leadership of change	1.3 Learning, teaching & assessment	3.3 Increasing creativity & employability
1.4 Leadership & management of staff	1.4 Personalised support	
1.5 Management of resources to promote equity	1.5 Family learning	
	1.6 Transitions	
	1.7 Partnerships	

Objective <i>What will change? When, who, what, by how much?</i>	Intended Outcomes <i>What will happen as a result of the objective?</i>	Key Improvement Activity <i>What approaches or interventions will be in place? (May be Universal or Targeted)</i>	Measures <i>How will you measure the intended outcomes?</i>	Key Personnel	Monitoring <i>Is the activity happening as planned?</i>	Progress and Impact
<p>Teachers will ensure that clear learning intentions detailing precise learning goals are shared in almost all lessons. Maintain from 2024/25.</p> <p>In almost all cases, teachers will revisit learning intentions with children and young people during the lesson, and during the plenary phase. LIs restated during the lesson: Increase from 52% to 91%+</p>	<p>All learners experience learning outcomes that are varied, differentiated, and provide effective support and challenge.</p> <p>All learners know the purpose of the intended learning, can identify what success looks like, and can accurately reflect on their journey to success and next steps.</p>	<p>Learning Intentions and Success Criteria will be planned effectively for all learning activities. [MR, Term 1]</p> <p>As appropriate, teachers will revisit learning intentions throughout the lesson and during the plenary. [MR, Term 1]</p> <p>Teachers communicate appropriate LI/SC to PSAs to ensure children and young</p>	<p>QA of LEARN Framework</p> <p>Lesson Observation Analysis</p>	<p>Led by DHTs responsible for Learning & Teaching.</p> <p>SLT ELT Teachers</p>	<p>Reporting/Review at:</p> <ul style="list-style-type: none"> Dept/Faculty Meetings ELT Meetings 	

<p>LIs restated during plenary: increase from 44% to 91%+ Teachers will clearly communicate what success looks like in almost all lessons. Increase from 83% to 91%+</p> <p>In most lessons, as part of the learning process, success criteria will be used to support student self-evaluation. Increase from 41% to 75%+</p>	<p>PSAs know the intended LI/SC and provide impactful support to children and young people.</p>	<p>people receive appropriate support. <small>[MR/KD, Term 1]</small></p>				
<p>The majority of young people agree that they enjoy the way they learn in class. Increase from 70% to 75%+</p> <p>Most young people report that they feel their work in school is hard enough. Increase from 84% to 91%+</p> <p>Most young people report that the feedback they receive on their work helps them improve their learning. Increase from 77% to 85%+</p>	<p>Classroom practice will have increased impact using improved questioning and feedback techniques alongside enhanced teacher understanding.</p> <p>Improved questioning strategies will enhance learner's experiences, provide a higher level of assessment information, and promote higher order thinking skills.</p> <p>Learners receive high quality feedback and have an accurate understanding of their progress in learning and what they need to do to improve</p>	<p>Support teaching staff to engage with professional learning materials focussed on effective and impactful questioning in the classroom. <small>[MR/KD, Focus: Inservice Days]</small></p> <p>Focus on 'Assessment is for Learning' approaches.</p> <ul style="list-style-type: none"> • Dylan Willam • Teaching Walkthrus <p>Focus on 'Higher Order Thinking Skills'.</p> <ul style="list-style-type: none"> • Engagement with Blooms Taxonomy. <p>Focus on impactful feedback.</p> <ul style="list-style-type: none"> • John Hattie • Teaching Walkthrus • Appropriate use of Rubrics 	<p>QA by ELT/SLT via Classroom Observations</p> <p>Discussion during department/faculty meeting time.</p> <p>Staff perception of their own practice recorded via survey response.</p>	<p>Led by DHTs</p> <p>SLT ELT Teachers</p>	<p>Planned input during inservice/collegiate time.</p> <p>Sharing/moderation of practice event.</p> <p>Sharing/moderation of practice at ELT meetings.</p>	
<p>Most parents/carers report that they feel comfortable approaching the school with questions, suggestions, and/or a problem. Increase from 77% to 91%+</p>	<p>Relationships with families effectively support children and young people to engage in learning and improve attainment. Parents/carers report that the feel</p>	<p>Teaching staff to use Learning Journals/Satchel One to communicate effectively with parents/carers. <small>[MR/KD, Term 1]</small></p>	<p>Parent perspectives recorded via survey shared during Term 3 25/26.</p>	<p>Led by DHTs KD / MR</p> <p>ELT Teachers</p>	<p>Reporting/Review at:</p> <ul style="list-style-type: none"> • Dept/Faculty Meetings • ELT Meetings • SLT Meetings 	

