



Education

Establishment Improvement Plan

2026 - 2027

Parklands School



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Our Children Their Future – Thriving Together
Key Priority Areas

BEST START FOR LEARNERS	AMBITIOUS LEARNERS	NURTURED LEARNERS	CONNECTED LEARNERS	LIFELONG LEARNERS
Every learner has inspiring learning environments that build curiosity, confidence and the love of learning.	Every learner is supported and challenged to aim for their best.	Every learner has the opportunity to thrive in a safe, happy and supportive space.	Every learner is active in their local and global community.	Every learner benefits from opportunities to seek knowledge, value challenge, welcome change and keep learning throughout life.



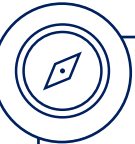
Education Service Plan Priorities



Improving the quality and consistency of curriculum design, learning, teaching and assessment to secure strong literacy, numeracy and equitable outcomes for all learners.



Strengthening inclusive practice, early intervention and targeted support to reduce the poverty-related attainment gap and improve wellbeing, attendance and engagement



Enhancing learner pathways, achievement opportunities and partnerships to support skills development and sustained positive destinations.



Building collaborative leadership and evidence-informed practice to ensure effective self-evaluation, accountability and continuous improvement.

Overview of Establishment 3 Year Cycle of Improvement Plan Priorities

Session: 2026-27

National Improvement Priorities	HGIOS 4	Early Learning and Childcare Quality Indicators	Argyll and Bute Education Key Priorities
- Placing the human rights and needs of every child and young person at the centre of education. - Improvement in children and young people's health and wellbeing. - Closing the attainment gap between the most and least disadvantaged children and young people - Improvement in skills and sustained, positive school-leaver destinations for all young people. - Improvement in 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	- Best start for learners - Ambitious learners - Nurtured learners - Connected learners - Lifelong learners

Strategic Priorities 3 Year Cycle

2026 – 2027:	2027 – 2028:	2028 – 2029:
- Strengthen pupil voice and participation to ensure that learners are actively involved in shaping their learning, experiences and wider school community. Connected learners - Strengthen family engagement and partnership to maximise parental involvement in learning and improve outcomes for children and young people. Nurtured Learners	- Develop stronger partnership approaches across the school and curriculum alongside increased opportunities for partnership working to develop skills for life and work. Lifelong learners - Improve skills for employability/positive destinations by refreshing approaches to DYW programme. Ambitious learners	- Refresh approaches to assessment to ensure best possible outcomes for all pupils Ambitious learners - Develop and embed nurturing approaches across the whole school by completing nurturing school's programme Nurtured Learners - Focus on improvement of emotional health and wellbeing of pupils and staff to build resilience. Best Start for all learners



3. Enhance the coherence and impact of interdisciplinary/project-based learning to provide meaningful, engaging and progressive learning experiences, that take account of differentiation and challenge to improve learning outcomes for all. Ambitious Learners 4. Ensure a consistent, whole-school approach to <i>Our Children, Their Future – Thriving Together</i> to promote equity, wellbeing and the best possible outcomes for every pupil Best Start for learners	3. Focus on improvement of emotional health and wellbeing of pupils and staff through a rights based approach Nurtured Learners	
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Strategic Improvement Planning for Establishment: Overview of Links to Key Policies

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.

Session:

Collaboration and Consultation

Who?	When?	How?
staff	Sept 26, Nov 26 Jan 27, Mar 27	Focus group Dialogue Post it note activities Surveys
pupils	Ongoing Monthly pupil council meet(Sept -May)	Group/class Pupil voice activities Pupil council
Parents and partners	ongoing	Questionnaires Questions at CPM meets Parent night surveys Question poll through seemis/seesaw

