



KINLOCHLEVEN HIGH SCHOOL

ESTABLISHMENT IMPROVEMENT PLAN

SESSION 2024-25



RESPECT ASPIRATION RESILIENCE EQUITY



Overview of National and Local Priorities

National Improvement Framework 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 attainment, particularly in literacy and numeracy

National Improvement Framework Key Drivers

- School and ELC leadership
- Teacher and practitioner professionalism
- Parent/carer engagement and involvement
- Curriculum and assessment
- School and ELC improvement
- Performance information

HGIOS/HGIOELC/ HGIOURS		Highland Council Education Priorities		GME Priorities		Health and Social Care Standards	
<ul style="list-style-type: none">• 1.1 Self-evaluation for self-improvement• 1.2 Leadership of 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>Theme 1 Our relationships Theme 2 Our learning and teaching Theme 3 Our school and community Theme 4 Our health and wellbeing Theme 5 Our successes & achievements</p>		<ul style="list-style-type: none">• We will raise attainment and achievement for all, especially for those children from disadvantaged circumstances including rural deprivation. We will focus relentlessly on improving standards and the quality of learning and teaching, to ensure that entitlement, equity and excellence are delivered across the system.• We will develop leadership skills at all levels of the system for now and the future, building a culture of empowerment and professional capital.• We will maximise health and wellbeing for all children and young people to give them the best possible start in life. We will ensure every child and young person feels part of the community they live in.• We will maximise opportunities for our children and young people, and for the wider Highland community and its visitors, through provision of high-quality services.		<ul style="list-style-type: none">• Education Scotland Advice on Gaelic Education focus: high quality immersion experiences improving fluency Gaelic ethos• Secondary – Increasing immersion curriculum opportunities in BGE and Senior Phase• Initiatives that promote and support the use of Gaelic in the home, in communities and extra-curricular experiences• Activities to support Gaelic language and culture (arts, media, creative industries, workplace)• Local Authority Gaelic Language Plan priority		<ul style="list-style-type: none">• I experience high quality care and support that is right for me.• I am fully involved in all decisions about my care and support.• I have confidence in the people who support and care for me.• I have confidence in the organisation providing my care and support.• I experience a high-quality environment if the organisations provides the premises.	
Establishment Improvement Priorities	Linked NIF Priority	Linked NIF Driver	Linked Highland Priority	Linked QI	Linked GME Priority	Linked H&SCStandard	
Self Evaluation	Placing the human rights and needs of every child and young person at the centre	School and ELC improvement	We will develop leadership skills at all levels of the system	1.1 Self-evaluation for self-improvement	Choose an item.		



Raising attainment in literacy	Closing the attainment gap between the most and least disadvantaged children	Curriculum and assessment	We will raise attainment and achievement for all	3.2 Raising attainment and achievement/securing children's progress	Choose an item.	
	Improvement in children and young people's health and wellbeing	Curriculum and assessment	We will maximise health and wellbeing for all children and young people	3.1 Ensuring wellbeing, equality and inclusion	Choose an item.	

Action Plans

Improvement Priority 1 Action Plan:		Self-Evaluation for School Improvement		Lead: Lauren Morrison	
Please detail the information/data which has prompted this work: We have limited data regarding the quality of learning and teaching in the school and learners’ experiences. We have some structures in place to gather attainment data, observations and views of stakeholders but must review these to ensure effectiveness and identify areas for improvement. We want all pupils, staff, parents and the wider community to have a voice. We want all pupils, staff, parents and the wider community to be supported to identify areas for improvement and know how to address these.					
Expected outcomes: 1. Develop and implement a quality assurance calendar <					



3. Strengthen the use of attainment data to address learning gaps	All members of the teaching staff have knowledge of the gaps in their attainment data and have agreed action plans to address these. There is a reduction in attainment gaps within 1 academic year.	1.1 Analysis and evaluation of intelligence and data. 3.2 Overall quality of learners' achievements	All teaching staff D Smith, S Ritchie August 2025
4. Implement a structured pupil voice system	There are regular pupil council meetings, evidenced by minutes with actions. Pupil representatives attend meetings and minutes show active participation by over 75% of attendees. There are regular pupil focus groups with the head teacher, evidenced by minutes and actions. Feedback from these meetings is documented for all pupils, staff and parents. Senior pupil leaders attend Senior Leadership Meetings on a regular basis. School captains attend parent council meetings on a termly basis.	1.1 Collaborative approaches to self-evaluation 1.3 Implementing improvement and change 3.1 Inclusion and equality	L Morrison June 2025
5. Enhance parent voice	Increased parental engagement shown with a 50% increase in survey returns, 25% increase in attendance at parental engagement evenings. Feedback from parent surveys is documented, actioned where appropriate and shared with parents, staff and pupils.	1.1 Collaborative approaches to self-evaluation 2.7 The development and promotion of partnerships	L Morrison, D Smith June 2025
<div> <div>QI 1.5 Management of Resource</div> <div>QI 1.3 Leadership of Change</div> <div>QI 1.1 Self-evaluation for self-improvement</div> </div>			



