



Education

# Establishment Improvement Plan 2025 - 2026

School Name: Dalintober PS & ELC



Strategic Improvement Planning for Establishment: Overview of Links to Key Policies			Session: 2025-2026		
<b>National Improvement Framework Key Outcomes</b> <ul style="list-style-type: none"> <li>A globally respected and accountable education system that empowers learners with the skills and knowledge to succeed.</li> <li>Strong partnerships between schools, early years settings, families, and wider services to support young people.</li> <li>An inclusive and relevant curriculum that equips learners for society and a sustainable future.</li> <li>High achievement for all, with targeted action to close the poverty-related attainment gap.</li> <li>Skilled teachers and leaders delivering excellent learning, especially for those with additional support needs.</li> <li>Positive relationships, improved attendance, and a culture of dignity, respect, and engagement.</li> <li>Effective use of digital technology to enhance learning, teaching, and equity.</li> </ul>			<b>Collaboration and Consultation</b>		
			<b>Who?</b>	<b>When?</b>	<b>How?</b>
			Staff	Weekly	Collegiate sessions
			Pupils	Termly	Focus Groups/Surveys
Parents/ partners	Termly	Feedback/data			
<b>National Improvement Framework Priorities</b> <ul style="list-style-type: none"> <li>Placing the human rights and needs of every child and young person at the centre of education.</li> <li>Improvement in children and young people’s health and wellbeing.</li> <li>Closing the attainment gap between the most and least disadvantaged children and young people</li> <li>Improvement in skills and sustained, positive school-leaver destinations for all young people.</li> <li>Improvement in achievement, particularly in literacy and numeracy.</li> </ul>	<b>HGIOS 4</b> <ol style="list-style-type: none"> <li>Self-evaluation for self-improvement</li> <li>Leadership for learning</li> <li>Leadership of change</li> <li>Leadership and management of staff</li> <li>Management of resources to promote equity                             <ol style="list-style-type: none"> <li>Safeguarding and child protection</li> <li>Curriculum</li> <li>Learning, teaching and assessment</li> <li>Personalised support</li> <li>Family learning</li> <li>Transitions</li> <li>Partnership</li> </ol> </li> <li>Ensuring wellbeing, equality and inclusion</li> <li>Raising attainment and achievement/Securing children's progress</li> <li>Increasing creativity and employability/Developing creativity and skills for life and learning</li> </ol>	<b>Early Learning and Childcare Quality Indicators</b> <p><b>Leadership</b></p> <ul style="list-style-type: none"> <li>Leadership and management of staff and resources</li> <li>Staff skills, knowledge, values and deployment</li> <li>Leadership of continuous improvement</li> </ul> <p><b>Children thrive and develop in quality spaces</b></p> <ul style="list-style-type: none"> <li>Children experience high quality spaces</li> </ul> <p><b>Children play and learn</b></p> <ul style="list-style-type: none"> <li>Play and learning</li> <li>Curriculum</li> <li>Learning, teaching and assessment</li> </ul> <p><b>Children are supported to achieve</b></p> <ul style="list-style-type: none"> <li>Nurturing care and support</li> <li>Wellbeing inclusion and equality</li> <li>Children’s progress</li> <li>Safeguarding and child protection</li> </ul>	<b>Argyll and Bute Education Key Objectives</b> <ul style="list-style-type: none"> <li>Best start for learners</li> <li>Ambitious learners</li> <li>Nurtured learners</li> <li>Connected learners</li> <li>Lifelong learners</li> </ul>		

Priorities	Proposed Outcome and Impact	Measures	Linked to PEF (Y/N)
Improve attainment in Reading/Reading Schools Silver Accreditation	Short and long-term universal and targeted raised attainment in Reading for almost all pupils. Reading Schools Silver Accreditation awarded. Reading is celebrated and enjoyed as part of our school and community culture	80%+ of all pupils will have met 80%+ of individual reading targets, meeting or exceeding expected progress levels. Evidence of differentiation, reading skills and high quality feedback evident in 95%+ of planning, assessment and pupil work sampling. 100% of identified pupils will have increased in attainment by at least one progress measure, evidenced in case studies and related tracking and monitoring. Gap between male/female attainment in Reading will reduce to below 20%  School/ELC community successful in being awarded Reading Schools Silver Framework accreditation	Yes
Improve Learning, Teaching & Assessment through a culture of collaborative enquiry	A skilled staff who will apply agreed Learning, Teaching and Assessment strategies consistently and robustly. Almost all learners can demonstrate that they are increasingly aware of their own learning progress and next steps	Evaluation of Reading Learning, Teaching and Assessment by pupils and parents demonstrates increasing understanding of learning, next steps and pedagogy  Evaluation and evidence of HGIOS4 2.3 in 25/26 Standards & Quality Report demonstrates increase from Satisfactory to Good for Reading	No

<p>Embedded understanding and use of Argyll &amp; Bute’s Education Vision and Strategy – ‘Our Children, Their Future – Thriving Together’</p>	<p>Shared understanding of ‘Our Children, Their Future – Thriving Together’ across our school/ELC community. Stakeholders will understand how the strategy is applied at local/school/ELC level</p>	<p>Most parents/carers surveyed report knowing about OCTF using baseline Google Form issued in Phase 1 (Oct ’25) and re-issued in May ’26 All staff can identify OCTF five key priority areas (survey/focus groups) Most pupils can identify OCTF five key priority areas (survey/focus groups) and evidence what this looks like in school</p>	<p>Yes</p>
<p>Continued engagement with Rights Respecting Schools and ‘Our Children, Their Nurturing Education’</p>	<p>Engagement of staff, pupils, parents and partners to embed UNCRC articles and rights and Nurture principles. Award of Gold accreditation in both RRS and OCTNE. Full implementation of our Positive Relationships policy</p>	<p>Gold Accreditation awarded. Co-created and shared Action Plan for OCTNE Platinum status. . 85%+ of feedback positive with policy progress</p>	<p>Yes</p>
<p><i>ELC specific</i> Quality Improvement &amp; Assurance across ELC</p>	<p>Engagement with Care Inspectorate’s ‘ELC Improvement Programme’ and Education Scotland’s ‘Learning to Read in the Early Years’ Professional Learning Programme (3 x <i>ELC practitioners</i>/infant teachers). ELC Quality Assurance calendar agreed and actioned. Through self-evaluation and strategic collaborative discussion, identify key areas where improvement in reading pedagogy is required to facilitate higher quality learning experiences. Implement and evaluate small tests of change. (<i>ELC – P2</i>) Personal Learning Plans developed and consolidated</p>	<p>A robust ELC Quality Assurance calendar will be in place, implemented and regularly evaluated. Areas of focus will be clear and monitored through formal and informal observations, discussions, surveys and focus groups on a daily, weekly or termly basis. Observation of learning, teaching and assessment shows at least one clear progress measure in 85%+ of all learners in Emergent Reading 100% of Personal Learning Plans will clearly identify children’s support strategies and next steps, with clear links to progression pathways relating to play and learning. Next steps being achieved will be evidenced through developmental milestones tracking, Seesaw and floorbooks</p>	<p>No</p>

**Note: This section of the Improvement Plan can be made available to all relevant stakeholders to provide an overview of the session’s priorities.**