National Improvement Framework Priorities	HGIOS 4	Early Learning and Childcare Quality Indicators	Argyll and Bute Education Key Objectives
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Priorities	Proposed Outcome and Impact	Measures	Linked to PEF (Y/N)
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Strengthen pupil voice and participation to ensure that learners are actively involved in shaping their learning, experiences and wider school community.	All staff will have a shared understanding of pupil voice, this will facilitate increased opportunities and reporting of pupil voice participation, with almost all pupils (over 90%) participating in 2 pupil voice events relevant to their stage of development by June 27. Pupil voice is gathered and recognised throughout the school year through the production of a pupil voice calendar, which is implemented to ensure that pupil voice is appropriate and progressive for all pupils, this will be reflected within teachers planning to demonstrate an increase in ongoing opportunities. Staff will be responsive to individual pupil voice to inform next steps for learners. Pupils will have influenced their learning or school experience through sharing their views, opinions, choices and preferences supported by their preferred communication method. Teachers planning will be amended to reflect increased opportunities and how pupil voice has informed next steps.	Pre and post questionnaires demonstrate an improved understanding of pupil voice for the majority of staff, staff recognise that pupil voice looks different for individual pupils by June 27. Pre and post audit of pupil voice activities indicates that 80% of pupils have participated in at least 2 activities by June 27. All teaching staff will record pupil voice activities in their plans as appropriate, 80% of pupils will be reported to access these by term 3 & 4. This will be evidenced through plans and pupil assessment folders in the form of photo, statement, observations and video by June 27	YES
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Strengthen family engagement and partnership to maximise parental involvement in learning and improve outcomes for children and young people.	Majority (50-75%) of parents report an increased knowledge of their child's learning, at parents' night and CPM meetings. All pupils have at least one out of school achievement, with most (75-90%) having two achievements reported by parents by Mar 27. Activities are provided which enhance families' wellbeing and supports of ASN, that positively impact pupil wellbeing Pupils benefit from improved wellbeing through family engagement with activities to support family's wellbeing and supports of ASN	Majority of parents report consistently that they are aware of pupil targets and how to support appropriately and access support. Increased seesaw engagement recorded across the year, with a noted 20 % increase in responses by Mar 27. Increased participation in events recorded through attendance with a 10 % increase noted across 3 identified events by Apr 27.	YES
Continue to review and develop our approaches to IDL/project learning with a focus on personalisation and differentiation to ensure	Most (75-90%) of pupils will be observed to increase engagement by one level of engagement ranking whilst participating in IDL activities, by May 27	Pre and post engagement level observations using the Continuum of engagement (Milestones). Teacher evaluations will show an increase in engagement for most pupils in IDL.	YES



relevance and appropriate challenge for learners.		Most pupils will be observed to achieve identified skills through delivery of IDL, these will be recorded through learning journals and teacher evaluations.	
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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:
Strategic Priority 1: Learning, Teaching and Assessment	Title: PUPIL VOICE: Review and develop approaches towards pupil voice throughout the school.		
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	- Best start for learners - Ambitious learners - Nurtured learners - Connected learners - Lifelong learners
What key actions will you implement in order to achieve this priority?	How are you going to measure the progress and impact of your key actions? <i>(ensure focus on outcomes for learners)</i>	Lead Person	Timescale
Audit current practice /approaches towards pupil voice.	Audit completed across all classes and stakeholders by December 2026. Baseline established outlining current pupil	C Wilson PT	Sept 26



