



Establishment Improvement Plan

2025 - 2026

**John Logie Baird Primary School,
Learning Centre and ELC**

"Learning and Thriving Together"



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

• 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			
2025 – 2026:	2026 – 2027:	2027 – 2028:	
Improve Learning, Teaching and Assessment Continue to improve the quality of learning, teaching and assessment (Numeracy)	Improve Learning, Teaching and Assessment Improve consistency of highly effective features of practice from A+B LTA framework across all classes.	Improve Digital approaches to enhance Learning, Teaching and Assessment Improve and further develop our curriculum embedding opportunities for meta skills and learner agency	

Develop Writing pedagogical practices using the QI writing process for interventions within tools for writing at key points in the year Improve Assessment and Moderation Improve moderation processes with a focus on high quality assessment of Listening and Talking (Cluster working) Improve Inclusive Approaches across Partnerships Build Nurturing Principles and UNCRC to support learning for sustainability partnership work and support continued increased wellbeing and involvement from all learners. Build Learner Voice and leadership at all levels in inclusive, sustainability work. Review the school communities Positive Relationships policy Improve ASN provision within LCR Continue to develop high quality provision for children within the LCR (track the progress, plan effectively, build accurate and robust evidence of attainment) Improve Early Years Learning	Develop Learning for Sustainability Build on developments within Nurturing Principles and UNCRC rights-based values to: Developing pupil agency in leading learning within learning for sustainability Deepen Inclusive Approaches across Partnerships Develop knowledge, understanding and skills in the 4 environmental factors within inclusive practices: Key staff will undertake a collaborative enquiry project which focuses inclusion within four areas: - The Environment (physical and social) - Structures and routines - Motivation - Skills Improve Early Years Learning Deepen and strengthen practitioners' understanding and skills in early stages. Build family engagement within early level learning	Improve Early Years Learning
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Deepen and strengthen practitioners' understanding and skills in early stages of reading development. Improve early literacy knowledge and skills for children within nursery provision.		
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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?
			Learners	Throughout	Surveys Focus Groups
			Parents	Throughout	Surveys Workshops
			Staff	Throughout	CLPL, Focus Groups, Evaluations
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
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Priorities	Proposed Outcome and Impact What will change? For whom? By when?	Measures What data will be gathered? How much change / progress is expected?	Linked to PEF (Y/N)
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Improve quality of learning, teaching and assessment Continue to improve the quality of learning, teaching and assessment within Numeracy Develop Writing pedagogical practices using the QI writing process for interventions within tools for writing at key points in the year To do this, staff will: • Build consistent high-quality Learning, Teaching and Assessment approaches • Develop a culture of collaborative professional learning • Enhance the provision of support and universal approaches • Build staff capacity in effective use of data to support impactful LTA	Staff focus - Teaching staff will increase knowledge and understanding of effective pedagogies in Numeracy and Writing by May 2026 - Teaching staff will demonstrate consistency in agreed LTA approaches by May 2026 Writing focus: - Primary 3, 5 and 7 children will demonstrate increased attainment in writing by 1 or more XBRA level by June 2026. - Boys will demonstrate increased attainment in writing by 1 or more XBRA level by June 2026. - Children receiving FSM will demonstrate increased attainment in writing by 1 or more XBRA level by June 2026. Numeracy focus: - Primary 3 and 7 children will demonstrate increased attainment in numeracy by 1 or more XBRA level by June 2026. Children receiving FSM will demonstrate increased attainment in numeracy by 1 or more XBRA level by June 2026.	Staff • Quality assurance documentation will evidence consistent use of agreed LTA approaches within all classes • Staff evaluations from PL will demonstrate improved understanding of approaches to LTA • Whole school evaluation documentation will evidence progress and impact of agreed LTA approaches Writing • ACEL data will evidence Primary 3, 5 and 7 attainment has increased by 25% or more achieving on track levels. • ACEL data will evidence the attainment gap between gender has decreased from 20% to 9% for boys. • ACEL data will evidence the attainment gap in FSM has decreased from 40% to 20% for children receiving FSM. Numeracy ACEL data will evidence Primary 3 attainment has increased from 55% achieving to 73% (+18%) achieving on track levels. ACEL data will evidence Primary 5 attainment has increased from 55% achieving to 75% (+20%) achieving on track levels. ACEL data will evidence the attainment gap in FSM has decreased from 39% to 27% for children receiving FSM.	Yes
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Improve Assessment and Moderation Improve moderation processes with a focus on high quality assessment of Listening and Talking (Cluster working)	Staff focus - Teaching staff will increase knowledge and understanding of effective pedagogies in Listening and Talking by May 2026 - Teaching staff will demonstrate consistency in agreed LTA approaches by May 2026 - Teaching staff will demonstrate consistency in building a range of evidence to support teacher judgements by May 2026 Children - In all classes there will be an increase in attainment in listening and talking by June 2026. - Children receiving FSM will demonstrate increased attainment in listening and talking by 1 or more XBRA level by June 2026.	Staff • Quality assurance documentation will evidence consistent use of agreed LTA approaches within all classes • Staff evaluations from PL will demonstrate improved understanding of approaches to LTA • Whole school evaluation documentation will evidence progress and impact of agreed LTA approaches • Tracking and monitoring documentation will evidence teacher judgements are supported by a range of assessment evidence Talking and Listening (CLUSTER PRIORITY) • ACEL data will evidence an increase in attainment in listening and talking by 5%. • ACEL data will evidence the attainment gap in FSM has decreased from 39% to 27% for children receiving FSM.	Yes

