



Education

Establishment Improvement Plan 2025 - 2026

School Name: Lochgoilhead Primary School and ELC



Contents:

1. Overview of Establishment 3 Year Cycle of Improvement Plan Priorities
2. Strategic Improvement Planning for Establishment
3. Operational Improvement Planning (Action Plan) for Establishment
4. Establishment Maintenance Improvement Planning
5. Pupil Equity Fund Planning



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.

2025-2026

Collaboration and Consultation

Who?	How	When
Families	Engagement	Across the year
Practitioners	Learning, teaching and assessment strategies	Termly
SLT and practitioners	Professional learning	Termly
Whole team	Planning, moderation, and tracking	Termly
Children	Engagement, interactions, support & challenge	Termly

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

Strategic Priorities 3 Year Cycle



2025 – 2026:	2026 – 2027:	2027 – 2028:
<p>Primary Setting</p> <p>Priority 1 To provide a high quality of provision for Learning, Teaching and Assessment including Learning and engagement, Quality of teaching, Effective use of assessment and Planning, tracking and monitoring (HGIOS QI 2.3)</p> <p>Priority 2 To utilise STEM to promote engagement in Teaching and Learning raising children’s attainment including Creativity skills, increasing employability skills (HGIOS QI 3.3) as well as developing skills for life, learning and work (HGIOS QI 2.2)</p> <p>Priority 3 To provide equity of provision through inclusive education including Wellbeing, Fulfilment of statutory duties as well as Inclusion and equality (HGIOS QI 3.1)</p> <p>ELC Setting</p> <p>Priority 1-To secure shared understanding of EY theory and evidence-based practices which influences and informs our WHY, WHAT, HOW.</p> <p>Priority 2- To secure a shared understanding of quality via exploration of the themes within key quality indicators of the shared QIF.</p>	<p>Priority 1 To provide a high quality of provision for Learning, Teaching and Assessment including Learning and engagement, Quality of teaching, Effective use of assessment, Planning, tracking and monitoring (HGIOS QI 2.3)</p> <p>Priority 2 Curriculum Development including Rationale and design Development of the curriculum, Learning pathways and skills for learning, life and work (HGIOS QI 2.2)</p> <p>Priority 3 To provide equity of provision through inclusive education including Wellbeing, Fulfilment of statutory duties as well as Inclusion and equality (HGIOS 3.1)</p> <p>ELC Setting</p> <p>To secure a shared understanding and implementation via the exploration of other QIF themes as per needs of the cohort of children such as theme 2 children thrive and develop in quality spaces from Quality Improvement Framework</p>	<p>Priority 1 Leadership of Learning including Professional engagement and collegiate working z Impact of career-long professional learning z Children and young people leading learning (HGIOS 1.2)</p> <p>Priority 2 To enhanced personalised support Universal support, Targeted support z Removal of potential barriers to learning (HGIOS 2.4)</p> <p>Priority 3 To raise attainment and achievement for all learners specifically Attainment in literacy and numeracy, Attainment over time, Overall quality of learners’ achievement and Equity for all learners (HGIOS 3.2)</p> <p>ELC Setting</p> <p>To secure a shared understanding and implementation via the exploration of other QIF themes as per needs of the cohort of children such as theme 3: Children play and learn, curriculum and learning, teaching and assessment.</p>



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?	How	When
Families	Engagement	Across the year
Practitioners	Learning, teaching and assessment strategies	Termly
SLT and practitioners	Professional learning	Termly
Whole team	Planning, moderation, and tracking	Termly
Children	Engagement, interactions, support & challenge	Termly.

National Improvement Framework 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.

HGIOS 4

- 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

Early Learning and Childcare Quality Indicators

- 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

Argyll and Bute Education Key Objectives

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

Establishment Improvement Plan | 2025 - 2026



Priorities	Proposed Outcome and Impact	Measures	Linked to PEF (Y/N)
------------	-----------------------------	----------	---------------------



<p>Primary Setting</p> <p>Priority 1 To provide a high quality of provision for Learning, Teaching and Assessment including Learning and engagement, Quality of teaching, Effective use of assessment and Planning, tracking and monitoring (HGIOS QI 2.3)</p> <p>Priority 2 To utilise STEM to promote engagement in Teaching and Learning raising children’s attainment including Creativity skills, increasing employability skills (HGIOS QI 3.3) as well as developing skills for life, learning and work (HGIOS QI 2.2)</p> <p>Priority 3 To provide equity of provision through inclusive education including Wellbeing, Fulfilment of statutory duties as well as Inclusion and equality (HGIOS QI 3.1)</p>	<p>Priority 1- Outcomes/Impact- By June 206, there will be more consistent, high-quality learning and teaching across the setting. Children experience increased engagement, independence and appropriate challenge. There will be improved progress for all learners, greater accuracy in assessment and tracking and increased confidence and consistency in pedagogy across staff.</p> <p>Priority 2 Outcomes/Impact- There will be increased opportunities for STEM-rich, creativity-focused learning. Children show improved problem-solving, curiosity and early employability skills. There will be higher levels of engagement and deeper learning in STEM activities and children will demonstrate independence, resilience and creative thinking.</p> <p>Priority 3 Outcomes/Impact More equitable access to high-quality experiences. All children feel safe, included and supported and improved wellbeing indicators across the setting. There will be a reduction in barriers to learning. Children demonstrate improved regulation, confidence and participation. Families experience stronger relationships with the setting.</p>	<p>Priority 1 Measures Learning walks and observations show consistent high-quality practice.</p> <ul style="list-style-type: none"> • Sampling of planning/assessment shows accuracy and progression. • Children’s progress data shows improvement term-on-term. • Pupil voice shows high engagement and motivation. <p>Priority 2 Measures</p> <ul style="list-style-type: none"> • STEM evidence show progression in skills. • Practitioner observations show increased creativity and problem-solving. • Children articulate learning (via child friendly learner conversations). <p>Priority 3 Measures Wellbeing indicators (SHANARRI) show improvement.</p> <ul style="list-style-type: none"> • Multi-agency plans show progress towards targets. • Parent/carer surveys show improved satisfaction and confidence. 	<p>Yes-Primary Priorities 1,2 and 3</p>
---	---	--	---



<p>ELC Setting</p> <p><i>Priority 1-To secure shared understanding of EY theory and evidence-based practices which influences and informs our WHY, WHAT, HOW.</i></p> <p><i>Priority 2- To secure a shared understanding of quality via exploration of the themes within key quality indicators of the shared QIF.</i></p>	<p>Outcome/Impact- <i>By May 2026, all educators will articulate the foundational principles underpinning practice and reflected within interactions, experiences, spaces. As a direct consequence of educators holding a shared image of the child, all learners should experience consistent and progressive opportunities to participate, growing their leadership skills in a developmentally appropriate manner.</i></p> <p>Outcome/Impact- <i>By May 2026, all educators will be able to articulate the key actions undertaken following focused self-evaluation leading to sustained improvement change. This should increase the pace of change within children’s nursery lifetime and secure an increasingly consistent quality of ELC experience for all learners.</i></p>		
---	--	--	--

Establishment Improvement Plan | 2025 - 2026