Introduce staff to Visible voices resources and presentation. Discuss with teaching and support staff what is understood by pupil voice and how that looks in Parklands. Agree on shared understanding of pupil voice. Padlet activity to establish thoughts on definition and understanding of pupil voice. Teaching staff to establish a draft calendar, prompted from audit and next steps. Establish a calendar of pupil voice events that incorporate the following • Primary/secondary/senior phase • AAC	voice opportunities, strengths and areas for development Confidence questionnaire to be given to staff prior to introduction of visible voices resources, to be used as baseline for post questionnaire in June 27. Teacher plans will be reviewed to ensure that pupil voice can be monitored, across the session for most pupils. This should record participation and skills development. A shared understanding of pupil voice will provide a clear criteria for recording and reporting in plans.	C Wilson PT G Gilmour HT D Healy PT	Sept 26 Nov 26 Nov 26
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• Developmental levels • SCERTS Review teacher planning and incorporate an aspect to allow for the planning of pupil voice. Provide a variety of planned CLPL that reflects and enhances communication in response to audit. Develop an overview of training for the year with a combination of planned and free to access resources. Review communication CLPL from a variety of sources e.g. NCNN, Call Scotland, Inclusion and wellbeing team, Ed psych, in-house Establish communication protocol/communication profile to ensure communication preference is taken into account during pupil voice e.g. eye gaze, gesture, facial expression etc. Produce a parent leaflet to be distributed regarding pupil voice, alongside website info. Produce a visual that demonstrates how	All teaching staff are recorded to participate in at least 2 CLPL sessions relating to either communication or pupil voice that will have a positive impact on pupil's learning. Post questionnaire of teaching staff show an increase in confidence of 80% of teaching staff. Revised teacher plans now identify individualised key skills in communication recorded through curricular tracker and		
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we facilitate pupil voice at all stages throughout the year to be shared with all stakeholders.

Review learning, teaching and assessment policy to reflect pupil voice. Principles, definition and implementation of pupil voice and how it is supported in school to be included in Learning, teaching & Assessment policy.

SCERTS targets that show a progression for most pupils

At least 80 % of parents are aware of and recognise how their child communicates their pupil voice in school as polled by questionnaire through Seemis.

Operational Improvement Planning (Action Plan) for Establishment:

Session:

Strategic Priority 2:

- Title: PARENTAL ENAGEMENT/FAMILY LEARNING: Develop approaches to family engagement and learning, to improve parental engagement and support.

National Improvement Framework Priorities

HGIOS 4 and Early Learning and Childcare Indicators

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

- Best start for learners
- Ambitious learners
- Nurtured learners
- Connected learners
- Lifelong learners



What key actions will you implement in order to achieve this priority?	How are you going to measure the progress and impact of your key actions? <i>(ensure focus on outcomes for learners)</i>	Lead Person	Timescale
Record Seesaw information (posts and responses from parents) at identified points throughout the year to inform progress. Baseline parent response from Seesaw in term 1, 3 & 4. Survey parents at parents' night in regard to the following - Any barriers to attending events? - Best way to access events, online, free access, in person - Best times to access parental events - What topics would you prioritise to attend. Review parental responses to plan a programme of parental events in response to survey and discussion with parent council. Review and discuss with parent council the following processes we use to inform parents of pupils learning. - Parents night - Childs planning meeting - Seesaw - Achievements Parent council will be offered an opportunity to discuss what it means for parents to support their children in their learning.	Increased seesaw engagement recorded across the year, with a noted 20 % increase in responses by Mar 27, baseline Aug 26.	G Gilmour HT N McLauchlan DHT G Gilmour HT	Aug/Sept 26 Feb 27 May 27 Sept 26 Aug/Sept 26

Draft and implement a parental engagement calendar in response to survey and discussion with parent council. Possible parental events • Wee Blether -Spectrum coffee • Transition events • Access/update to website for parental info • Achievement postcards/involvement • Parent council events • Cafes • School events • Learning and teaching events • Use of Seesaw • Parent network event (with other health professionals) Look to produce a parent charter that sets out expectations from a school point of view and a parent's point of view.	Increased participation in events recorded through attendance with a 10 % increase noted across 3 identified events by Apr 27. At least 80% of parents are aware of their child's identified targets as polled in a questionnaire. Parents report more skill and confidence in giving their responses in regards to their pupils learning.	N McLauchlan DHT G Gilmour HT	Sept 26 Oct 26 Review Apr 27
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Operational Improvement Planning (Action Plan) for Establishment:			Session:
Strategic Priority 3:	Title: IDL: Continue to review and develop our approaches to IDL/project based learning.		
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	- Best start for learners - Ambitious learners - Nurtured learners - Connected learners - Lifelong learners
What key actions will you implement in order to achieve this priority?	How are you going to measure the progress and impact of your key actions? (<i>ensure focus on outcomes for learners</i>)	Lead Person	Timescale
Teaching staff will review principles agreed previously regarding IDL/project based learning in the light of CIC updates and technical framework.	Most (75-90%) of pupils will be observed to increase engagement by one level of engagement ranking whilst participating in IDL activities, by May 27, (baseline Sept 26) Pre and post engagement level observations through engagement scale.	G Gilmour G Gilmour/N McLachlan	Sept 26 Sept/Oct 26

