



Education

## Establishment Improvement Plan 2025 - 2026

**Parklands School**

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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"> <li>• Placing the human rights and needs of every child and young person at the centre of education.</li> <li>• Improvement in children and young people's health and wellbeing.</li> <li>• Closing the attainment gap between the most and least disadvantaged children and young people</li> <li>• Improvement in skills and sustained, positive school-leaver destinations for all young people.</li> <li>• Improvement in achievement, particularly in literacy and numeracy.</li> </ul>	<p>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</p>	<p><b>Leadership</b></p> <ul style="list-style-type: none"> <li>• Leadership and management of staff and resources</li> <li>• Staff skills, knowledge, values and deployment</li> <li>• Leadership of continuous improvement</li> </ul> <p><b>Children thrive and develop in quality spaces</b></p> <ul style="list-style-type: none"> <li>• Children experience high quality spaces</li> </ul> <p><b>Children play and learn</b></p> <ul style="list-style-type: none"> <li>• Play and learning</li> <li>• Curriculum</li> <li>• Learning, teaching and assessment</li> </ul> <p><b>Children are supported to achieve</b></p> <ul style="list-style-type: none"> <li>• Nurturing care and support</li> <li>• Wellbeing inclusion and equality</li> <li>• Children's progress</li> <li>• Safeguarding and child protection</li> </ul>	<ul style="list-style-type: none"> <li>• Best start for learners</li> <li>• Ambitious learners</li> <li>• Nurtured learners</li> <li>• Connected learners</li> <li>• Lifelong learners</li> </ul>

Strategic Priorities 3 Year Cycle		
2025 – 2026:	2026 – 2027:	2027 – 2028:
<ul style="list-style-type: none"> <li>Review curriculum rationale to ensure curriculum is fit for purpose to address the needs of our pupils.</li> <li>Review and refresh IDL 3 yearly programme in line with curriculum rationale refresh.</li> <li>Authority Vision, Values and Aims</li> <li>Embed SCERTS approach to develop communication and improve regulation</li> </ul>	<ul style="list-style-type: none"> <li>Refresh approaches to planning of learning, teaching and assessment to ensure effective approaches are employed by all staff to meet the needs of our pupils.</li> <li>Develop and embed nurturing approaches across the whole school by completing nurturing schools programme</li> <li>Focus on improvement of emotional health and wellbeing of pupils and staff to build resilience.</li> <li>Develop approaches to family engagement and learning, to improve parental engagement and support.</li> <li>Embed use of <i>Our Children, Their Future – Thriving Together</i> to ensure the best possible outcomes for all pupils.</li> </ul>	<ul style="list-style-type: none"> <li>Develop stronger partnership approaches across the school and curriculum alongside increased opportunities for partnership working to develop skills for life and work.</li> <li>Improve skills for employability/positive destinations by refreshing approaches to DYW programme.</li> <li>Embed children's rights throughout the school, through refresh of daily practice in a rights based approach, in doing so apply for Rights Respecting Schools Gold Award.</li> </ul>

## Strategic Improvement Planning for Establishment: Overview of Links to Key Policies

Session: 2025-2026

### National Improvement Framework Key Outcomes

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- 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.

### Collaboration and Consultation

Who?	When?	How?
staff	monthly	Meetings/discussions
pupils	termly	pupil voice
Parent/partners	Term 1, 3 & 4	Focus group/questionnaire

### National Improvement Framework Priorities

### HGIOS 4

### Early Learning and Childcare Quality Indicators

### Argyll and Bute Education Key Objectives

- 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**
  - Leadership and management of staff and resources
  - Staff skills, knowledge, values and deployment
  - Leadership of continuous improvement
- Children thrive and develop in quality spaces**
  - Children experience high quality spaces
- Children play and learn**
  - Play and learning
  - Curriculum
  - Learning, teaching and assessment
- Children are supported to achieve**
  - Nurturing care and support
  - Wellbeing inclusion and equality
  - Children's progress
  - Safeguarding and child protection

