

# **The Community School of Auchterarder – Quality Improvement Plan 2025–2026 (Family Version)**

We want every child and young person to feel safe, supported, and challenged in their learning. This year, we are focusing on three main priorities.

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## **Key Improvement Priority 1:**

The quality of learning, teaching, and assessment experienced by children and young people will improve.

**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’.

- What we’re doing:**

- Making sure lessons have clear goals and success criteria so children know what they are learning and how to succeed.
- Helping teachers use better questioning and feedback to make learning more engaging and effective.
- Improving communication with families through Learning Journals and Satchel One so parents know what their child is learning and how to help.

- Why this matters:**

Children learn best when they understand what they’re aiming for and get helpful feedback. Parents play a key role in supporting this at home.

- What success looks like:**

- More children say they enjoy learning and feel challenged.
- Parents feel informed and confident about their child’s progress.
- Homework and communication tools are clear and useful.

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## **Key Improvement Priority 2:**

The physical and social environment experienced by children and young people will improve.

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

**Overall Aim:** Young people will report an increased sense of safety and inclusion within school.

- **What we're doing:**

- Training staff in trauma-informed practice and autism awareness to better support all learners.
- Making classrooms more inclusive and welcoming using the CIRCLE framework.
- Reducing disruption from mobile phones to keep learning focused.
- Setting up a parent support group for families of children with additional needs.

- **Why this matters:**

A safe, supportive environment helps every child feel valued and ready to learn.

- **What success looks like:**

- Children and parents feel safer and more supported in school.
- Staff are confident in meeting diverse needs.
- Classrooms are calm, organised, and focused on learning.

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## **Key Improvement Priority 3**

Self-evaluation and quality assurance processes will ensure consistent policy implementation across our 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.

- **What we're doing:**

- Making sure school policies are applied consistently across all classes.
- Gathering pupil and parent feedback regularly to shape improvements.
- Sharing clear updates with families about what we're working on and why.

- **Why this matters:**

When everyone understands our goals and progress, we can work together to make the school the best it can be.

- **What success looks like:**

- Parents feel connected to the school's improvement journey.
- Staff have clear processes for quality assurance.
- Pupil voice influences decisions in school.

### **How Parents Can Help**

- Engage with Learning Journals and Satchel One to stay informed.
- Share your views in surveys and at parent meetings.
- Support homework routines and encourage positive conversations about learning.