<p>A minority of young people agree that their homework helps them to understand and improve their work in school. Increase from 49% to 75%+</p> <p>Learning Journals A minority of parents agree that the use of learning journals keeps them up to date regarding what their child is learning. Increase from 49% to 75%+</p> <p>A minority of parents agree that learning journals helps them communicate effectively with the school. Increase from 14% to 50%+</p> <p>Class Charts / Satchell One A minority of parents agree that the use of class charts keeps them up to date with what their child is learning. Increase from 46% to 50%+</p> <p>A minority of parents agree that the use of class charts helps them communicate effectively with the school. Increase from 17% to 50%+</p>	<p>comfortable approaching the school in connection with a range of topics.</p> <p>Use of Learning Journals and Class Charts supports family learning opportunities which improve parental understanding of learning priorities whilst supporting improved outcomes for learners.</p> <p>Communication of homework tasks is effective. Children, young people, and their families better understand what is expected of them leading to greater impact from teacher time invested and tasks set.</p> <p>Young people in S1-S3 will develop improved relationships with teachers, as will their parents/carers.</p>	<p>All homework tasks to be clearly communicated using these platforms. <small>[MR/KD, Term 1]</small></p> <p>Safer Schools App to be launched and used, alongside website, as a repository for all parental communications. <small>[KD, Term 2]</small></p> <p>Review reporting formats in primary. Move to one written report per year which is supported by regular, high-quality posts on Learning Journals. There will be one key opportunity for parent/carer engagement each term. <small>[DH, Term 2]</small></p> <p>Reduce number of teachers involved in teaching young people in S1-S3. This will involve careful timetabling to reduce the number of split classes. This will reduce the number of teachers that young people and families need to form relationships with and increase the amount of time young people spend with individual teachers. <small>[MR/NC, Term 3&4]</small></p>	<p>Usage statistics taken from Learning Journals, Satchell One, and School Website.</p> <p>Parent views sampled during parents' evenings.</p>			
<p>Most young people in secondary agree that they can discuss their achievements out with school with an adult who knows them well. Increase from 69% to 75%+</p>	<p>Profiles are used to record and support achievement whilst informing and improving future learning.</p> <p>Children and young people will develop an understanding</p>	<p>Implement Globalbridge within Secondary as a digital solution to creating and maintaining learner profiles. <small>[SM, Term21]</small></p>	<p>Number of Globalbridge profiles created.</p> <p>Use of metaskills language in course materials, assessments, and pupil profiles.</p>	<p>Led by DHT/WG SM SLT ELT PTGs</p>	<p>Reporting/Review at:</p> <ul style="list-style-type: none"> • Support Meetings • SLT Meetings 	