### Priorities

### Proposed Outcome and Impact

### Measures

### Linked to PEF (Y/N)

<p>Refreshing our Curriculum Rationale</p> <p>Improve learning, teaching and assessment (focus on SCERTS implementation within Parklands school)</p>	<ul style="list-style-type: none"> <li>• All stakeholders know and understand our curriculum and the method of delivery</li> <li>• The curriculum is fit for purpose and meets the needs of our pupils to develop skills for life, learning and work.</li> </ul> <ul style="list-style-type: none"> <li>• Improvement in engagement for all learners.</li> <li>• Reduction in recorded dysregulation in all learners.</li> <li>• Development in practitioner skills in emotional co-regulation.</li> <li>• Strengthen partnership working by recognising the role other professionals and families play within SCERTS in Parklands School</li> </ul>	<ul style="list-style-type: none"> <li>• All stakeholders will be aware of the key messages of our curriculum rationale by June 2026 through a variety of events. Eg newsletter, displays, assemblies.</li> <li>• The engagement of most pupils will be observed to increase by at least one level of the Continuum of Engagement by May 2026</li> <li>• Staff are observed to deliver more creative approaches in planning and learning and teaching as observed by May 26</li> </ul> <ul style="list-style-type: none"> <li>• SCERTS assessments carried out pre and post participation in therapeutic interventions will demonstrate progress of at least one point in one domain across social communication and emotional regulation for most pupils by May 2026</li> <li>• SCERTS assessments carried out over three identified points in the year will demonstrate progress of at least one point in one domain across social communication and emotional regulation for most pupils by May 2026</li> <li>• Parent survey pre and post intervention will identify increased knowledge and</li> </ul>	<p>Yes</p> <p>Yes</p>
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<p><b>Develop approaches to IDL</b></p>	<ul style="list-style-type: none"> <li>Increased confidence for all staff in delivery of SCERTS approach.</li> </ul>	<p>confidence of the SCERTS approach by April 2026</p> <ul style="list-style-type: none"> <li>Qualitative survey data collected from teachers and partners will report improved confidence and skill in supporting pupils' social communication and emotional regulation between September 2025 and June 2026</li> <li>Pre and post questionnaires will identify increased confidence in SCERTS approach for all staff.</li> </ul>	
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Argyll and Bute authority Vision, Values and Aims	<ul style="list-style-type: none"><li>• All stakeholders will be aware of the 5 priority areas within Thriving together.</li></ul>	<ul style="list-style-type: none"><li>• All stakeholders will have participated in at least one event in regards to Authority Vision, Values and Aims.</li></ul>	
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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.**

## Operational Improvement Planning (Action Plan) for Establishment:

Session: 2025-2026

Strategic Priority 1:	Title: Refreshing our Curriculum Rationale
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### National Improvement Framework Key Outcomes

- A globally respected and accountable education system that empowers learners with the skills and knowledge to succeed.
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- 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 Framework Priorities	HGIOS 4	Early Learning and Childcare Quality Indicators	Argyll and Bute Education Key Objectives
<ul style="list-style-type: none"> <li>• Placing the human rights and needs of every child and young person at the centre of education.</li> <li>• Improvement in children and young people's health and wellbeing.</li> <li>• Closing the attainment gap between the most and least disadvantaged children and young people</li> <li>• Improvement in skills and sustained, positive school-leaver destinations for all young people.</li> <li>• Improvement in achievement, particularly in literacy and numeracy.</li> </ul>	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	<p><b>Leadership</b></p> <ul style="list-style-type: none"> <li>• Leadership and management of staff and resources</li> <li>• Staff skills, knowledge, values and deployment</li> <li>• Leadership of continuous improvement</li> </ul> <p><b>Children thrive and develop in quality spaces</b></p> <ul style="list-style-type: none"> <li>• Children experience high quality spaces</li> </ul> <p><b>Children play and learn</b></p> <ul style="list-style-type: none"> <li>• Play and learning</li> <li>• Curriculum</li> <li>• Learning, teaching and assessment</li> </ul> <p><b>Children are supported to achieve</b></p> <ul style="list-style-type: none"> <li>• Nurturing care and support</li> <li>• Wellbeing inclusion and equality</li> <li>• Children's progress</li> <li>• Safeguarding and child protection</li> </ul>	<ul style="list-style-type: none"> <li>• Best start for learners</li> <li>• Ambitious learners</li> <li>• Nurtured learners</li> <li>• <b>Connected learners</b></li> <li>• Lifelong learners</li> </ul>
Key Actions (How)		Lead Person   Timescale	Success Criteria to facilitate evaluation of learners' progress

