



# Kinlochleven High School

## ESTABLISHMENT IMPROVEMENT PLAN

SESSION 2025-2026



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 family learning
- ☐ Curriculum and assessment
- ☐ School and ELC improvement
- ☐ Performance information

### How good is our school? (4<sup>th</sup> edition)

- ☐ 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
- ☐ 3.3 Increasing creativity and employability

### ELC Quality Improvement Framework Realising the Ambition

#### Leadership:

- ☐ Leadership and management of staff and resources
- ☐ Staff skills, knowledge, values and deployment
- ☐ Leadership of continuous improvement

#### Spaces & environment:

- ☐ Children thrive and develop in quality spaces
- ☐ Inside and outside, open ended and natural resources

#### Children play and learn:

- ☐ Play and learning
- ☐ Curriculum
- ☐ Learning, teaching, and assessment
- ☐ Inspiring confidence, creativity, and curiosity

#### Children are supported to achieve:

- ☐ Nurturing care and support, interactions, and relationships
- ☐ Wellbeing, inclusion, and equality

### Highland Council Education Priorities

- ☐ 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.

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	<input type="checkbox"/> Children's progress – observations, planning, and tracking <input type="checkbox"/> Safeguarding and child protection	
<b>How good is OUR school?</b>	<b>Gaelic Education</b>	<b>Health and Social Care Standards</b>
<input type="checkbox"/> Theme 1 Our relationships <input type="checkbox"/> Theme 2 Our learning and teaching <input type="checkbox"/> Theme 3 Our school and community <input type="checkbox"/> Theme 4 Our health and wellbeing <input type="checkbox"/> Theme 5 Our successes & achievements	<input type="checkbox"/> <u>Education Scotland Advice on Gaelic Education</u> focus: <ul style="list-style-type: none"> <li>- high quality GME immersion experiences</li> <li>- improving fluency</li> <li>- whole school Gaelic ethos</li> </ul> <input type="checkbox"/> Secondary – Increasing immersion curriculum opportunities in BGE and Senior Phase <input type="checkbox"/> <u>Gaelic Learner Education Experiences</u> <input type="checkbox"/> Initiatives and projects that promote and support Gaelic extra-curricular experiences <input type="checkbox"/> <u>Local Authority Gaelic Language Plan</u> priorities, initiatives, and activities to promote Gaelic across the 4 themes of <ul style="list-style-type: none"> <li>- Communities and Home</li> <li>- Media, Arts, Culture and Heritage</li> <li>- Business and the Economy</li> <li>- Education</li> </ul>	<input type="checkbox"/> I experience high quality care and support that is right for me. <input type="checkbox"/> I am fully involved in all decisions about my care and support. <input type="checkbox"/> I have confidence in the people who support and care for me. <input type="checkbox"/> I have confidence in the organisation providing my care and support. <input type="checkbox"/> I experience a high-quality environment if the organisations provide the premises.

Establishment Improvement Priorities	Linked NIF Priority	Linked NIF Driver	Linked Highland Priority	Highland Council Raising Attainment Strategy	HGIOS 4
1. Learning, teaching and assessment	Improvement in skills and sustained, positive school-leaver destinations for all young people	Curriculum and assessment	We will raise attainment and achievement for all	Learning and Teaching Inclusive Practice Curriculum	2.3 Learning, teaching and assessment
2. Raising Attainment and Achievement	Improvement in attainment, particularly in	Performance Information	We will maximise opportunities for our children	Learning and teaching Use of data	3.2 Raising attainment and achievement/securing children's progress

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	literacy and numeracy		and young people		
3. Partnerships	Placing the human rights and needs of every child and young person at the centre of education	Parent/carer involvement and family learning	We will maximise health and wellbeing for all children and young people	Leadership Parental Engagement	2.7 Partnerships

## Action Plans

<b>Improvement Priority 1 Action Plan:</b>	Learning, teaching and assessment	<b>Lead:</b> SLT, curricular PTs, PT ASN		
<b>Please detail the information/data which has prompted this work:</b> Data from attainment, observations, people's views and a recent inspection have highlighted that the quality and consistency of planning and learning and teaching needs to improve. We also need to develop a thorough, shared understanding of assessment and national expectations.				
<b>Expected outcomes:</b> <ul style="list-style-type: none"><li>- All young people in S3 have evidenced their learning experiences at either National 3 or National 4 and progress to the next level at the start of S4</li><li>- All teachers have a shared understanding of our planning guidance and incorporate this when planning learning experiences</li></ul>	<b>Measures:</b> <ul style="list-style-type: none"><li>- Curriculum plans show evidence of planning for N3/N4 outcomes</li><li>- All S3 pupils have evidenced attainment in at least 3 N3/N4 courses</li><li>- All course plans follow our planning guidance</li></ul>	<b>QI</b> 2.3 Learning, teaching and assessment	<b>When? Who?</b> All teaching staff June 2026	