	and awareness of metaskills which supports them to develop language that allows them to accurately recognise and describe the skills they are learning.	Introduce SDS metaskills framework. [SM/DH, Term 2]	School-wide use of metaskills language in learning intentions and success criteria.			
Almost all young people report that they know what they need to do to be successful in their learning. Maintain 91%+	Children and young people have a clear understanding of their level of achievement, progress, and next steps.	Regular learner conversations are embedded within planning and classroom practice. [MR/KD, Tracking Periods] Pupil self-evaluations are undertaken regularly and provide valuable insights into how students perceive and understand their own learning and progress. [MR/KD, Term 2]	Review of planning and learner conversation record sheets.	Led by DHT MR ELT Teachers	Reporting/Review at: <ul style="list-style-type: none"> • Department Meetings • ELT Meetings • SLT Meetings 	
Performance of lowest 20% of learners to increase to be inline or better than VC. Improve Improving Attainment for All Lowest 20% (Complimentary) measure to 160+ tariff points in Session 2025/26.	Increased number of young people achieving Level 3+ and Level 4+ Literacy and Numeracy by the end of S4. Increase number of young people achieving 5x Level 3 and 5x Level 4 qualifications by the end of S4. Improvement in ACEL data recorded for Literacy and Numeracy by the end of S3. Young people identified as needing structured intervention to support attainment will be identified by the end of S2 with appropriate planning agreed with parents.	S4 'Fast Track to Five' programme to be embedded throughout the school session with significant focus on literacy and numeracy outcomes. [MR/SM, Term 2-4] Expand 'Fast Track to Five' to cater for S2 and S3 pupils identified as being 'at risk'. Ensure that young people in this category are following appropriate courses. [SM, Term 2-4] Devise a learning pathway which clearly details our school strategic approach to supporting lower achievers to maximise their attainment. [MR, Term 2/3]	S3 ACEL Data Insight: Attainment for All Literacy/Numeracy Breadth & Depth Data	Led by WG SM SLT ELT PTGs – PW	Reporting/Review at: <ul style="list-style-type: none"> • ELT Meetings • SLT Meetings Pupil attendance reviewed at weekly GIRFEC meetings.	

Quality Improvement Plan - Priorities and Outcomes

What are the outcomes that you plan to achieve for your children, young people and families for this session?

Key Priority 2: Improve the physical and social environment to foster a safe, inclusive, and engaging setting that supports wellbeing and learning for all children and young people.

Rationale: Evaluation of our school environment indicates that changes would improve outcomes for young people.

Overall Aim:

NIF Priority (Highlight):

- Placing the human rights and needs of every child & young person at the centre of education
- Improvement in children & young people's health & wellbeing
- Closing the attainment gap between the most & least disadvantaged children & young people
- Improvement in skills & sustained, positive school-leaver destinations for all young people
- Improvement in attainment, particularly in literacy & numeracy

NIF Drivers (Highlight):

- School & ELC leadership
- Teacher & Practitioner professionalism
- Parent/carer involvement & engagement
- Curriculum and assessment
- School & ELC improvement
- Performance information

HGIOS4 QIs (Highlight):

- | | | |
|--|--------------------------------------|--|
| 1.6 Self-evaluation for self-improvement | 1.8 Safeguarding & child Protection | 3.1 Ensuring wellbeing, Equality & inclusion |
| 1.7 Leadership of learning | 1.9 Curriculum | 3.2 Raising attainment |
| 1.8 Leadership of change | 1.10 Learning, teaching & assessment | 3.3 Increasing creativity & employability |
| 1.9 Leadership & management of staff | 1.11 Personalised support | |
| 1.10 Management of resources to promote equity | 1.12 Family learning | |
| | 1.13 Transitions | |
| | 1.14 Partnerships | |

Objective

What will change? When, who, what, by how much?

Intended Outcomes

What will happen as a result of the objective?

Key Improvement Activity

What approaches or interventions will be in place? (May be Universal or Targeted)

Measures

How will you measure the intended outcomes?

Key Personnel

Monitoring

Is the activity happening as planned?

Progress and Impact

Increased sense of safety when in school.
CYP: Increase 63% to 75%+
Parents: Increase 74% to 85%+

Reduction in V&A, Challenging and Distressed, incidents recorded in DASH.

School staff will have increased confidence and know what to do when those the children or young people they work with experience distress and behaving in a way that challenges their ability to support them.

Staff will increase their understanding and knowledge around trauma informed practice which, over time, will lead to a change in

Staff to complete [CALM Theory Training](#) (8 hours).
[SM/SR, Term 2-4]

Learning disability input to be provided by Educational Psychology. [SM/SR, Term 3]

School colleagues to provide whole staff input around suicide, self-harm and mental health awareness. [SM, Term 2]

Raised awareness of wellbeing indicators. [SM/SR, Term 1-4]

Young people will report an increased sense of safety within the school.

Number of staff who have completed CALM Theory Training increases.

Increasing numbers of young people with significant ASN will have their needs effectively met within the classroom.

Led by DHTs
SR / SM

Termly review of progress at SLT meetings.