<p>Access the Northern Alliance toolkit on curriculum rationale. 6 sessions to be covered with staff, pupils and parents.</p> <p><b>1. Moral purpose of education within an ASN school. What is your why?</b></p> <p>Discussion with teaching staff, pre-reading to aid discussion</p> <p>Questionnaire to parents with key statements, to be distributed at parents night-Sept</p> <p><b>2. Vision, values and aims</b></p> <p>Reflect refreshed vision, values and aims within previous discussion, with teaching staff.</p> <p>Present discussion points to support staff through meetings, focus groups and staffroom display.</p> <p>Ongoing discussion with pupils in regards to what they see as the purpose of school.</p> <p><b>3. What is curriculum? What is curriculum rationale</b></p> <p>Discussion with teaching staff, in regards to curriculum, reflect recent research and discussion points from parents and support staff.</p>	HT	<p>Term 1 (work to be focussed in term 1 to allow for impact on IDL approaches.)</p>	<p>All staff will participate in a range of activities to reflect views on curriculum rationale.</p> <p>All stakeholders will be surveyed to ascertain their views on purpose of education within Parklands.</p> <p>All stakeholders will be offered a range of events to access refreshed curriculum rationale.</p> <p>Staff demonstrate a clear understanding through interactions and daily practice the purpose of Parklands curriculum.</p> <p>All pupils will be involved in a variety of activities relevant to their age and stage, to ascertain their thoughts on curriculum and the purpose of school.</p>
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<p>Teaching staff provide appropriate activities for pupils to allow all pupils to feed into focus group re key skills of school. Pupil focus group to look at key skills they feel would be of benefit.</p> <p>Questionnaire to partners to ascertain the key purpose/skills of a curriculum within Parklands school</p> <p><b>4. Our curriculum rationale</b></p> <p>Finalise our curriculum rationale. Devise parent and pupil friendly format to display curriculum rationale. Disseminate curriculum rationale to parents, pupils and staff through displays, assemblies, and newsletter, in addition to the foyer display for partners.</p>			<p>All partners will be involved in curriculum rationale refresh which will result in a common understanding and priorities to improve the outcomes for our pupils.</p>
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## Operational Improvement Planning (Action Plan) for Establishment:

Session: 2025-2026

Strategic Priority 2:	Title: Improve Learning, teaching and assessment (focus on SCERTS implementation within Parklands school)
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### National Improvement Framework Key Outcomes

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- 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 Framework Priorities	HGIOS 4 and Early Learning and Childcare Indicators	Early Learning and Childcare Quality Indicators	Argyll and Bute Education Key Objectives
<ul style="list-style-type: none"> <li>• Placing the human rights and needs of every child and young person at the centre of education.</li> <li>• Improvement in children and young people's health and wellbeing.</li> <li>• Closing the attainment gap between the most and least disadvantaged children and young people</li> <li>• Improvement in skills and sustained, positive school-leaver destinations for all young people.</li> <li>• Improvement in achievement, particularly in literacy and numeracy.</li> </ul>	<p>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  <b>2.2 Curriculum</b>  <b>2.3 Learning, teaching and assessment</b>  <b>2.4 Personalised support</b>      2.5 Family learning      2.6 Transitions  <b>2.7 Partnership</b>      3.1 Ensuring wellbeing, equality and inclusion  <b>3.2 Raising attainment and achievement/Securing children's progress</b>      3.3 Increasing creativity and employability/      Developing creativity and skills for life and learning</p>	<p><b>Leadership</b></p> <ul style="list-style-type: none"> <li>• Leadership and management of staff and resources</li> <li>• Staff skills, knowledge, values and deployment</li> <li>• Leadership of continuous improvement</li> </ul> <p><b>Children thrive and develop in quality spaces</b></p> <ul style="list-style-type: none"> <li>• Children experience high quality spaces</li> </ul> <p><b>Children play and learn</b></p> <ul style="list-style-type: none"> <li>• Play and learning</li> <li>• Curriculum</li> <li>• Learning, teaching and assessment</li> </ul> <p><b>Children are supported to achieve</b></p> <ul style="list-style-type: none"> <li>• Nurturing care and support</li> <li>• Wellbeing inclusion and equality</li> <li>• Children's progress</li> </ul> <p>Safeguarding and child protection</p>	<p>• Best start for learners  <b>• Ambitious learners</b>  <b>• Nurtured learners</b>  <b>• Connected learners</b>  <b>• Lifelong learners</b></p>