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<ul style="list-style-type: none"><li>- All teachers understand and apply our learning and teaching expectations</li><li>- All teachers have a shared understanding of the whole school assessment strategy and national expectations in their subject</li><li>- All new and early career teachers have undertaken high quality professional learning. All new teachers wish to remain at the school.</li><li>- All staff are familiar with the CIRCLE framework and almost all staff use the framework as part of their practice</li><li>- In all lessons, there is evidence of an increased understanding of specific additional support needs, with appropriate work set for pupils</li></ul>	<ul style="list-style-type: none"><li>- All lessons follow our learning and teaching expectations</li><li>- All lessons and course plans have clear reference to/evidence of elements of the assessment strategy</li><li>- Positive feedback from staff regarding professional learning. Positive feedback in staff surveys</li><li>- Through focus groups and professional dialogue, knowledge and understanding of the CIRCLE framework is clear</li><li>- Elements of the CIRCLE framework are evident in almost all lesson observations</li><li>- All staff report increased knowledge of specific additional support needs</li><li>- In all lessons, learners are provided with work that meets their needs</li></ul>	3.1 Ensuring wellbeing, equality and inclusion		
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
Allocate time in WTA for curriculum development	12 hours	HT	June 2025	
Teachers to produce draft course plans for S3 courses	12 hours curriculum development time	Teachers	June 2025	
Teachers to organise and engage in moderation of course plans using the learning, teaching and assessment cycle	12 hours curriculum development time, inservice days, SIP focus sessions	Teachers	June 2025	
Teachers to use feedback from moderation sessions and application of the learning, teaching and assessment cycle to refine course plans	12 hours curriculum development time, inservice days, SIP focus sessions	Teachers	June 2025	
Create a draft learning and teaching expectations document	2 hours	HT	August 2025	



Share draft learning and teaching expectations document	1.5 hour faculty meeting	PTs	September 2025	
Finalise learning and teaching expectations	1.5 hour ELT and 1.5 hour faculty meeting	SLT/PTs	October 2025	
Create a draft assessment strategy	2 hours	HT	August 2025	
Share draft assessment strategy with teachers and gather feedback	1.5 hour faculty meeting	PTs	October 2025	
Finalise assessment strategy	1.5 hour ELT and 1.5 hour faculty meeting	SLT/PTs	November 2025	
Create draft planning guidance	2 hours	HT	August 2025	
Share draft planning guidance with teachers and gather feedback	1.5 hour faculty meeting	PTs	August 2025	
Finalise planning guidance	1.5 hour ELT and 1.5 hour faculty meeting	SLT/PTs	October 2025	
Meet with representatives from StepLab to explore online coaching programme	1 hour	SLT	August 2025	
Set up instructional coaching programme for new staff using StepLab	2 hours	DHT	August 2025	
Schedule regular check ins and feedback loops for new teachers	1 period per week	HT/DHT	June 2026	
Schedule introductory workshops for staff on CIRCLE framework	2 SIP Focus Sessions	HT/DHT	April 2026	
Trial CIRCLE assessment spreadsheet with selected classes	2 Faculty meetings	PTs	April 2026	
Revise Positive Relationships Policy to include CIRCLE approaches	2 SLT meetings, 1 staff meeting	SLT	June 2026	
Train CSW in use of Boxall Profiling	1 day	PT ASN	November 2025	
Schedule health and wellbeing interventions based on identified needs	As needed	CSW and PST	June 2026	
Schedule training regarding Highland Practice Model	1 SIP Focus	HT and PT ASN	December 2025	
Introduce Case Conferences for supporting individuals	As needed	PST	June 2026	
Meet with Youth Development Officer and Active Schools Coordinator re: wider achievement awards and possible alternatives to curricular subjects	1 hour meeting per term	PST	Ongoing	
Identify possible alternative qualifications and pathways that could be introduced in subject areas	Faculty meetings, 12 hours curriculum development	All teachers	June 2026	



Review proposed qualifications and pathways to assess viability	Faculty meetings, PT link meetings as needed	PT Faculty and SLT	June 2026	
Host information sessions for pupils and parents about alternative qualifications and pathways	1.5 hours choices evening	SLT and PT Faculty	March 2026	





