Education

Establishment Improvement Plan

2025 - 2026

Campbeltown Grammar School

Committed to success

Aim High

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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:
Raising attainment by developing learning, teaching and the curriculum.	Embed approaches to ensure that all learners are supported, challenged and engaged.	Enhance the use of digital technology to support learners.

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Further develop and refine approaches to tracking, monitoring and interventions..	Improve strategic leadership at all levels.	Further develop partnerships to enhance the curriculum and the experiences for all learners.
	Further develop curricular pathways and rationale.	Develop strategies to enhance Family learning.
Re establish a whole school focus on the human rights and needs of every child through Silver Rights Respecting Schools	Further develop approaches to build skills and sustained positive school-leaver destinations	
Improve approaches to collaborative self-evaluation for self-improvement.		

Strategic Improvement Planning for Establishment: Overview of Links to Key Policies

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National Improvement Framework Key Outcomes

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Collaboration and Consultation

Who?	When?	How?
Parents	Termly	Questionnaires, Parent Groups
Pupils	Termly	Questionnaires, Pupil Groups
Staff	Termly	Questionnaires, SIG Groups, Staff Meetings

National Improvement Framework Priorities	HGIOS 4	Early Learning and Childcare Quality Indicators	Argyll and Bute Education Key Objectives
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Priorities	Proposed Outcome and Impact	Measures	Linked to PEF (Y/N)

Raising attainment by developing learning, teaching and the curriculum.	By May 2026, all staff PRD records show evidence of CLPL activities with a focus on improving learning, teaching and assessment. Teachers will demonstrate their improved understanding of engagement, feedback and challenge.	Evidence of high quality learning and teaching will be demonstrated by classroom observations, pupil/teacher questionnaires. Increased pupil engagement will be evidenced by classroom observations, pupil/teacher questionnaires and a 10% increase in attendance and 10% decrease in behaviour referrals.	Y
	By May 2026, all class teachers will feel confident in providing learners with more regular, higher-quality feedback which supports them to identify their next steps in learning.	The percentage of young people achieving expected levels of attainment in reading, writing and numeracy will have increased by 5% collectively.	
	By May 2026 all of young people will record wider achievement certification on the My World of Work My Achievement and My Profile App.	Learner pathway documents and My Profile data will evidence that all young people have recorded at least 1 achievement.	
	By May 2026 there will be an increase in the number of young people taking part in work experience and attaining SQA work experience qualification.	SQA attainment data, pupil pathway document s and My Profile data will evidence a 10% increase in young people attaining the work experience qualification.	
	By October 2025, all teachers will have access to the Pupil Pathway policy to allow planning to meet the needs of all learners. By May 2026, all S1 and S2 pupils will have created and populated My Profile with the support of a Guidance teacher.	Pupil questionnaires, Pupil Pathway document (including record of wider achievement), and Course Choice Analysis will evidence a 5% increase in access to wider achievement and attainment.	

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	By May 2026 all learners will experience a relevant, engaging and meaningful BGE curriculum.	5-10% increase in attainment data tracked in progress and achievement, classroom observations, staff, pupil and parent feedback.	
	By January 2026, a robust consultation on the proposal to move to an asymmetric week will have taken place with all stakeholders including the local community, transport and education services.	Minutes from focus groups as scheduled in the school planner, parent, and pupil and partner questionnaires will be collated and evaluated.	