Key Actions (How)	Lead Person	Timescale	Success Criteria to facilitate evaluation of learners' progress
1. Embed the SCERTS framework across Parklands School community	DHT	By June 2026	<p>100% of pupils in Parklands School will have a SCERTS plan with four appropriate targets for Social Communication and Emotional Regulation.</p> <p>All teachers will participate in moderation of created SCERTS plans by February 2026.</p>
2. Further develop the skills of teaching and support staff in planning for and supporting Social Communication and Emotional Regulation	DHT	By May 2026	<p>100% of support staff will engage in training focused on transactional supports.</p> <p>All classes will have created a Class Charter detailing the roles and responsibilities of all staff.</p> <p>All teachers will have an identified SCERTS partner for collegiate working and support.</p>
<p>3. Develop a partnership working approach to SCERTS implementation by including our allied health professionals and families</p> <ul style="list-style-type: none"> <li>• Deliver a parent information session</li> <li>• Produce a Padlet in collaboration with Educational Psychology outlining information and support for professionals and families</li> </ul>	DHT	By April 2026	<p>Parent survey pre and post intervention will identify increased knowledge and confidence of the SCERTS approach.</p> <p>Qualitative survey data collected from teachers and partners will report improved confidence and</p>

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| <ul style="list-style-type: none"><li>• Produce an agreed plan for allied health professionals role in SCERTS implementation</li></ul> |  |  | <p>skill in supporting pupils' social communication.<br/>All learners will be observed to show improved regulation and social communication by at least one point on SCERTS assessment scale in more than one domain by June 26.</p> |
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## Operational Improvement Planning (Action Plan) for Establishment:

Session: 2025-2026

Strategic Priority 3:	Develop approaches to Interdisciplinary Learning (IDL)		
National Improvement Framework Key Outcomes	<ul style="list-style-type: none"> <li>A globally respected and accountable education system that empowers learners with the skills and knowledge to succeed.</li> <li>Strong partnerships between schools, early years settings, families, and wider services to support young people.</li> <li>An inclusive and relevant curriculum that equips learners for society and a sustainable future.</li> <li>High achievement for all, with targeted action to close the poverty-related attainment gap.</li> <li>Skilled teachers and leaders delivering excellent learning, especially for those with additional support needs.</li> <li>Positive relationships, improved attendance, and a culture of dignity, respect, and engagement.</li> <li>Effective use of digital technology to enhance learning, teaching, and equity.</li> </ul>		
National Improvement Framework Priorities	HGIOS 4	Early Learning and Childcare Quality Indicators	Argyll and Bute Education Key Objectives
<ul style="list-style-type: none"> <li>Placing the human rights and needs of every child and young person at the centre of education.</li> <li>Improvement in children and young people's health and wellbeing.</li> <li>Closing the attainment gap between the most and least disadvantaged children and young people</li> <li>Improvement in skills and sustained, positive school-leaver destinations for all young people.</li> <li>Improvement in achievement, particularly in literacy and numeracy.</li> </ul>	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	<p><b>Leadership</b></p> <ul style="list-style-type: none"> <li>Leadership and management of staff and resources</li> <li>Staff skills, knowledge, values and deployment</li> <li>Leadership of continuous improvement</li> </ul> <p><b>Children thrive and develop in quality spaces</b></p> <ul style="list-style-type: none"> <li>Children experience high quality spaces</li> </ul> <p><b>Children play and learn</b></p> <ul style="list-style-type: none"> <li>Play and learning</li> <li>Curriculum</li> <li>Learning, teaching and assessment</li> </ul> <p><b>Children are supported to achieve</b></p> <ul style="list-style-type: none"> <li>Nurturing care and support</li> <li>Wellbeing inclusion and equality</li> <li>Children's progress</li> <li>Safeguarding and child protection</li> </ul>	<ul style="list-style-type: none"> <li>Best start for learners</li> <li>Ambitious learners</li> <li>Nurtured learners</li> <li>Connected learners</li> <li>Lifelong learners</li> </ul>
Key Actions (How)	Lead Person	Timescale	Success Criteria to facilitate evaluation of learners' progress
Develop interdisciplinary learning opportunities that reflect learners' interests, needs, and real-life contexts.	All teaching staff	Nov 2025	Increased learner engagement and participation in personalised