	<p>ethos/culture within our school.</p> <p>Staff will recognise that behaviours can be a physiological response to trauma and unmet need.</p> <p>Our work will support the embedding of a universal language of wellbeing throughout our school, based around the wellbeing indicators.</p>		<p>A reduced number of V&A incidents will be recorded.</p> <p>Staff will have increased confidence around identifying and supporting young people suffering from mental health challenges.</p>			
<p>The majority of staff state that they 'have a deep understanding of autism and neurodivergence' and that they 'are confident in meeting related needs in their classroom.</p> <p>Increase 70% to 91%+</p>	<p>Develop deeper understanding of autism / neurodivergence.</p> <p>Better meet needs of autistic children and young people.</p> <p>Understanding of educational accommodations to meet the needs of autistic children and young people.</p>	<p>All staff to engage with a two-year programme provided by Perth Autism Support (PAS), supported by PKC Inclusion Team, to support staff further develop their understanding of autism and neurodivergence with a specific focus on meeting needs in the classroom.</p> <p><small>[DL/SR, Term 1-4]</small></p> <p>Sessions to include:</p> <ul style="list-style-type: none"> • Identifying neurodiversity and adopting supportive approaches. • Understanding and supporting the communication preferences of autistic children. • Recognising autism in girls and understanding masking to build a holistic assessment and inform tailored support. 	<p>Classroom observations focussed on the experience of identified CYP.</p> <p>Analysis of the number of incidents/parental complaints stemming from neurodivergent children not having their needs met.</p> <p>Young people's perceptions regarding their needs being met effectively in class.</p> <p>Staff statement of impact following professional learning events.</p> <p>Staff survey to be carried out in Term 3 25/26.</p>	<p>Led by DHTs SR / SM</p>	<p>Termly review following deliver of each session.</p> <p>We have 4 x 1.5-hour sessions planned with PAS. Sessions will be sequenced to allow practitioners to implement strategies between each input. Sessions will be delivered separately to Nursery/Primary and Secondary colleagues.</p>	

		<ul style="list-style-type: none"> Helping children understand that adults can't hear their internal voice, to reduce distress from unmet expectations. 				
	All leaders within our school will have an enhanced understanding and knowledge of inclusive education and autism and inclusive practice.	<p>All members of SLT, ELT, and the Nursery Leadership team to complete the following open learn modules: [SM/SR, Term 1-4]</p> <ul style="list-style-type: none"> Introduction to Inclusive Education. Introduction to Autism and Inclusive Practice. 		Led by DHTs SR / SM	These modules will have four hours allocated to them and must be completed by the end of term two.	
	<p>Key school staff will have increased confidence in implementing PKC policy relating to the assessment and support of additional support needs.</p> <p>Key school staff will have increased confidence in writing risk assessments which keep children and young people safe whilst they are in school.</p> <p>Learning environments throughout the school will be well considered with adaptations made in response to the consideration of learners' needs.</p> <p>A reduction in disruption caused by mobile phones will lead to a more focussed learning environment which</p>	<p>Embed ASN Assessment Framework within everyday practice of relevant staff. [SM/SR, Term 1-4]</p> <p>Staff to be supported to understand a deeper level of transition planning for young people with ASN (consideration of place, person, and learning). [SM/SR, Term 1-4]</p> <p>Training to be undertaken in relation to revised Risk Assessment training. [SM/SR/NC, Term 1-4]</p> <p>Implementation of restrictive mobile phone/device policy based on PKC and National Mobile Device Guidance. [MR, Term 1]</p>	<p>Number of colleagues who have undertaken additional training relating to the PKC ASN Assessment Framework.</p> <p>DHT/PT SfL Review/Audit of CYPP minutes to ensure the PKC ASN Assessment Framework is being implemented robustly.</p> <p>Number of colleagues who have undertaken training in the revised Risk Assessment training and the resultant quality of risk assessment undertaken.</p>	Led by DHTs SR / SM SLT ELT Support Team	Termly Review of progress at SLT and Support meetings.	

