



Education

Establishment Improvement Plan 2025 - 2026

Strachur Primary and Pre 5 Unit

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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. 	1.1 Self-evaluation for self-improvement 1.2 Leadership for 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/ securing children's progress 3.3 Increasing creativity and employability/ Developing creativity and skills for life and learning	Leadership <ul style="list-style-type: none"> • Leadership and management of staff and resources • Staff skills, knowledge, values and deployment • Leadership of continuous improvement Children thrive and develop in quality spaces <ul style="list-style-type: none"> • Children experience high quality spaces Children play and learn <ul style="list-style-type: none"> • Play and learning • Curriculum • Learning, teaching and assessment 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 	<ul style="list-style-type: none"> • Best start for learners • Ambitious learners • Nurtured learners • Connected learners • Lifelong learners

Strategic Priorities 3 Year Cycle

2025 – 2026:	2026 – 2027:	2027 – 2028:
Continue to raise attainment in Literacy and Numeracy Improve attendance cross school.	Improve Attainment and Achievement RRS gold award achieved	Improve Attainment and Achievement



Continue to improve Health & Wellbeing of learners across school and Pre-5 Continue to progress towards RRS Gold journey OCTNE accreditation journey	Improve Health & Wellbeing of learners across school and Pre-5 OCTNE Silver accreditation	Improve Health & Wellbeing of learners across school and Pre-5 OCTNE Gold accreditation
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Strategic Improvement Planning for Establishment: Overview of Links to Key Policies

Session: 2025-2026

National Improvement Framework Key Outcomes

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- Effective use of digital technology to enhance learning, teaching, and equity.

Collaboration and Consultation

Who?	When?	How?
Pupils	Ongoing	Assemblies, surveys, questionnaires, Pupil council
Staff	Termly	Curriculum Bulletins, self-evaluation, meetings
Families	Termly	Questionnaires, Parent council, attendance at learning

National Improvement Framework Priorities	HGIOS 4	Early Learning and Childcare Quality Indicators	Argyll and Bute Education Key Objectives
<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. 	1.1 Self-evaluation for self-improvement 1.2 Leadership for 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/Securing children's progress 3.3 Increasing creativity and employability/Developing creativity and skills for life and learning	Leadership <ul style="list-style-type: none"> • Leadership and management of staff and resources • Staff skills, knowledge, values and deployment • Leadership of continuous improvement Children thrive and develop in quality spaces <ul style="list-style-type: none"> • Children experience high quality spaces Children play and learn <ul style="list-style-type: none"> • Play and learning • Curriculum • Learning, teaching and assessment 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 	<ul style="list-style-type: none"> • Best start for learners • Ambitious learners • Nurtured learners • Connected learners • Lifelong learners
Priorities	Proposed Outcome and Impact	Measures	Linked to PEF (Y/N)

<p>Priority 1 <u>Improving Attainment and Attendance</u></p> <ul style="list-style-type: none"> Q.I. Approach to Writing Written Presentation Skills Numeracy Interventions 	<p>Principal Teacher will complete training at Cohort 8 of Argyll & Bute training for QI Writing</p> <p>Impact: Improved attainment in Writing across school.</p> <p>Expectations for presentation of written work will be developed and regularly shared with learners. Learners' written work will be regularly moderated to ensure improvement and next steps to progress.</p> <p>Impact: Improved written presentation across whole school.</p> <p>Impact: Presentation of written work will be shared, understood and improved upon for 95% of learners.</p> <p>Numeracy interventions (Catch-up Numeracy, 5 Min box, Power of 2) will be timetabled for identified learners alongside ongoing assessments to identify gaps in learning and plan for next steps.</p>	<ul style="list-style-type: none"> Classes will work with clear stretch aim for overall pupil progress and at least 2 specific teaching aims relating to measureable tools for writing skills. Pupils will be able to discuss their progress, next steps and run charts. Before and after measurements of pupil engagement will demonstrate an increase in enjoyment of writing. All classes will engage with development of checklist to improve presentation skills across whole school. All classes will participate in monthly jotter moderation – self, peer. All classes will participate in termly jotter moderation by SLT. Completion of Catch-Up numeracy training by Principal Teacher Learners identified via XBRA Data as not on track will receive weekly support for Numeracy Principal Teacher and class teachers will regularly track and monitor progress of identified learners 	<p>No</p> <p>No</p> <p>Yes</p>
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<ul style="list-style-type: none"> Support for Learning Paperwork 	<p>Impact: By June 2026 school ACEL Data for Numeracy will have improved by 5% to 83% in line with authority stretch aim for 2025/26</p> <p>Strategy Sheets detailing learning support for identified individuals will be developed and shared with parents.</p> <p>Impact: 100% of parents of those learners targeted for Numeracy interventions, will be aware of the support offered to their child and discuss Strategy Sheet put in place to record support.</p> <p>Parental Learning workshops will be offered across session to support learning at home.</p> <p>Impact: Whole school XBRA Data for June 2026 for Numeracy will increase by a minimum of 2% and be in line with Stretch Aim of 85%.</p>	<p>using assess, adapt, abandon approach for interventions.</p> <ul style="list-style-type: none"> Class teacher and Principal teacher will develop Strategy Sheet detailing distinct support offered to identified learners not meeting XBRA level expected for stage within Numeracy organiser. 100% of parents (P1 – P7) will be invited to Learning workshops to highlight teaching and learning within class/stage. Entry and Exit data will demonstrate at least 95% of attendees report improved knowledge and understanding of taught literacy and numeracy strategies. 100% of parents of identified learners receiving Numeracy support will be invited to support session. Parental feedback will report raised awareness of how they can support learners with numeracy at home. By 31st January 2026 a revised school Attendance Policy will be shared with stakeholders. By 30th June 2026 100% of parents of those children with attendance data falling below 94.5% will have been invited to Attendance Support session within Nurture space. Surveys collected in September 2025 and June 2026, alongside minutes of SPPG meetings, pupil feedback 	<p>No</p> <p>Yes</p> <p>Yes</p>
<ul style="list-style-type: none"> Attendance <p>Monitor weekly attendance reports to ensure children are attending school in line with local authority targets or above.</p>	<p>School will have a clear, shared routine for supporting improved attendance with supports in place for children and families.</p> <p>Impact: By 31st May 2026 school attendance data will demonstrate an increase to 94.5% from a baseline (31st May 2025) of 91.26%</p>		