<p>Review recent publications and policies eg CIC, NCNN IDL work and discuss what constitutes high quality IDL.</p> <p>Review approaches used by other ASN schools for project based learning and pathways. ( Equals schools)</p> <p>Strengthen pupil voice and participation in curriculum planning through accessible communication methods. Pupil focus groups to ascertain high interest themes.</p> <p>Survey families in regards to key skills and interests themes that are priorities.</p> <p>Upskill staff in using Milestones and differentiated assessment strategies, review and refresh long term and medium term planning to improve learning and teaching.</p> <p>Reflect refreshed curriculum rationale as well as outdoor learning approaches and its impact to be reflected in IDL guidance.</p> <p>Pilot of refreshed planning format alongside new IDL approach.</p>	<p>Jan 2026</p> <p>Feb 2026</p> <p>Mar 2026</p> <p>April –June 2026</p>	<p>learning activities evidenced through engagement scale. Tracking across planning reflects increased engagement for most pupils, by 1 level of engagement scale.</p> <p>Improved attainment and achievement as evidenced through milestones tracking (school tracker). Most pupils will be evidenced to improve in 10 areas by at least 1 level.</p> <p>Positive feedback from learners, families and staff on curriculum relevance through ongoing focus groups and questionnaires. In questionnaires 75% report positive feedback.</p> <p>Enhanced staff confidence through observations and consistency in planning and assessment in IDL, as evidenced through pre and post questionnaires.</p>
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## Operational Improvement Planning (Action Plan) for Establishment:

Session: 2025-2026

### Strategic Priority 4: Title: *Education Vision and Strategy – Our Children, Their Future – Thriving Together*

#### National Improvement Framework Key Outcomes

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- 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 Framework Priorities	HGIOS 4	Early Learning and Childcare Quality Indicators	Argyll and Bute Education Key Objectives
<ul style="list-style-type: none"> <li>• Placing the human rights and needs of every child and young person at the centre of education.</li> <li>• Improvement in children and young people's health and wellbeing.</li> <li>• Closing the attainment gap between the most and least disadvantaged children and young people</li> <li>• Improvement in skills and sustained, positive school-leaver destinations for all young people.</li> <li>• Improvement in achievement, particularly in literacy and numeracy.</li> </ul>	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	<p><b>Leadership</b></p> <ul style="list-style-type: none"> <li>• Leadership and management of staff and resources</li> <li>• Staff skills, knowledge, values and deployment</li> <li>• Leadership of continuous improvement</li> </ul> <p><b>Children thrive and develop in quality spaces</b></p> <ul style="list-style-type: none"> <li>• Children experience high quality spaces</li> </ul> <p><b>Children play and learn</b></p> <ul style="list-style-type: none"> <li>• Play and learning</li> <li>• Curriculum</li> <li>• Learning, teaching and assessment</li> </ul> <p><b>Children are supported to achieve</b></p> <ul style="list-style-type: none"> <li>• Nurturing care and support</li> <li>• Wellbeing inclusion and equality</li> <li>• Children's progress</li> </ul> <p>Safeguarding and child protection</p>	<ul style="list-style-type: none"> <li>• Best start for learners</li> <li>• Ambitious learners</li> <li>• Nurtured learners</li> <li>• Connected learners</li> <li>• Lifelong learners</li> </ul>
Key Actions (How)	Lead Person	Timescale	Success Criteria to facilitate evaluation of learners' progress