	supports increased attainment for all.					
<p>The majority of staff agree that the CIRCLE resource has supported them to make changes to their classroom environment to better meet the needs of children and young people. Increase 70% to 75%+</p> <p>Most teaching staff agree that classroom wall displays are neat, tidy, purposeful and have a focus on learning. Increase 75% to 91%+</p>	<p>We aim to have:</p> <ul style="list-style-type: none"> • Inclusive physical environment • Supportive social environment • Effective structures and routines • Embedded universal support <p>Classroom Environment will be well considered and will support the learning needs of children and young people.</p>	<p>Further embedding of CIRCLE framework. All teaching staff to have completed CICS and CPS for those requiring additional level support. <small>[SM/SR, Term 1-4]</small></p> <p>Create checklists for inclusive and supportive physical and social environments. <small>[SR, Term 1-4]</small></p> <p>Teachers to consider the layout of their classrooms and how these impact on the learning environment. Groups support collaboration and cooperative learning. Seating should be relevant to the needs of individuals and tasks being undertaken. <small>[SM/SR, Term 1-4]</small></p> <p>Create checklist highlighting clear expectations for wall displays. Wall displays to have clear link to learning, display learning intentions, and clearly state date. Ensure wall displays help evidence self-evaluation. <small>[SR, Term 1]</small></p> <p>Create consistent approaches to displaying word bank/visual prompts within classrooms.</p>	<p>Audit of completed CIRCLE Inclusive Classroom and Participation Scales by Principal Teachers/DHTs and Pupil Support Colleagues.</p> <p>Audit use and impact of inclusive and supportive physical and social environment checklists.</p>	<p>Led by DHTs SR / SM</p> <p>SLT</p>		

		<p>Review support spaces across primary and secondary, including space to be used for proposed ISP. [SM/SR, Term 1-4]</p> <p>Signpost school community to CYP Occupational Therapy Sensory Supports. [SM/SR, Term 1]</p>				
<p>The majority of staff state that they are aware of and understand the PKC staged intervention framework. Increase 56% to 75%+</p> <p>Almost all staff state that they have a good understanding of universal support and can discuss how they use universal support strategies to support the needs of young people in their classrooms. Maintain 91%+</p>	<p>All teaching staff will have a good understanding of both the PKC Staged Intervention Framework and the CYPP Planning Framework. They will be able to recognise the needs of children within the staged levels of intervention and will have increased confidence in supporting the CYPP process.</p>	<p>All staff to complete professional learning relating to the PKC staged levels of intervention. [SM/SR, Term 1-4]</p> <p>All staff to complete professional learning relating to the revised children and young people's planning framework. [SM/SR, Term 1/2]</p> <p>Develop primary and secondary context specific universal supports checklists to support practitioners review the depth of support being offered in their class. [SM/SR, Term 2/3]</p>	<p>Staff survey to be carried out in Term 3 25/26.</p> <p>Review of CYPP paperwork. This will include ongoing review as well as termly audit of paperwork completed for young people at each of the levels of staged intervention.</p>	<p>Led by DHTs Primary DHTs SM</p>	<p>Reporting/Review at:</p> <ul style="list-style-type: none"> • Support Meetings • SLT Meetings <p>Staff statement of impact following professional learning events.</p> <p>Termly audit.</p>	
	<p>Parents/carers of children with ASN will have a wider network of support than is currently the case.</p> <p>This network will link closely with school planning to ensure the views of parents, carers and young people are listened to and embedded in planning and decision making.</p>	<p>Set up peer/parent ASN Support Group. [SR, Term 1-4]</p> <p>Introduce 'Inclusion Ambassadors' [SM/SR, Term 1-4]</p>	<p>Collection of views/impact statements from participants.</p>	<p>Led by DHTs SM / SR</p> <p>PT SFL</p>	<p>Termly review of impact at SLT meetings.</p>	

Quality Improvement Plan - Priorities and Outcomes

What are the outcomes that you plan to achieve for your children, young people and families for this session?

Key Priority 3: Strengthen self-evaluation and quality assurance processes to ensure consistent and effective implementation of policies across the school campus.

Rationale: Inconsistency in practice has identified the need for more robust self-evaluation and quality assurance procedures.

Overall Aim: By June 2026, all self-evaluation and quality assurance activity will be strategically planned in line with our new policy and revised quality assurance calendars. Parents will feel better connected to our school improvement journey and staff will have easier access to data that will support their understanding of our school demographic. This will lead to improved, higher quality, experiences and outcomes for young people.

