

Strategic Improvement Planning for Establishment: Overview of Links to Key Policies			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.	Collaboration and Consultation		
	Who?	When?	How?
	Staff	Aug 25, Sept 25, Nov 25, Feb 26, May 26	QA Observation, feedback, Self Eval. activities, Surveys
	Learners	Aug 25, Sept 25, Nov 25, Mar 26	Wellbeing webs, Curr. Focus Group, QA Learner Conversations
	Parents	Sept 25, Nov 25, Feb 26	Curr. Focus Group Surveys, Parent Council
National Improvement Framework Priorities	HGIOS 4	Early Learning and Childcare Quality Indicators	Argyll and Bute Education Key Objectives

KILCREGGAN PRIMARY SCHOOL AND ELCC IMPROVEMENT PRIORITIES 2025-26

- 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
Priorities	Proposed Outcome and Impact	Measures	Linked to PEF (Y/N)
1. To embed nurture principles and approaches throughout the school and ELCC through engaging with the OCTNE programme.	Target group of learners will report they feel they are being listened to and their needs are being met, leading to a reduction of learning time being impacted by dysregulated behaviour.	- By March 2026, there will be at least a 10% decrease in recorded incidents where dysregulated behaviour is a factor in overall incident/accident reporting. - By May 26, most learners will record 'safe' as at least 8/10 on their SHANARRI wellbeing web	NO
2. To refresh our school curriculum to enhance learner engagement, academic achievement, and preparedness for future education and careers.	Learners will feel involved in making decisions about the content and structure of the refreshed curriculum	By April 2026, learner surveys will reflect at least 80% of learners feel involved with refreshing the curriculum.	NO

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3. To enhance teaching, learning and assessment pedagogy through improving attainment in writing.	• Increase attainment in 'Amber' children across the school in Writing attainment.	• By June 2026, there will be a 10% increase in the number of children who are 'on track' in writing across the school. • All children will be able to identify their next steps in learning in writing (targets)	YES
4. To develop the new Education and Strategy Vision, Our Children, Their Future: Thriving Together key priorities in our curriculum.	• All staff and most children will be able to explain the priorities of Argyll and Bute Council's Education Vision and Strategy	• By June 2027, 100% of staff and at least 75% of learners can talk about and evidence the 5 priorities if OCTF: Thriving Together.	NO
5. To raise attainment in Talking and Listening across the Cluster.	• Increase attainment in 'Amber' children across the school in Listening and Talking attainment.	• By June 2026, there will be a 5% increase in the number of children being 'on track'	YES