Implementation/Actions	Time Resource	Who?	When?	Progress – Oct 24
Identify key quality assurance activities and establish timings of activities	x2 SLT strategic meetings	SLT	October 2024	
Formulate a draft calendar and review with extended leadership team	x1 ELT meeting	SLT and ELT	November 2024	
Finalise the calendar and disseminate to all staff with clear explanations of each activity's purpose and their roles in these activities.	Time in faculty meetings for discussion and feedback		November 2024	
Identify training needs around quality assurance calendar. Adapt staff meetings/SIP focus time to address whole staff training needs.	Time within agreed collegiate activities.		Ongoing	
Organise learning visits with CLO. Explain format to staff at staff meetings. Undertake learning visits and feedback to staff.	1 day of observations, ½ day feedback to staff.		October 2024	
Create action plan for learning, teaching and assessment as a result of observations made during learning visits.	x1 meeting CLO and SLT. x1 SLT strategic meeting.		November 2024	
Training for SLT, ELT and teachers on data analysis and interpretation.	1-2 ELT meetings.		December 2024	
Establish regular data review meetings as part of the quality assurance calendar.	TBA		November 2024	
Develop attainment action plans for each faculty based on data insights.	x2 link meetings		November 2024	
Use ELT meetings and faculty meetings to implement and monitor attainment action plans.	ELT meetings as required		June 2025	
Appoint school captains and house captains.	1-2 periods for application review and interview.	SLT and ELT representatives.	June 2024	
Appoint year group representatives.	1-2 PSE lessons for presentations and interviews.	LM and PLT.	October 2024	
Meet with Pupil Leaders and agree roles and tasks.	1-2 wider achievement periods.	LM and PLT.	September 2024	
Establish a pupil council with clearly defined roles, meeting frequency and objectives.		LM, MdP, PLT.	November 2024	



Embed pupil voice in PSE curriculum.	PSE lessons as required	LM and MdP	June 2025	
Link pupil voice activities with staff WTA and SLT/ELT meetings.	As required following pupil council	LM	November 2024	
School captains to attend parent council once per term to provide update to parents.	10 mins per term	PLT	June 2025	
SLT to continue to attend parent council on a monthly basis and provide reports from HT and DHTs on school developments.	Approx. 8 meetings per year.	SLT	June 2025	
Develop and distribute a parental questionnaire every term from term 2 to gather feedback on school policies and practices.	1-2 hours per term for preparation and distribution	SLT	June 2025	
Analyse the feedback from questionnaires to identify areas for improvement and plan responsive actions.	x2 SLT meetings per term	SLT	June 2025	
Hold information sessions for parents to discuss survey findings and planned improvements.	x2 parent council meeting slots	SLT	June 2025	

Improvement Priority 2 Action Plan:		Raising attainment in literacy		Lead: Donald Smith	
Please detail the information/data which has prompted this work: SQA attainment data Cat 4 data NSA Pupil survey Teacher survey					
Expected outcomes		Measures:		QI	When? Who?
Increased attainment in reading comprehension and listening and talking at all levels for all children.		SNSA for S3 pupils. Twice for benchmark data in August and follow up in April.		3.2 Attainment in literacy	PT Literacy, SLT All- Highland Literacy training. All- NSA+ Cat4 analysis. All- x2 observations (Term 2+3).
A consistent approach to teaching reading, writing and listening and talking across the school.		Learning observations and moderation of assessments in curriculum faculties. Pupil focus group.		2.3 Quality of teaching	



Increased pupil participation in reading for enjoyment and pleasure. This will help to increase pupil confidence to support their own learning through improved reading skills.	Feedback from pupil working group. Follow up survey on reading experiences.	2.3 Planning, tracking and monitoring	Moderation meets in faculties (x2; term2+3) Literacy Working Group. 20hrs collegiate time and calendared.	
Improvements in reading ability for pupils in secondary identified with a reading age of less than 8 years.	Tracking progress through Read, Write assessments.	3.2 Attainment in literacy 2.3 Planning, tracking and monitoring 2.3 Quality of teaching	PEF project. PT ASN; PSA literacy. Weekly meets with pupils x2.	
Teacher confidence and understanding how to create an inclusive learning environment for pupils identified with dyslexia.	Lesson observations. Feedback from pupil focus group.		Dyslexia Working Group. 20hrs collegiate time and calendared	
QI 1.5 Management of Resource		QI 1.3 Leadership of Change		
QI 1.1 Self-evaluation for self-improvement				
Implementation/Actions	Time Resource	Who?	When?	Progress
Gather baseline data from SQA attainment, NSA, GL Cat 4 data. (add in NSA data gathering- baseline test and follow up)	Tracking meetings with Extended Leadership Team each term. 1hr Tracking meetings in faculties each term.Attainment data review 2hrs termly.	Curric PTs. Attainment data review SR+DS.	Termly.	
Reading habits baseline survey.	1 hr	Literacy Working Group (SR, IW, CS, AM, DS)	September	
Working groups to form to lead on Dyslexia and Reading schools.	Working Group meetings. 20hrs calendared.	Dyslexia Working Group. MMcN, GW, MM, KC.	Three sessions per term	