<p>NIF Priority(<i>Highlight</i>):</p> <ul style="list-style-type: none"> Placing the human rights and needs of every child & young person at the centre of education Improvement in children & young people's health & wellbeing Closing the attainment gap between the most & least disadvantaged children & young people Improvement in skills & sustained, positive school-leaver destinations for all young people Improvement in attainment, particularly in literacy & numeracy 	<p>NIF Drivers (<i>Highlight</i>):</p> <ul style="list-style-type: none"> School & ELC leadership Teacher & Practitioner professionalism Parent/carer involvement & engagement Curriculum and assessment School & ELC improvement Performance information 	<p>HGIOS4 QIs(<i>Highlight</i>) :</p> <table border="1"> <tr> <td style="vertical-align: top;"> <p>1.11 Self-evaluation for self-improvement</p> <p>1.12 Leadership of learning</p> <p>1.13 Leadership of change</p> <p>1.14 Leadership & management of staff</p> <p>1.15 Management of resources to promote equity</p> </td> <td style="vertical-align: top;"> <p>1.15 Safeguarding & child Protection</p> <p>1.16 Curriculum</p> <p>1.17 Learning, teaching & assessment</p> <p>1.18 Personalised support</p> <p>1.19 Family learning</p> <p>1.20 Transitions</p> <p>1.21 Partnerships</p> </td> <td style="vertical-align: top;"> <p>3.1 Ensuring wellbeing, Equality & inclusion</p> <p>3.2 Raising attainment</p> <p>3.3 Increasing creativity & employability</p> </td> </tr> </table>			<p>1.11 Self-evaluation for self-improvement</p> <p>1.12 Leadership of learning</p> <p>1.13 Leadership of change</p> <p>1.14 Leadership & management of staff</p> <p>1.15 Management of resources to promote equity</p>	<p>1.15 Safeguarding & child Protection</p> <p>1.16 Curriculum</p> <p>1.17 Learning, teaching & assessment</p> <p>1.18 Personalised support</p> <p>1.19 Family learning</p> <p>1.20 Transitions</p> <p>1.21 Partnerships</p>	<p>3.1 Ensuring wellbeing, Equality & inclusion</p> <p>3.2 Raising attainment</p> <p>3.3 Increasing creativity & employability</p>
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Objective <i>What will change? When, who, what, by how much?</i>	Intended Outcomes <i>What will happen as a result of the objective?</i>	Key Improvement Activity <i>What approaches or interventions will be in place? (May be Universal or Targeted)</i>	Measures <i>How will you measure the intended outcomes?</i>	Key Personnel	Monitoring <i>Is the activity happening as planned?</i>	Progress and Impact
<p>The majority of our staff team will reflect that they have a clear understanding of the processes and systems in place to ensure all aspects of work in our school are high quality and improving.</p>	<p>Self-evaluation and quality assurance will be strategically planned throughout the school session and documented within a new school policy.</p> <p>Clear and coherent processes will be co-created with staff to ensure that self-evaluation and quality assurance activity</p>	<p>Write School Policy summarising our strategic approach to undertaking self-evaluation and quality assurance processes. <small>[MR, Term 1-4]</small></p> <p>Review QA Calendars (whole school, and faculty level) to ensure relevance to school improvement plan and carefully chosen measures.</p>	<p>Implementation of new policy.</p> <p>QA calendars agreed/in place.</p> <p>Termly focus on chosen quality indicator results in a written self-evaluation commentary with clearly identified evidence.</p>	<p>Led by DHTs MR / KD</p> <p>ELT Teachers Working Group</p>	<p>Termly review of progress at staff meetings.</p> <p>Standing item at fortnightly 2-18 SLT meetings.</p>	