<p><b>1. <u>Phase 1 – Share refreshed OCTF with staff, pupils, families, partners</u></b></p> <p>a. Use resources available to share refreshed OCTF across assemblies, staff meetings, communications, social media, school events, etc.:</p> <ul style="list-style-type: none"> <li>• Interactive OCTF pdf</li> <li>• HoS overview video</li> <li>• OCTF launch video</li> <li>• OCTF animation</li> <li>• Thinglink</li> <li>• Council social media clips</li> </ul> <p>b. Populate digital OCTF sharing site</p> <ul style="list-style-type: none"> <li>• Upload photo of example of use of</li> </ul> <p><b>2. <u>Phase 2 – Develop use of refreshed OCTF across school</u></b></p> <p>a. Continued use of resources available to share refreshed OCTF across assemblies, staff meetings, communications, social media, school/establishment events, etc.:</p> <ul style="list-style-type: none"> <li>• Interactive OCTF pdf</li> <li>• HoS overview videos</li> <li>• OCTF launch video</li> <li>• OCTF animation</li> <li>• Thinglink</li> <li>• Digital sharing site</li> </ul>	HT	April 2025-June 2026 By October 2025	All (100%) schools/establishments will report at Q1 visit 1 (2025) at least one way the refreshed OCTF has been shared with staff, pupils and families  Most (75%-90%) of schools/establishments will have at least one upload on the digital sharing site
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<ul style="list-style-type: none"> <li>• Council social media clips</li> </ul> <p>b. Development of use of OCTF in school/establishment context</p> <p>School/establishment to develop use of OCTF within their Context and across school/establishment community (staff, pupils, families, wider partners)</p> <p>Possible ideas:</p> <ul style="list-style-type: none"> <li>• Linking to school VVA</li> <li>• Pupil posters/characters/school display</li> <li>• Photo boards linking to 5 key priority areas</li> <li>• Focus weeks on 5 key priority areas</li> <li>• School events linked to key priority areas</li> <li>• School communications with links to key priority areas</li> <li>• OCTF key priority areas identified in meeting minutes (pupil council, staff meetings, etc)</li> <li>• Parent Council engagement with refreshed OCTF linking to their work/meetings</li> <li>• Floor books capturing life of the school in context of OCTF 5 key priority</li> </ul>		By June 2026	<p>Most (75%-90%) of schools/establishments will have 2 or more uploads on the digital sharing site illustrating OCTF in context.</p> <p>All (100%) of Ems will report observing OCTF in context across all school visits.</p> <p>All (100%) of ESOs will report observing OCTF in context across all ELC visits.</p>
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## Operational Improvement Planning (Action Plan) for Establishment:

Session: 2025-2026

Strategic Priority ELC:	Title:	National Standard	
National Improvement Framework Priorities	HGIOS 4	Early Learning and Childcare Quality Indicators	Argyll and Bute Education Key Objectives
<ul style="list-style-type: none"> <li>Placing the human rights and needs of every child and young person at the centre of education.</li> <li>Improvement in children and young people's health and wellbeing.</li> <li>Closing the attainment gap between the most and least disadvantaged children and young people</li> <li>Improvement in skills and sustained, positive school-leaver destinations for all young people.</li> <li>Improvement in achievement, particularly in literacy and numeracy.</li> </ul>	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	<p><b>Leadership</b></p> <ul style="list-style-type: none"> <li>Leadership and management of staff and resources</li> <li>Staff skills, knowledge, values and deployment</li> <li>Leadership of continuous improvement</li> </ul> <p><b>Children thrive and develop in quality spaces</b></p> <ul style="list-style-type: none"> <li>Children experience high quality spaces</li> </ul> <p><b>Children play and learn</b></p> <ul style="list-style-type: none"> <li>Play and learning</li> <li>Curriculum</li> <li>Learning, teaching and assessment</li> </ul> <p><b>Children are supported to achieve</b></p> <ul style="list-style-type: none"> <li>Nurturing care and support</li> <li>Wellbeing inclusion and equality</li> <li>Children's progress</li> </ul> <p>Safeguarding and child protection</p>	<ul style="list-style-type: none"> <li>Best start for learners</li> <li>Ambitious learners</li> <li>Nurtured learners</li> <li>Connected learners</li> <li>Lifelong learners</li> </ul>
Key Actions (How)	Lead Person	Timescale	Success Criteria to facilitate evaluation of learners' progress