Observations of engagement in classes during IDL, term 1 and 3 using the engagement scale. Teaching staff will use responses from staff and parents to review current IDL/ projects in 3 yearly cycle. Teaching staff will review and refresh approaches to planning learning, teaching and assessment in IDL through considering the following aspects • Questioning • Differentiation • Learning Intentions and Success Criteria • Rationale behind chosen IDL/project • UNCRC • OCTF • School, vision, values and aims. • Assessment measures. • New technical framework (Know, Do Understand) Teachers will have clear identified rationale in plans to personalise learning to increase skills development through IDL/project-based learning	Teacher evaluations will show an increase in engagement of one level (engagement scale) for most (75-90%) pupils in area of IDL from term 1 to term 3. All teachers will demonstrate effective questioning and differentiation that will support development of skills and knowledge associated with IDL, as evidenced through QA observations	N McLachlan	Nov 26
		G Gilmour	Nov 26
		G Gilmour/N McLachlan	Dec 26

Teaching staff will look to develop a timeline to incorporate the principles identified such as: • Pupil led learning • Responsive/situational learning • Timescales • Whole school projects • Personalised learning Policy will be written in draft to reflect the following: • Clear definition of project-based learning/IDL • Principles of IDL/project based learning • Meeting pupil needs • Timelines/overview • breadth • Possible themes/projects • Digital technologies • Outdoor learning • Planning and evaluations of learning • Progression • Any updates from CIC. • HGIOS 4- QI 2.2, 2.3 Policy to be shared with all staff, parents and stakeholders as appropriate.	Majority of teaching and support staff will report increased confidence in delivering rich engaging, personalised learning through IDL/project-based learning. QA observations and interactions with SLT will identify and record effective practice in IDL/project based learning. Pre and post questionnaires for staff to show increase in confidence.	G Gilmour	Dec/Jan 27
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Pupil friendly version to be produced.	All pupils will have key skills tracked through delivery of IDL, through curricular and SCERTS tracker there will be an increase in identified skills by at least one ranking.		
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Operational Improvement Planning (Action Plan) for Establishment:

Session:

Strategic Priority ELC:	Title:		
National Improvement Framework Priorities	HGIOS 4	Early Learning and Childcare Quality Indicators	Argyll and Bute Education Key Objectives
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What key actions will you implement in order to achieve this priority?	How are you going to measure the progress and impact of your key actions? <i>(ensure focus on outcomes for learners)</i>		Lead Person

Operational Improvement Planning (Action Plan) for Establishment:			Session:
Strategic Priority GME:	Title:		
Argyll and Bute Gaelic Language Plan Targets GLP 1 Promoting a positive image of Gaelic GLP 2 Increasing the learning of Gaelic GLP 3 Increasing the use of Gaelic			
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	- Best start for learners - Ambitious learners - Nurtured learners - Connected learners - Lifelong learners
What key actions will you implement in order to achieve this priority?	How are you going to measure the progress and impact of your key actions? <i>(ensure focus on outcomes for learners)</i>	Lead Person	Timescale



Operational Improvement Planning (Action Plan) for Establishment:

Session:

Developing in Faith (Denominational Schools only)

Title:

Developing in Faith Themes

- DiF 1 Honouring Jesus Christ as the way, the truth and the life
 DiF 2 Developing as a community of faith and learning
 DiF 3 Promoting gospel values
 DiF 4 Celebrating and worshipping
 DiF 5 Serving the common good