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Raising attainment by developing tracking, monitoring, interventions and moderation.	At the end of each term, every young person will have a clear understanding of their current level of progress based on data. Each learner's experience in the classroom setting will match the level reported by their teachers. Through questionnaires, all teaching staff will confirm that they have improved in skills and confidence leading to more robust teacher judgements. Classroom observations, feedback from parents, staff and learners will indicate consistent good learning and teaching. By October 2025, a robust process to review departments will be in place leading to improved understanding of strengths and areas for development within each department. By May 2026, all staff, pupils and parents will have a clear understanding of each learners' progress through the BGE. Teachers will be more confident and skilled in producing reports of a consistent high quality.	This will be evidenced by classroom observations, pupil questionnaires and minutes from Faculty meetings. This process will result in improved learners' experiences and improved attainment (5-10%). Parent feedback will demonstrate an increased understanding of the tracking and reporting process from adequately to well understood. Parent, staff and pupil questionnaires will demonstrate an increased understanding of tracking information and levels from adequate to well understood.	N

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Raising Attainment by supporting positive relationships, improved attendance, and a focus on our school values.	By December 2025, the refreshed Relationships Policy will be shared with all parents, pupils, staff and partners. By December 2025, the refreshed Anti-Bullying Policy will be shared with all parents, pupils, staff and partners. By May 2026 the refreshed Attendance Policy will be shared with all parents, pupils, staff and partners.	Feedback from questionnaires will provide evidence that all staff, pupils and parents have a clear understanding of the schools' approach to relationships. Staff questionnaires will evidence that they feel more confident accessing the strategies and processes outlined in the Relationships policy. Questionnaires will evidence that all staff, pupils and parents are aware of the Anti-Bullying policy. A 10% improvement in attendance of all young people will indicate an improvement in engagement with attendance strategies.	Y

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

Operational Improvement Planning (Action Plan) for Establishment:	Session: 2025-2026

Strategic Priority 1:	Title: Raising attainment by developing learning, teaching and the curriculum.

National Improvement Framework Key Outcomes
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- Effective use of digital technology to enhance learning, teaching, and equity.

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

Cluster Priority- understanding of high-quality feedback - A staff questionnaire on approaches to giving feedback will be created and shared with all cluster teachers as part of gathering baseline data. This will include both quantitative and qualitative questions. - A pupil questionnaire on the feedback they currently receive will be created and shared with all cluster pupils as part of gathering baseline data. This will include both quantitative and qualitative questions. - Cluster HTs will analyse the results of the questionnaires and set specific and measurable goals in the following areas: • percentage of pupils who feel they receive regular, high-quality feedback that helps them to know their next steps in learning • percentage of teachers who feel confident in giving regular, high-quality feedback Professional Reading Groups - Cluster HTs will create a database of professional reading materials already being used/available across the cluster. - Class teachers will engage with professional reading from a range of sources from the cluster database (materials can be decided at school-level). - Class teachers will attend and engage with professional reading discussion groups. Following these, they will identify their next steps for implementation in classrooms.	CLUSTER HTs ALL TEACHING STAFF	August 2025 August 25-May 26	The percentage of children achieving expected levels of attainment in reading, writing and numeracy will have increased by 5% collectively. All class teachers will feel confident in providing more regular, higher-quality feedback which supports them to identify their next steps in learning as evidenced by evaluations at in-service. All learners will experience more regular, high-quality feedback which supports them to identify their next steps in learning as evidenced through questionnaires.

Learner Pathways Launch SCQF Ambassador Programme to introduce pupils, parents and staff to the opportunities available through the full SQA catalogue. SCQF Ambassadors will deliver parent updates and information through the Parent Update, Parents' Evenings and Options evenings.	SP DHT	September 2025	-Evidenced by pupil and parent questionnaires. - Course choice analysis, feedback from pupil profile analysis and SQA analysis evidence offer of 2 new courses.
Embed outdoor learning opportunities for all young people across the curriculum. All pupils will have access to wider achievement opportunities through: - IDL SAMS and Kintyre Sea Sports - Horticulture- outdoor learning spaces - DofE - Dynamic Youth Award Identify key areas of curriculum to be reviewed in the context of curriculum rationale – e.g. IDL, enterprise and skills for Learning, Life and Work, articulating unique local context: - Further develop opportunities for leaners to use The Reading Room - Further develop how departments can use the Gallery Space to enhance IDL opportunities for learners. - Further develop opportunities for learners to use the open areas to support their learning in Barista Skills, Enterprise and Health and Wellbeing.	BGE DHT	August 25-May 26	Evidenced by 100% of young people demonstrating wider achievement certification on MWOW My Profile.