Improvement Priority 2 Action Plan:		Raising Attainment and Achievement		Lead: SLT, PT Guidance	
Please detail the information/data which has prompted this work: Our self-evaluation processes including attainment data, people’s views and observations highlight that we need to improve attainment for young people at all levels. Our recent Education Scotland inspection report stated that we need to increase young people’s attainment in line with national expectations.					
Expected outcomes: <ul style="list-style-type: none"><li>- All staff have experience of using, and understand insight data for their subject(s)</li><li>- All staff have a range of attainment strategies and interventions to support young people in achieving their potential</li><li>- Reading Schools accreditation is achieved</li><li>- All staff understand and can apply a whole school numeracy strategy</li></ul>		Measures: <ul style="list-style-type: none"><li>- All staff demonstrate the ability to use insight data effectively in their planning</li><li>- Stretch targets are based on insight data</li><li>- We have increased the number of tariff points for our lowest attaining 20% of learners, our middle 60% of learners and our top 20% of learners, further closing the gap with our virtual comparator</li><li>- All staff can demonstrate clear goals and monitoring actions in attainment meetings</li><li>- We have achieved Reading Schools accreditation</li><li>- Reading habits data shows an increase in engagement with reading across the school</li><li>- All staff use the whole school numeracy strategy in their planning</li><li>- Attainment in numeracy has increased at L4, 5 and 6 by 3%</li></ul>		QI 3.2 Raising attainment and achievement	
				When? Who?	
		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?
Insight training for SLT – HT to attend Education Scotland programme		7 hours		HT	September – November 2025
					Progress





Insight training for ELT – Insight Advisor to provide online training for PTs and SLT	2 hours	ELT	April 2026	
Whole staff workshop on interpretation of Insight data	1.5 hour SIP Focus	HT	December 2026	
Whole staff workshop on use of SNSA and GL data	2 1.5 SIP Focus sessions	SR		
SLT/ELT to provide guidance and follow up with individual staff re: Insight, SNSA, GL where needed	As required	SLT	June 2026	
Teachers to identify and list strategies, resources and interventions to raise attainment in their own subjects	Faculty meetings	All teachers	June 2026	
All teachers to incorporate Live n Learn 4 Step Model for revision into their teaching from S1-S6	12 hours curriculum development sessions	All teachers	June 2026	
PTs to identify and list faculty-wide strategies, resources and interventions to raise attainment to complement and support teachers' approaches	Faculty meetings and Link meetings	PT Faculty and SLT	December 2025	
SLT to identify and list whole school strategies, resources and interventions to raise attainment to complement and support faculty and teacher approaches	SLT meetings	SLT	December 2025	
PTs to hold termly attainment meetings with teaching staff to discuss progress of their classes and support identification of appropriate interventions	Termly	PTs and teachers	April 2026	
SLT to hold termly attainment meetings with PTs to discuss progress of faculties and support identification of appropriate interventions	PT Link meetings, termly	PTs and SLT	April 2026	
SLT to devise attainment meeting template to support consistent gathering and analysis of data	SLT meeting	SLT	November 2025	
Literacy group to conduct a gap analysis against Reading Schools accreditation criteria	1 hour	Reading Schools Group	November 2025	
Literacy group to formulate an action plan to work towards full accreditation based on gap analysis	1 hour	Reading Schools Group	January 2026	
Literacy group to provide training to staff so they can support reading initiatives	1 1.5-hour SIP Focus session	Reading Schools Group	February 2026	
STEM/HE/PE faculty to develop a numeracy strategy which outlines key skills and assessment opportunities	Faculty meetings	STEM/HE/PE Faculty	April 2026	
STEM/HE/PE faculty to lead staff training on implementation of the strategy	1 1.5-hour SIP Focus session	STEM/HE/PE Faculty	May 2026	
STEM/HE/PE faculty to create tracking document which all staff can use to track pupil progress	Faculty meetings	STEM/HE/PE Faculty	May 2026	