	is embedded within the work of the school.	<p>[MR, Term 1-4]</p> <p>Undertake whole school self-evaluation/quality assurance of a key quality indicator each term. All staff to be involved in this process. [SLT, Term 1-4]</p> <p>Provide CLPL on the language of Self-Evaluation and writing evidence-based statements. [MR/KD/DL, Term 2/3]</p>	Staff agree they are more confident is using evaluative language and writing evidence-based statements.			
<p>Staff will have a clear sense of purpose and feel that they are able to take lead and influence appropriately delegated elements of practice within our school.</p> <p>Our school community will understand who has delegated responsibility for areas of identified practice and lines of accountability will be clearly identified.</p>	Leadership opportunities will be clearly delegated in line with the principals of distributed leadership.	<p>Review SLT Remits noting areas of 2-18 responsibility. [DL, Term 1-4]</p> <p>Review ELT Remits noting whole school responsibilities. [DL/SLT, Term 1-4]</p> <p>Share information with school community detailing leadership opportunities being undertaken by wider staff team. [MR/KD, Term 1-4]</p>	Remit documents agreed and shared with full school community.	Led by HT	Termly Review	
<p>School staff have a deeper and more impactful understanding of the social, cultural and economic context of the school.</p> <p>School staff will be able to give clear examples of how they use data to identify and reduce inequalities in children and young people's outcomes.</p>	<p>Appropriate data is shared throughout school community to ensure a deeper understanding of our school's demographic and context.</p> <p>School staff are empowered to use data effectively to influence planning and intervention.</p>	<p>Provide school wide access to GIRFEC school dashboard. [DL, Term 1]</p> <p>Develop school-based Power BI tool to replace Excel GIRFEC dashboard. [DL, Term 1]</p> <p>Provide appropriate access to Power BI tools developed by PKC central team. [DL/MR/KD, Term 1-4]</p> <p>Align faculty data (including with primary, where</p>	<p>Most staff will agree that they have accessed the school GIRFEC dashboard and that this has supported their planning to meet the needs of children and young people.</p> <p>Key data will be identified and shared consistently as part of our approach to tracking and monitoring the progress of young people.</p>	Led by HT SLT ELT Teachers	Termly Review	

		appropriate) to better inform attainment reviews. [DL, Term 1-4]				
Pace of improvement will increase across all aspects of work within our school. Meeting minutes will clearly demonstrate that identified actions are taken forward in a timeous and effective manner.	Meeting time prioritises strategic work resulting in greater impact from time colleagues spend together.	Strategic work and self-evaluation prioritised over operational matters during meeting time. [DL, Term 1] Increased number of 2-18 SLT meetings focussed on school improvement (focussed on evidencing self-evaluation/QA). [DL, Term 1]	Most staff will agree that most meeting time is spent focussing on strategic school matters.	Led by SLT HT/DHTs ELT Teachers	Termly Review	
All stakeholders will have confidence the named policies are positively impacting on the social and learning environment within our school.	Gather evidence that recent policy development is supporting improvement.	Measure impact of revised Relationships Policy. [SM/DH, Term 1] Measure impact of revised Anti-Bullying Policy. [SM/DH, Term 1] Measure impact of Teaching and Learning Policy. [MR/KD, Term 1]	Gather a range of data from CYP/Parents/Staff and triangulate view on impact to date.	Led by DHTs	Termly Review	
Children and young people will report an increased sense of ownership and belonging in relation to their school. They will state that they feel listened to, and that their voice influences decision making within the school.	Pupil voice has increased impact upon decision making within the classroom and school wide.	Classroom teachers to provide opportunities to gather and consider pupil voice as an integral part of curriculum/lesson planning. [MR/KD, Term 1-4] Leaders to ensure there are regular opportunities to gather pupil voice and that it is used to inform school/faculty wide evaluations. [MR/KD, Term 1-4]	Summary of pupil voice recorded in self-evaluation folders. Evidence of pupil voice influencing course and lesson planning.	Led by DHTs SM / DH ELT	Termly Review	

Our school community will have a clear understanding of our identified school improvement priorities and the actions that are being taken.	Parents and carers will have an improved understanding of our school improvement Improved reporting to families and school community.	Provide weekly updates on QIP activity in the Pulse. <small>[SLT, Term 1]</small> Create family friendly school improvement plan (including SMART targets). <small>[SLT, Term 1]</small>	Gather a range of data from parents and carers and demonstrate an increasing trend across the session in relation to understanding of improvement priorities.	Led by HT	Termly Review	