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DYW lead teacher and DYW worker			
Further develop partnerships to deliver work experience. Make contact with local businesses and DYW Team to increase the offer available to learners. Produce a data base of short term and long term work experience placements for learners including anticipated skills development. Work experience data base will include lists of placements and matching criteria. Timescales for matching pupils to placements reduced to an average of 1 week to ensure that all pupils are all fully engaged in learning and skills development at all times.	DYW lead teacher and DYW worker	August 25-May 26	10% increase in pupils taking part in work experience attaining SQA work experience qualification.
Produce the Pupil Pathway Policy. Introduce My Achievements and My Profile to PSE and PA to support recording and evaluation of wider achievement opportunities. Work towards the aspiration that all pupils will receive a relevant suite of wider achievement accreditation.	Guidance PTs and DHT SP	October 2025	All teachers will access the Pupil Pathway policy to allow planning to meet the needs of all learners. All S1 and S2 pupils will have created and populated My Profile with the support of a Guidance teacher. Pupil questionnaires, Pupil Pathway document (including record of wider achievement), and Course Choice Analysis evidence wider achievement and attainment.

BGE Course plan review A review of BGE course plans and pace of learning will take place in TERM 1. -Each Faculty will produce BGE subject course plans and BGE subject timelines -All BGE course plans will be made available to parents, pupils, staff and primaries. - A BGE Curriculum map will be produced and shared with all staff, pupils, parents and primaries.	BGE DHT, FHs and Transition Teachers. ALL STAFF	September25 – October 2025	All learners experience a relevant, engaging and meaningful BGE evidenced by pupil questionnaire, S3 options data and parent feedback. -5-10% increase in attainment data tracked in progress and achievement, classroom observations, staff and Pupil feedback.
-Produce and share a new Curriculum Rationale document relevant to the updated and developing new curricular offer.	SLT	August 25-May 26	All staff should be able to articulate our curriculum rationale. Almost all pupils should be able to articulate our curriculum rationale. Learning and Teaching plans will evidence agreed changes.
-School Improvement Group consultation on the asymmetric week involving all stakeholders and relating to CGS vision and values.	BGE DHT	August 25-May 26	Evidence of a robust consultation with all stakeholders including the local community, transport and education services. . -parent, pupil and partner questionnaires. - -Pupil council and parent council minutes.

Operational Improvement Planning (Action Plan) for Establishment: Session: 2025-2026

Strategic Priority 2:	Title: Raising attainment by developing reporting, interventions, moderation, tracking& monitoring,

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National Improvement Framework Priorities	HGIOS 4 and Early Learning and Childcare Indicators	Early Learning and Childcare Quality Indicators	Argyll and Bute Education Key Objectives
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Establishment Improvement Plan | 2025 - 2026

Key Actions (How)	Lead Person	Timescale	Success Criteria to facilitate evaluation of learners' progress
QAMSOs, FHS and SQA Coordinator will support all staff to evaluate subject moderation activities. QAMSOs and FHS will support all staff to embed high quality assessments across all curricular areas for all learners. QAMSOs and FHs will support teachers in all subject areas to provide evidence towards ACEL data leading to improved accuracy of Literacy and Numeracy information- transitions to N4 or N5. FH English and FH Maths will report an analysis of the data and the implementation of appropriate interventions to SLT.	QAMSOs, FHs and SQA Coordinator	Termly planned dates In-service & FM times as agreed	Every young person will have a clear understanding of their current level of progress based on data. Learner experience in classroom setting will match the level reported by their teachers. This will be evidenced by classroom observations, pupil questionnaires and minutes from Faculty meetings. Through questionnaires, all teaching staff will confirm that they have improved in skills and confidence leading to more robust teacher judgements.