National Improvement Framework Priorities	HGIOS 4	Early Learning and Childcare Quality Indicators	Argyll and Bute Education Key Objectives
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What key actions will you implement in order to achieve this priority?	How are you going to measure the progress and impact of your key actions? <i>(ensure focus on outcomes for learners)</i>	Lead Person	Timescale

Establishment Maintenance Improvement Planning – Optional			Session:
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	- Best start for learners - Ambitious learners - Nurtured learners - Connected learners - Lifelong learners

**Key Actions (from previous plans):****Embed use of *Our Children, Their Future – Thriving Together* to ensure the best possible outcomes for all pupils.**

- Review and develop our achievement programme to reflect OCTF. Identify key skills and activities to be completed and recognised as an achievement that also reflect the key priority areas.
- All pupils will be tracked in regard to achievement, showing achievements in 3 of the identified areas for almost all pupils (90%) by June 27.

Continue to embed SCERTS into learning, teaching & assessment

- Include SCERTS in refreshed Learning, Teaching and Assessment policy to ensure consistent approaches.
- On going planning should reflect agreed involvement of partners
- SCERTS trios to continue to provide consistent peer support
- Focus CLPL sessions on Symbol Use to continue to build staff competence and confidence in teaching and supporting Social Communication



Pupil Equity Funding | Planning and Reporting

School Name: Parklands school



Pupil Equity Funding must be used to deliver activities, approaches or resources which are clearly additional to universal local improvement plans.

Identify:

- Who is the target group? Consider the six family priority types (lone parent, minority ethnic, families with disabled adult or child, young mothers (under 25), families with child under one, larger families (3+ children). What is the gap? SIMD data? FSME? Community context?
- Think about your equalities groups that may be disproportionately affected by deprivation.
- What data did you use to identify this? ACEL achievement, SNSA data, Standardised assessment information, School tracking information, Wellbeing app
- **To be included:**
 - School locality (rural, urban, remote rural, etc.) <https://www.gov.scot/binaries/content/documents/govscot/publications/transparency-data/2017/05/rural-schools/documents/rural-schools-list-2017-xlsx/rural-schools-list-2017-xlsx/govscot%3Adocument/Rural%2Bschools%2Blist%2BMay%2B2017.xlsx>
 - % FSME
 - % SIMD 1/2 and other bands as appropriate
 - % ASN - is there a link with those affected by poverty?
- How have you consulted with and involved parents/carers and pupils in the process?

All of our families are financially impacted by having a child with a learning disability, especially of severe/complex nature. Many families have given up working to care for their child or taken less hours or a lesser job. The cost of looking after a child with ASN is also much higher, specialist equipment including personal care items, specific food items, cost of continual laundry.

In addition, our families also suffer from poverty of experience, many activities are not accessible to pupils with disabilities, or they have travel to access ones specifically designed. In addition, many of our families find it difficult to go on outings due to transport difficulties and dependent on how their child will cope with that change. Some of the activities that are specifically designed for those with ASN can be costly or have extensive wait lists.

All parents were surveyed via a questionnaire, with a 16% return. Parents also had a chance to discuss any other issues at parents' night as well as their child's planning meeting. A similar theme keeps coming through in regard to access to other activities out with school e.g. after school clubs, playscheme, youth groups. Parent council were also asked their opinion once a plan had been proposed.

A sample of pupils were also surveyed through pupil voice activities, with the majority of pupils looking for aspects to be continued such as after school clubs, prom and other activities like the pantomime.



Pupil Equity Funding is therefore applied in both targeted and universal ways to benefit the maximum number of our learners, all of whom are at a disadvantage. Our priority group would be those who are in SIMD 1-3 with additional characteristics such as large families, single parent families. Parklands school also has a number of families who have more than one child with ASN, which will impact on the family, we have also taken this into account. The school will retain a copy of the groups of pupils identified to access the variety of interventions/supports provided through PEF funding.

SCHOOL PROFILE

44 pupils on school roll

100% pupils have identified ASN, all pupils have a UCP, 2 pupils have a CSP.