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Improvement Priority 3 Action Plan:	Wider Achievement	Lead: SLT, Pupil Leadership Team, Pupil Support Team, YDO and Active Schools		
Please detail the information/data which has prompted this work: My SHANARRI School data along with the gathering of young people's views has told us that young people do not feel that the school takes account of their views. This is supported by the recent HMle inspection which also highlighted that young people needed a wider range of opportunities to achieve and learn new skills.				
Expected outcomes: <ul style="list-style-type: none"><li>- A fully embedded pupil council and year group representative structure</li><li>- Almost all parents are aware of parental events at school</li><li>- Achievement of Rights Respecting Schools Silver Award</li><li>- We have health and wellbeing data for all pupils which can be analysed</li><li>- We have an increased number of partnerships and increased opportunities for young people to engage with other agencies</li><li>- Young people can track their skills through the Unifrog platform</li></ul>	Measures: <ul style="list-style-type: none"><li>- All year group reps have participated in pupil council meetings</li><li>- Pupil council have created a Youth Voice charter and led 1 peer research activity</li><li>- Most parents have attended a parental engagement event</li><li>- The majority of parents have responded to parental surveys</li><li>- We have submitted paperwork for and been awarded a RRS Silver Award</li><li>- All assemblies include the discussion of Children's Rights</li><li>- All pupils have undertaken the My SHANARRI School survey and had a 1-2-1 SHANARRI meeting</li><li>- Some pupils have received health and wellbeing interventions as a result of this data</li><li>- Most pupils have attended a wider achievement activity</li><li>- Almost all pupils attending wider achievement activities have received positive recognition or accreditation</li><li>- All pupils have recorded skills on unifrog</li></ul>	QI 2.7 Partnerships  3.2 Raising attainment and achievement	When? Who? SLT PLT PST YDO Active Schools Coordinator June 2026	
QI 1.5 Management of Resource		QI 1.3 Leadership of Change		QI 1.1 Self-evaluation for



Implementation/Actions	Time Resource	Who?	When?	Progress
Recruit and appoint school and house captains	5 hours interview time	SLT, ELT and teachers	June 2025	
Recruit and appoint Year Group Representatives	5 hours recruitment processes	PLT	October 2025	
Develop Youth Voice Charter	2 hours pupil council meeting	Pupil Council HT	November 2025	
Develop peer research skills	2 hours pupil council meeting	Pupil Council HT	December 2025	
Carry out peer research activity	As required	Pupil Council HT	March 2026	
Report back findings on peer research activity	1 Assembly	Pupil Council	March 2026	
Evaluate effectiveness of pupil council activities by conducting a focus group with pupil council and conducting a questionnaire with pupils	2 1-hour pupil council meetings	Pupil Council HT	May 2026	
Conduct parental questionnaire to assess interests and barriers to participation	1 SLT meeting	DHT	November 2025	
Use information from parental questionnaire to plan and deliver relevant information sessions for parents	1 SLT meeting, 1 staff meeting	SLT	March 2026	
Continue to issue termly newsletters	5 hours gathering and editing articles	HT and MM	June 2026	
Post information about activities and achievements on Facebook	20 minutes bi-weekly	SLT	Ongoing	
Review current practices against Rights Respecting Schools (RRS) Silver criteria	1-2 hours	RRS lead	December 2025	
Develop action plan to address gaps and work towards RRS Silver award	1-2 hours	RRS lead	December 2025	
Train staff and pupils in RRS principles and practices	1-2 1.5-hour SIP Focus session or inservice. Assemblies with young people.	RRS lead	June 2026	
Analyse 2024-25 My SHANARRI School data using the Deeper Reasons analysis tool	1.5-hour Inservice session	HT and all teachers	September 2025	
Conduct 1-2-1 SHANARRI interviews with all pupils	20 minutes per pupil	PT Guidance	December 2025	
Explain the My SHANARRI School questionnaire to pupils	1 PSE lesson	PT Guidance	March 2026	
Conduct the My SHANARRI School questionnaire with pupils	1 PSE lesson x6	PT Guidance	March 2026	



Train 1 teacher + SLT to use and manage Unifrog platform	2 hours	SLT + SH	November 2025	
Select core skills to be tracked on Unifrog	1 hour	SLT + SH	November 2025	
Train staff on core skills and how to track core skills using Unifrog	2 1 hour sessions – SIP Focus and faculty meetings	SH	December 2025	
All staff to support pupils to track and record development of core skills on Unifrog	Twice per term	All teachers	June 2026	
Analyse core skills and participation data from unifrog	Termly at SLT meeting	SH + SLT	June 2026	
Regularly meet SDS, DYW, YDO and Active Schools	1 hour termly	SLT and partners	June 2026	
Plan and track wider achievement opportunities offered through partners using appropriate method depending on provider	Termly	SLT and partners	June 2026	
Share wider achievements at assemblies and in newsletter	Every 2 weeks and end of term Wider Achievement assembly. Termly for newsletter.	SLT and PLT	June 2026	
Ensure accreditation for wider achievement opportunities where appropriate e.g. Dynamic Youth Award, credit towards SQA relevant course	Ongoing	DHT, YDO and Active Schools Coordinator	June 2026	