<p><u>Priority 2</u> <u>Improving Health & Wellbeing</u></p> <ul style="list-style-type: none"> Our Children, Their Nurturing Education (OCTNE) 	<p>A range of data will be collected to support Health and Wellbeing of all learners.</p> <p>Impact: School will have range of data to support Health & Wellbeing of learners and their families. Attendance data will improve by 3.25% from 91.25 as at June 2025 to 94.50 as of June 2026.</p>	<p>during assemblies and parent conversations will demonstrate a raised awareness in knowledge and understanding of impact of poor attendance on learning and health & wellbeing.</p> <ul style="list-style-type: none"> By October 2025 100% of learners will have a Boxall Profile, Wellbeing Web and GMWP. Baseline assessments (above) and Attendance Data will be used to timetable Nurture support sessions across Primary. Weekly nurture sessions will be introduced to Pre-5 to raise awareness of OCTNE journey and support achievement of Priorities 1), 3) and 5) across setting. Baseline assessments will be gathered in September 2025 from all children, parents and staff to ascertain priorities for supporting young people's health and wellbeing – eg Sleep Routines, Social Media, Bereavement etc. This feedback will inform series of information workshops for learners and parents delivered in nurture space. We will measure success via reduction in referrals to SLT for dysregulated behaviour, reduction in PERS100, Class Teacher feedback and Head Teacher tracking & monitoring termly meetings. 	<p>Yes</p>
<p><u>Priority 3</u> <u>Parental Engagement and Pupil Empowerment</u></p> <ul style="list-style-type: none"> Improving Outdoor Spaces for Primary & Pre-5 Learners 	<p>Outdoor areas across school and Pre-5 will be enhanced to incorporate a range of materials, activities and opportunities for active play and learning.</p> <p>Impact: By June 2026 outdoor spaces across Strachur Primary and Pre-5 will have at least one improvement as verbally reported by learners, Parent Council and Pupil Council.</p>	<ul style="list-style-type: none"> Parent Council will engage with community to fundraise for playground re-design and equipment. 	<p>No</p>

<ul style="list-style-type: none"> Parental Literacy, Numeracy and Health & Wellbeing Focus workshops 	<p>A clear calendar of Parental Engagement offers for all classes (inc Pre-5) across the academic year will be shared via Aug – Oct Newsletter.</p> <p>Impact: By June 2026 100% of parents will have been invited to participate in Literacy, Numeracy and Health & Wellbeing workshops.</p>	<ul style="list-style-type: none"> Parent Council will apply for community grants to support fundraising efforts for new playground equipment. Parent Council will work alongside Pupil Council to arrange a diet of fundraising activities. Feedback gathered at termly events (The Big Question) via exit interviews will demonstrate enhanced understanding of Health & Wellbeing supports, Outdoor Learning and importance of Parental Engagement for learners wellbeing. <p>The following offers will be made to all parents by June 2026:</p> <ul style="list-style-type: none"> 1 x Literacy workshop 1 x Numeracy workshop 1 x Health & Wellbeing workshop 1 x Parents Afternoon/Evening 3 x Celebrations of Learning (Christmas Show, Sports Day, End of Year Celebration) 3 x Curriculum Flyers 1 x end of Year Report <p>Via a series of Home Learning tasks we will be able to evidence improved Parental Engagement and understanding for skills and pupil empowerment. At termly workshops parents will feedback enhanced ability to support home learning tasks.</p> <p>School will provide regular communications via Seesaw, Facebook and Twitter.</p>	<p>Yes</p> <p>Yes</p>
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<ul style="list-style-type: none">Pupil Empowerment	opportunity to lead within school empowering confident individuals, effective contributors, successful learners and responsible citizens. Impact: Improved engagement and participation.	<ul style="list-style-type: none">By May 2026 80% of pupils feel that their voice is heard and that their decisions have an impact on their school life demonstrated by a pupil survey.	No
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Note: This section of the Improvement Plan can be made available to all relevant stakeholders to provide an overview of the session’s priorities.