Improve Inclusive Approaches across Partnerships Build Nurturing Principles and UNCRC to support learning for sustainability partnership work and support continued increased wellbeing and involvement from all learners. Build Learner Voice and leadership at all levels in inclusive, sustainability work. Review the school communities Positive Relationships policy	Staff focus - Teachers will demonstrate increased confidence and skills in planning wider achievements and IDL by May 2026 - Teachers will improve practice in planning for creativity and curiosity by May 2026 Children - Children will demonstrate higher wellbeing and involvement within a range of wider achievement and IDL experiences by June 2026 Stakeholders - Parents/carers/partners will engage in the schools' activities in achieving Gold RRS / Silver Nurture / Green ECO by June 2027 - Parents/carers/partners indicate understanding of and increased involvement in children's learning by June 2026	Staff • Quality assurance documentation will evidence consistent planning of IDL within all classes • Staff evaluations from PL will demonstrate improved understanding of approaches to IDL and wider achievement • Whole school evaluation documentation will evidence progress and impact of agreed IDL and Wider achievement approaches Children • Wider achievement tracking will demonstrate increased engagement from target groups • Leuven Scale observation data will demonstrate increased measures of wellbeing and involvement in target groups. All Stakeholders • Pupil and Partner Leadership will support all ECO/NURTURE.RRS framework developments across this session and next session	No
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Improve ASN provision within Learning Centre Continue to develop high quality provision for children within the LCR (track the progress, plan effectively, build accurate and robust evidence of attainment)	Staff focus - Staff within the LCR will improve their knowledge and skills in planning individual programmes for children by November 2025 - Staff within the LCR will deepen their knowledge of effective strategies for individual needs by January 2026 - Staff within the LCR will effectively track individual progress for children accessing the LCR by January 2026 Children - Children will demonstrate progress in their individual levels by June 2026 - Children will increase their wellbeing and involvement levels by June 2026 - Children will demonstrate deeper engagement in experiences by June 2026 Parents/Carers - Parents/carers will demonstrate their understanding of their child's strategies and interventions by November 2025 - Parents/carers will engage with 1:1 session for targeted support by January 2026	Staff • Quality assurance documentation will evidence consistent planning of individual children within the LCR • Staff evaluations from PL will demonstrate improved understanding of evidenced-based strategies that meet individual children's needs • Whole school evaluation documentation will evidence progress and impact of agreed planning, assessing and reporting on children accessing the LCR Children • Tracking of individual learners will demonstrate progress for all children accessing the LCR • Leuven Scale Observation data will demonstrate increased wellbeing and increased involvement for all children accessing the LCR • Frequency of additional physical intervention will decrease at each tracking period Parents/Carers • Target setting and reporting meetings will demonstrate parent/carer voice in agreeing strategies • Individual child family sessions will demonstrate increased engagement from parents/carers	No
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Improve Early Years Learning Deepen and strengthen practitioners' understanding and skills in early stages of reading development. Improve early literacy knowledge and skills for children within nursery provision. To continue to build meaningful partnerships with families and the wider school community by: ● Focusing on the development of literacy rich experiences, interactions and spaces ● Providing opportunities for all learners to access a curriculum that is unique and relevant to our Colgrain nursery community,			
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