All pupils have been eligible for FSM since August 2023.

23% of pupils come from a service family.

SIMD DATA:

Quintile 1-3 43.19%



Pupil Equity Funding | Planning and Reporting

What are you planning to do with your PEF Allocation?

- Proposals to address identified issues within Literacy, Numeracy and/or Health and Wellbeing
- Aim and expected impact of proposals
- Plans to work in partnership with other schools/local partners/providers, if applicable
- Link to Our Children, Their Future
- Link to HGIOS 4 Quality indicators / NIF

How will progress be measured (what, when and how)?

- How will you know your interventions are having an impact/improving outcomes?
- Proposals for measuring impact (including specific reference to targeting young people most affected by poverty)
- Data, new and existing, which will be required
- Plans for how data will be collected and reported

Please note all schools will be sent a form to complete detailing mid-year impact of PEF for submission on 19th February 2027

Gap Identified	Outcome(s)	Measure(s)	Key Actions/Activities
Detail gap that has been identified through data scrutiny. Identify your target groups and individuals – see guidance questions above.		This is the impact for pupils. Who, what change, by how much, by when	The actions planned to improve attainment in the areas identified for the target group(s) experiencing disadvantage due to poverty. Detail key/lead staff for actions/activities.
HEALTH & WELLBEING Pupils identified as being in SIMD 1-4, who would benefit from outdoor time and space in a structured approach. FOREST SCHOOL SESSIONS	FOREST SCHOOL SESSIONS Identified group through teacher observation/assessment of pupils to access Forrest schools' sessions on an ongoing basis to improve mental wellbeing.	FOREST SCHOOL SESSIONS Identified pupils through teacher assessment and observation, will be observed to improve on regulation scores within SCERTS targets by one point, as assessed by June 2027.	FOREST SCHOOL SESSIONS In house staff member to work with teacher to identify those pupils who would benefit from additional experience provided by Forest school sessions.



Lack of access to a variety of different activities appropriate to pupil's additional support trends.	Improvement in self-regulation observed. Decrease in dysregulated behaviour.	All identified pupils will be observed to have a reduction in recorded incidents.	Teacher and forests school leader to baseline engagement at start and end of sessions. Teacher to reflect on SCERTS assessments any increase in area of regulation.
RDA Pupils identified from SIMD 1-4, who can benefit from hippotherapy and are able to access it safely. Lack of access to activities appropriate to pupil's additional support needs.	RDA Identified group of pupils to access RDA sessions on a weekly basis to improve health and wellbeing. Pupils identified in conjunction with class staff and physio. Improvements in individual assessments.	RDA Improved health and wellbeing observed by staff, volunteers, physio and parents/carers. Leuven scale engagement increase noted by Observations from RDA and school staff. Assessments from physio in regard to balance, co-ordination and strength show signs of improvement. Pupil feedback that is facilitated is positive.	RDA ASN staff to support weekly session provided by RDA.
SOUNDBATH Pupils identified from SIMD 1-4, who would benefit from alternative strategies for sensory approaches within the school building. Lack of access to activities appropriate to pupil's additional support needs.	SOUNDBATH Identified pupils will benefit from an alternative therapy to improve emotional regulation. . Pupils will develop new strategies for regulation.	SOUNDBATH Targeted pupils will be observed to show signs of enjoyment. Pupils will have improved by 1 point in emotional regulation domain on SCERTS tracker. Targeted pupils will have a reduction in recorded incidents.	SOUNDBATH Regular sessions supported by staff and sound bath facilitator throughout the session.
COMMUNICATION All pupils with identified ASN and communication difficulties. SINGING HANDS EVENT	COMMUNICATION SINGING HANDS EVENT Increased signing of staff across whole school.	COMMUNICATION SINGING HANDS EVENT Whole school will access signed sessions presented by Singing Hands, in planning with teachers, focus on identified signs.	COMMUNICATION SINGING HANDS EVENT Teaching staff will discuss and identify topics /themes to be focus of sessions. Observations pre and post in regard to signing identified