## Operational Improvement Planning (Action Plan) for Establishment:

Session: 2025-2026

Strategic Priority GME:	Title:		
<b>National Improvement Framework Key Outcomes</b> <ul style="list-style-type: none"> <li>A globally respected and accountable education system that empowers learners with the skills and knowledge to succeed.</li> <li>Strong partnerships between schools, early years settings, families, and wider services to support young people.</li> <li>An inclusive and relevant curriculum that equips learners for society and a sustainable future.</li> <li>High achievement for all, with targeted action to close the poverty-related attainment gap.</li> <li>Skilled teachers and leaders delivering excellent learning, especially for those with additional support needs.</li> <li>Positive relationships, improved attendance, and a culture of dignity, respect, and engagement.</li> <li>Effective use of digital technology to enhance learning, teaching, and equity.</li> </ul>			<b>Argyll and Bute Gaelic Language Plan Targets</b> <ul style="list-style-type: none"> <li>GLP 1 Promoting a positive image of Gaelic</li> <li>GLP 2 Increasing the learning of Gaelic</li> <li>GLP 3 Increasing the use of Gaelic</li> </ul>
<b>National Improvement Framework Priorities</b> <ul style="list-style-type: none"> <li>Placing the human rights and needs of every child and young person at the centre of education.</li> <li>Improvement in children and young people's health and wellbeing.</li> <li>Closing the attainment gap between the most and least disadvantaged children and young people</li> <li>Improvement in skills and sustained, positive school-leaver destinations for all young people.</li> <li>Improvement in achievement, particularly in literacy and numeracy.</li> </ul>		<b>HGIOS 4</b> <ul style="list-style-type: none"> <li>1.1 Self-evaluation for self-improvement</li> <li>1.2 Leadership for learning</li> <li>1.3 Leadership of change</li> <li>1.4 Leadership and management of staff</li> <li>1.5 Management of resources to promote equity</li> <li>2.1 Safeguarding and child protection</li> <li>2.2 Curriculum</li> <li>2.3 Learning, teaching and assessment</li> <li>2.4 Personalised support</li> <li>2.5 Family learning</li> <li>2.6 Transitions</li> <li>2.7 Partnership</li> <li>3.1 Ensuring wellbeing, equality and inclusion</li> <li>3.2 Raising attainment and achievement/Securing children's progress</li> <li>3.3 Increasing creativity and employability/ Developing creativity and skills for life and learning</li> </ul>	<b>Early Learning and Childcare Quality Indicators</b> <ul style="list-style-type: none"> <li><b>Leadership</b> <ul style="list-style-type: none"> <li>Leadership and management of staff and resources</li> <li>Staff skills, knowledge, values and deployment</li> <li>Leadership of continuous improvement</li> </ul> </li> <li><b>Children thrive and develop in quality spaces</b> <ul style="list-style-type: none"> <li>Children experience high quality spaces</li> </ul> </li> <li><b>Children play and learn</b> <ul style="list-style-type: none"> <li>Play and learning</li> <li>Curriculum</li> <li>Learning, teaching and assessment</li> </ul> </li> <li><b>Children are supported to achieve</b> <ul style="list-style-type: none"> <li>Nurturing care and support</li> <li>Wellbeing inclusion and equality</li> <li>Children's progress</li> <li>Safeguarding and child protection</li> </ul> </li> </ul>
<b>Key Actions (How)</b>		<b>Lead Person</b>	<b>Timescale</b>

## Operational Improvement Planning (Action Plan) for Establishment:

Session:

Developing in Faith (Denominational Schools only)		Title: <b>Developing in Faith Themes</b>	
<b>National Improvement Framework Key Outcomes</b> <ul style="list-style-type: none"> <li>• A globally respected and accountable education system that empowers learners with the skills and knowledge to succeed.</li> <li>• Strong partnerships between schools, early years settings, families, and wider services to support young people.</li> <li>• An inclusive and relevant curriculum that equips learners for society and a sustainable future.</li> <li>• High achievement for all, with targeted action to close the poverty-related attainment gap.</li> <li>• Skilled teachers and leaders delivering excellent learning, especially for those with additional support needs.</li> <li>• Positive relationships, improved attendance, and a culture of dignity, respect, and engagement.</li> <li>• Effective use of digital technology to enhance learning, teaching, and equity.</li> </ul>		<b>Developing in Faith Themes</b> <ul style="list-style-type: none"> <li>DiF 1 Honouring Jesus Christ as the way, the truth and the life</li> <li>DiF 2 Developing as a community of faith and learning</li> <li>DiF 3 Promoting gospel values</li> <li>DiF 4 Celebrating and worshipping</li> <li>DiF 5 Serving the common good</li> </ul>	
National Improvement Framework Priorities	HGIOS 4	Early Learning and Childcare Quality Indicators	Argyll and Bute Education Key Objectives
<ul style="list-style-type: none"> <li>• Placing the human rights and needs of every child and young person at the centre of education.</li> <li>• Improvement in children and young people's health and wellbeing.</li> <li>• Closing the attainment gap between the most and least disadvantaged children and young people</li> <li>• Improvement in skills and sustained, positive school-leaver destinations for all young people.</li> <li>• Improvement in achievement, particularly in literacy and numeracy.</li> </ul>	<ul style="list-style-type: none"> <li>1.1 Self-evaluation for self-improvement</li> <li>1.2 Leadership for learning</li> <li>1.3 Leadership of change</li> <li>1.4 Leadership and management of staff</li> <li>1.5 Management of resources to promote equity</li> <li>2.1 Safeguarding and child protection</li> <li>2.2 Curriculum</li> <li>2.3 Learning, teaching and assessment</li> <li>2.4 Personalised support</li> <li>2.5 Family learning</li> <li>2.6 Transitions</li> <li>2.7 Partnership</li> <li>3.1 Ensuring wellbeing, equality and inclusion</li> <li>3.2 Raising attainment and achievement/Securing children's progress</li> <li>3.3 Increasing creativity and employability/Developing creativity and skills for life and learning</li> </ul>	<p><b>Leadership</b></p> <ul style="list-style-type: none"> <li>• Leadership and management of staff and resources</li> <li>• Staff skills, knowledge, values and deployment</li> <li>• Leadership of continuous improvement</li> </ul> <p><b>Children thrive and develop in quality spaces</b></p> <ul style="list-style-type: none"> <li>• Children experience high quality spaces</li> </ul> <p><b>Children play and learn</b></p> <ul style="list-style-type: none"> <li>• Play and learning</li> <li>• Curriculum</li> <li>• Learning, teaching and assessment</li> </ul> <p><b>Children are supported to achieve</b></p> <ul style="list-style-type: none"> <li>• Nurturing care and support</li> <li>• Wellbeing inclusion and equality</li> <li>• Children's progress</li> <li>• Safeguarding and child protection</li> </ul>	<ul style="list-style-type: none"> <li>• Best start for learners</li> <li>• Ambitious learners</li> <li>• Nurtured learners</li> <li>• Connected learners</li> <li>• Lifelong learners</li> </ul>
Key Actions (How)	Lead Person	Timescale	Success Criteria to facilitate evaluation of learners' progress