Review plan for core accreditation in Reading Schools award. Collate and submit evidence to reading schools.	2hrs	Literacy Working Group (SR, IW, CS, AM, DS)		
Form pupil working group for reading (Word Warriors) and meet regularly to promote events which forge links with the library; increase stock of reading materials; reinforce the value and importance of reading for pleasure.	8hrs	Literacy Working Group (SR, IW, CS, AM, DS)	Twice termly.	
Conduct baseline survey for pupils with a suspected reading age of under 8 years at secondary.	2hrs	MMcN (PT ASL)	October	
Allocate PEF funds to employ PSA to deliver Read, Write initiative.	N/A	LM	Start of academic year.	
Utilise English teacher to form small group extractions to support and improve attainment in literacy.	3hr 20mins per week	SR (PT Languages to co-ordinate)	October	
Training refresher to implement Highland Practice model (form 1 and form 2) Implement a dyslexia friendly toolkit for teaching staff to enable pupils to access the curriculum without barriers.	1hr	Dyslexia Working Group. MMcN, GW, MM, KC.		
Embed the 3 wave model for intervention and challenge when supporting literacy in the classroom. (Highland Literacy Roadmap)	2hrs school improvement time. 3hrs faculty.	SR	Termly	
Embed literacy strategies from Highland Literacy roadmap. Training delivery by Jenny Wilson.	1hr training. 3hrs implementation.	SR. Jenny Wilson	29th October	

Improvement Priority 3 Action Plan:	Ensuring wellbeing, equality and inclusion	Lead: L Morrison and D Smith
Please detail the information/data which has prompted this work: Pupil surveys Parental surveys Staff surveys Analysis of referrals in SEEMIS Discussions with young people and families Observations		



Expected outcomes:	Measures:	QI	When? Who?	
Develop the Use of the CIRCLE Resource to increase engagement and address barriers to learning.	Increased student engagement and clearer identification of learning barriers.	3.1 Inclusion and equality	All, PT ASN	
Implement Boxall profiles for targeted support.	PT ASN trained. At least 5 students assessed with Boxall profiles and receiving targeted interventions.	3.1 Inclusion and equality	PT ASN	
Advance towards Rights Respecting Schools award.	School achieves Bronze Rights Respecting Schools award.	3.1 Fulfilment of statutory duties	Positive Relationships School Improvement Group	
Review and enhance curriculum offer.	Enhanced curriculum offer with at least 3 new relevant courses or awards at level 5 and/or level 6. Reduction in attainment gap. Increase in number of 5+ level 5 awards and 3+ level 6 awards.	2.2 Learning pathways 3.2 Equity for all learners	SLT, All	
Collect and analyse health and wellbeing data.	Effective assessment of student wellbeing and targeted interventions in place.	3.1 wellbeing 1.1 Analysis and evaluation of intelligence and data	Pupil Support Team	
Develop system for recording wider achievement.	Comprehensive recording of wider achievement with targeted interventions/support for those not participating in activities.		SLT and Pupil Support Team	
QI 1.5 Management of Resource		QI 1.3 Leadership of Change	QI 1.1 Self-evaluation for self-improvement	
Implementation/Actions	Time Resource	Who?	When?	Progress
Conduct staff training on the CIRCLE framework	1-2 training sessions	All staff	February 2025	
Use the Circle of Participation to help young people and staff evaluate positives in lessons and barriers to learning	As required with young people.	PT Guidance, PT ASN.	Ongoing	
PT ASN to complete nurture training	3 Training sessions	PT ASN	August 2024	
Order boxall profiles.		Office	August 2024	
Assess identified students using the Boxall profiles.	As required with young people	PT ASN	December 2024	



Appoint a Children's Services Worker.	5 hours for application review and interviews	HT	October 2024	
Start interventions identified by Boxall profiles with students, led by CSW.	As identified and required	CSW	December 2024	
Re-assess students using Boxall to measure success of interventions.	As required with young people	PT ASN	June 2025	
Establish School Improvement Group on Positive Relationships.	1.5 hour SIG meeting	HT	August 2024	
School Improvement Group to meet regularly and work towards Bronze Rights Respecting Schools Award.	x9 1.5 hour SIG meetings	School Improvement Group members	June 2025	
School Improvement Group to complete paperwork and submit to achieve Bronze award.	x9 1.5 hour SIG meetings	School Improvement Group members	June 2025	
Carry out SHANARRI survey with students.	x1 PSE lesson	PT Guidance	December 2024	
Analyse SHANARRI results.	x2 Pupil Support Team meetings	Pastoral Team	January 2025	
Plan and carry out relevant HWB interventions based on SHANARRI survey results. CSW to lead on interventions with Level 2/3 students.	As identified and required	Pastoral Team	Ongoing	
Establish a system to record and monitor wider achievement activities.	4 hours to meet, agree and develop system.	SLT	December 2024	
Analyse wider achievement data to identify students who are not participating in activities.	Ongoing at Pupil Support Team meetings	Pastoral Team	January 2025	
Incorporate wider achievement and SHANARRI data into parental meetings, child's plans, ASN/wellbeing information to assist action planning.	As required	Pastoral Team	Ongoing	