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Development and introduction of new CGS Departmental review process - A CGS departmental review process will be produced including staff, pupil and parent questionnaires, systems for recording and feedback and agreed timescales for actions. -Department review process will be developed to support evaluation of data at key tracking points throughout the session. -As part of the school's self-evaluation process, it is planned that all departments/faculties will experience a partial review on rotation each session. Each Faculty will subsequently be reviewed every three years. The review will involve an evaluation of Learning and Teaching, Departmental curriculum and attainment/achievement. -Evidence of reviews will be shared at SLT, Whole School staff meetings and at parent council by the HT. A CGS departmental review process will be produced and shared with all staff. The review will include -Learning observations -parental surveys -pupil focus groups -attainment and achievement data	ELT	August25-October 25	A robust process to review departments is in place leading to improved understanding of strengths and areas for development within each department as evidenced by classroom observations, feedback from parents, staff and learners. This process will result in improved learners' experiences and improved attainment (5-10%).

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Tracking and Monitoring To fully implement the BGE tracking and monitoring system. Carry out a review of the pupil mentoring programme and deliver end of term evaluations based on tracked data. -Departmental Tracking, monitoring and interventions procedures embedded	BGE DHT SP DHT ELT	Aug 25-Dec 25 August 25-May 26 Review dates planned termly.	All staff, pupils and parents have a clear understanding of all learners' progress across the BGE as evidenced by feedback from both full and tracking reports. Increased attainment – SQA 5-10% Percentage of S4 pupils who achieved an English/Gaelic course award of any SCQF level in August 2026: 100%Percentage of S4 pupils who achieved a Mathematics course award of any SCQF level in August 2026: 100% ACEL Literacy and Numeracy 5-10% (to match Argyll and Bute 2025 attainment)

Reporting Carry out a full review of the content and quality of reports and the reporting process. Deliver parent information sessions at Parents' evenings to support the reporting process and to gather suggestions from parents on how to improve the quality of reporting.	ELT All STAFF	August 25-May 26	Parent, staff and pupil questionnaires will demonstrate an increased understanding of tracking information and levels. Teachers will be more confident and skilled in producing reports of a consistent high quality. Parent feedback will demonstrate an increased understanding of the tracking and reporting process.

Operational Improvement Planning (Action Plan) for Establishment:	Session: 2025-2026

Strategic Priority 3:	Title: Raising Attainment by supporting positive relationships, improved attendance, and a focus on our school values.

National Improvement Framework Key Outcomes
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National Improvement Framework Priorities	HGIOS 4	Early Learning and Childcare Quality Indicators	Argyll and Bute Education Key Objectives
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Establishment Improvement Plan | 2025 - 2026

Key Actions (How)	Lead Person	Timescale	Success Criteria to facilitate evaluation of learners' progress
-Deliver reviewed Relationship policy with all staff to include a nurture focus • Relationship Policy produced and shared with all staff, pupils, partners and parents. -Introduction of MVP programme • S5/S6 volunteers trained to offer peer support to all BGE classes. • MVP sessions and anti-bullying policy delivered to BGE within PSHE lessons. -Deliver Anti-Bullying Policy	KF KF KF	Aug 25-Dec 25 Aug 25-Dec 25 Aug 25-Dec 25	Feedback from questionnaires evidence that all staff, pupils and parents have a clear understanding of the schools' approach to relationships. Staff questionnaires evidence that they feel more confident accessing the strategies and processes outlined in the Relationships policy. Questionnaires will evidence that all staff, pupils and parents are aware of the Anti-Bullying policy.

Maximising Attendance -Re-align attendance policy and procedures with relationships policy and procedures • Produce Policy and share with all staff, pupils, partners and parents. -Fully implement attendance case studies in line with Education Scotland training and support.	SLT and Guidance PTs	August 25-May 26	Improved attendance of all young people- SEEMIS attendance data (Target 88%)