## Establishment Maintenance Improvement Planning – Optional

Session:

### 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 Framework Priorities	HGIOS 4	Early Learning and Childcare Quality Indicators	Argyll and Bute Education Key Objectives
<ul style="list-style-type: none"> <li>• Placing the human rights and needs of every child and young person at the centre of education.</li> <li>• Improvement in children and young people's health and wellbeing.</li> <li>• Closing the attainment gap between the most and least disadvantaged children and young people</li> <li>• Improvement in skills and sustained, positive school-leaver destinations for all young people.</li> <li>• Improvement in achievement, particularly in literacy and numeracy.</li> </ul>	<ul style="list-style-type: none"> <li>1.1 Self-evaluation for self-improvement</li> <li>1.2 Leadership for learning</li> <li>1.3 Leadership of change</li> <li>1.4 Leadership and management of staff</li> <li>1.5 Management of resources to promote equity</li> <li>2.1 Safeguarding and child protection</li> <li>2.2 Curriculum</li> <li>2.3 Learning, teaching and assessment</li> <li>2.4 Personalised support</li> <li>2.5 Family learning</li> <li>2.6 Transitions</li> <li>2.7 Partnership</li> <li>3.1 Ensuring wellbeing, equality and inclusion</li> <li>3.2 Raising attainment and achievement/Securing children's progress</li> <li>3.3 Increasing creativity and employability/Developing creativity and skills for life and learning</li> </ul>	<p><b>Leadership</b></p> <ul style="list-style-type: none"> <li>• Leadership and management of staff and resources</li> <li>• Staff skills, knowledge, values and deployment</li> <li>• Leadership of continuous improvement</li> </ul> <p><b>Children thrive and develop in quality spaces</b></p> <ul style="list-style-type: none"> <li>• Children experience high quality spaces</li> </ul> <p><b>Children play and learn</b></p> <ul style="list-style-type: none"> <li>• Play and learning</li> <li>• Curriculum</li> <li>• Learning, teaching and assessment</li> </ul> <p><b>Children are supported to achieve</b></p> <ul style="list-style-type: none"> <li>• Nurturing care and support</li> <li>• Wellbeing inclusion and equality</li> <li>• Children's progress</li> <li>• Safeguarding and child protection</li> </ul>	<ul style="list-style-type: none"> <li>• Best start for learners</li> <li>• Ambitious learners</li> <li>• Nurtured learners</li> <li>• Connected learners</li> <li>• Lifelong learners</li> </ul>

### Key Actions (from previous plans):

#### OUTDOOR LEARNING

- Continue to implement outdoor learning approaches across the school.
- Look to embed outdoor learning through planning both long and medium term.
- Continue to refresh and purchase resources as required.
- Look to develop leadership opportunities for a variety of staff.

- Implement Bikeability in term 4 for identified cohort.
- Continue to extend community partnerships/links.
- Record informal observations to monitor outdoor learning engagement, through use of learning story books.