Lack of access to social activities and events, especially those with communication focus.	Increased signing observed from pupils.	Pre and post observations show increase in signing, 50 % of pupils will have increased signing by 3 words.	words. Follow up sessions in class after initial one day event by signing hands.
ACHIEVEMENT BARBER SESSIONS Pupils identified as in SIMD 1-4, who cannot access haircuts safely. Parent report difficulties in accessing haircuts due to sensory difficulties within children. ACHIEVEMENT PROGRAMME. All pupils identified as having an ASN Lack of supported achievement opportunities out with school for families to access.	ACHIEVEMENT BARBER SESSIONS Increased access to haircuts. Pupils show less distress/dysregulation at home as reported by parents during personal care. ACHIEVEMENT PROGRAMME. To benefit from the positive aspect of physical activity and improvement wellbeing.	ACHIEVEMENT BARBER SESSIONS Pupils will be observed to reduce in distress during sessions. Most pupils will be observed to tolerate a haircut by May 27. ACHIEVEMENT PROGRAMME. Achievement programme will be tracked across those pupils as appropriate. Most pupils being tracked to make at least 1 achievement over three terms.	ACHIEVEMENT BARBER SESSIONS 1 staff member trained as barber to support individual sessions. Families to support after school. Families surveyed for feedback. ACHIEVEMENT PROGRAMME. Registration of D of E or similar. Implementation of programmes appropriate.
FAMILY ENAGAGEMENT At CPM and parents' night 100% of parents report a lack of resources to support families who have ASN pupils. PARENT EVENTS/ WORKSHOP	FAMILY ENAGAGEMENT PARENT EVENTS/ WORKSHOP To facilitate parent networking and supporting parents to chat, alongside increasing engagement.	FAMILY ENAGAGEMENT PARENT EVENTS/ WORKSHOP Parent /family engagement will be monitored across 3 events across the session, to observe increased attendance/participation.	FAMILY ENAGAGEMENT PARENT EVENTS/ WORKSHOP Variety of planned parent events to include Wee Blether at spectrum Coffee, as well as a larger parent event to offer supports from a variety of agencies in addition to childcare to allow access.



Lack of opportunities for parents to network in regard to ASN difficulties. Barriers to parental engagement due to commitments of caring for a child with ASN.		80 % of parents will report improved feelings of support through questionnaire n Apr 27.	
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Pupil Equity Funding | Planning and Reporting

Staff Spend Details

* Note: - Please see information from HR regarding PEF posts

Name	Post	Start Date	Proposed End Date	Cumulative Time in Post

Highlight the Intervention for Equity addressed by your PEF interventions/projects

<https://education.gov.scot/improvement/self-evaluation/Interventions%20for%20Equity>

Early intervention and prevention	☐	Social and Emotional Wellbeing	☒	Promoting Healthy Lifestyles	☒	Targeted approaches to Literacy and Numeracy	☐	Promoting a High Quality Learning Experience	☒	Differentiated Support	☐
Employability and Skills Development	☐	Engaging Beyond the School	☒	Partnership Working	☒	Professional Learning and Leadership	☐	Research and Evaluation to Monitor Impact	☐	Using Evidence and Data	☐

Spend Details	Carry Forward 2025 - 2026	PEF Allocation 2026 - 2027
Staffing Cover for ASN to be released to deliver Forrest school sessions £1500 Supported Study	£ 1302	£ 8640
	Projected Final spend (End of Session) Identify any significant changes in expenditure.	



Registration for achievement programme(D of E), and resources £1000 Resources Communication resources £500 Purchased/Commissioned Services Haircut sensory awareness sessions (12 x £60) £720 Singing Hands delivery of school sessions for whole school. £1500 RDA 34 sessions for 3 pupils @ £15 £1530 Sound bath sessions for pupils. 20 sessions @£39.60 £792 Other Parent event/network -Spectrum Coffee (8 sessions @ £50) £400 Parent event/ workshop Resources, refreshments, activities. £2000	£ 9942
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