

School Name: Rhu Primary School



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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:	

- Implement the School Teaching and learning Policy from 24/25 - Revisit Child Protection Policy - annual. - Implement the new curriculum rationale and curriculum design to inform future strategic planning. With school staff leading on aspects of Curriculum development, teaching, learning and assessment. From 24/25 - Moderation of talking and listening with cluster colleagues and continue to moderate collaboratively within the Helensburgh and Lomond Cluster and beyond. Develop understanding and moderation for consistency and agreed standard in talking and listening levels across the curriculum. - QI approach to improving writing - Implement 'Our Children. Their Future' thriving Together	- Enhance transitions throughout the school and with renewed focus in key stages – P1/P7. - Establish Teaching and Learning practitioner Enquiries. - Foster greater links with ELC providers to develop early level teaching and learning. - Analyse the use of Building the Ambition throughout the school and the staff understanding of this. - Further develop the playground space, with pupil and parental feedback. - Improve and update the technology provision, to ensure it is fit for purpose and reflects the work in the curriculum rational, class google classroom provision and digital skills. - Strengthen capacity building through partnership and intergeneration working through pupil participation ideas, for example, the Edible Garden, Art Workshops and work with the local care home.	- Review the impact of the whole school nurture strategy on the wellbeing, and inclusion of all pupils. - Review skills across the curriculum and in wider achievement opportunities - To review ANST and our personalised support and audit interventions to support pupils requiring additional support or further depth or extension using the Argyll and Bute Staged Intervention process across the whole school.
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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.		Collaboration and Consultation		
		Who?	When?	How?
		Staff	T1-T4	Inset
		Parents	T1-T4	Newsletter/Goo gle

- Positive relationships, improved attendance, and a culture of dignity, respect, and engagement. - Effective use of digital technology to enhance learning, teaching, and equity.		Pupils	T1-T4	Focus Groups/Comm
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 in Listening & Talking Across the Cluster	Increased understanding of Learning, Teaching and Assessment in Listening and Talking, Increased dialogue across stages and establishments in cluster, Increased understanding of ACEL/XBRA levels within Listening and talking	90% of learners make at least one XBRA level of progress in Listening and Talking by June 2026, tracked through school data and cluster moderation.	No	
QI approach to improving writing	Attainment data Pareto charts used to identify priority skills and track reduction in barriers.	100% of teaching staff at Rhu will be trained in the CYPIC QI approach to writing.	No	

	• Run charts showing pupil progress over time in measurable aspects of writing. • Stretch aims and teaching aims compared against baseline and end-point data. • Engagement & enjoyment • Pre- and post-programme surveys (pupil questionnaires, class discussions). • Learner voice evidence: pupils able to articulate progress and next steps. Equity & inclusion • Fishbone analysis used for pupils not meeting targets. • Case studies of targeted pupils to evidence tailored interventions Impact on Practitioners Implementation Lesson observations by L Johnstone with structured feedback. Monitoring of classroom use of QI tools (run charts, Pareto charts). Professional learning: Staff evaluations	All classes from P1-7 will receive a minimum of one termly CYPIC writing intervention block. 90% of learners will move one progress measure in writing. A writing culture across the school is evident through displays and writing working walls within classrooms. Quality Assurance Feedback from external training sessions and local authority input	
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	Evidence from professional discussions (minutes, obs notes). Teacher confidence & enjoyment Pre- and post-programme surveys of staff perceptions of teaching writing. Peer feedback from cohort sharing sessions. Monitoring & evaluation: Analysis of collated attainment and engagement data Evidence of progress reported at staff meetings and in improvement planning documentation.		
Implement 'Our Children. Their Future' thriving Together	By June 2025, our school will demonstrate at QI Visit 1 at least one way <i>Our Children, Their Future (OCTF)</i> has been shared with staff, pupils and families. By June 2025, we will upload at least one example of OCTF in their context to the digital sharing site, By June 2025, Education Managers and Education Support Officers visiting Rhu will evidence observation of OCTF in context.	Percentage of QI visit reports noting explicit sharing of OCTF. Samples of communication (newsletters, assemblies, staff bulletins) Uploads on the digital sharing site. EM and ESO visit reports citing OCTF in action. Frequency of OCTF observed in practice - Staff % able to identify the five priorities - Pupil % able to identify and explain priorities in context.	No

		• Parent/carer % reporting awareness of OCTF (Possible Survey/Focus Group)	
• Implement the new curriculum rationale and curriculum design to inform future strategic planning. With school staff leading on aspects of Curriculum development, teaching, learning and assessment.	Continue to develop a clear, detailed curriculum rationale document that outlines the principles and aims of the new curriculum. • Organise sessions for staff to further contribute to curriculum development. • Identify and train potential leaders within the staff who can manage and oversee curriculum areas • Gather feedback from pupils, parents, and teachers on the new curriculum • Refine and fully integrate the curriculum based on feedback and results.	• A fully articulated and understood curriculum that supports both academic and personal development outcomes. • Positive feedback from staff, pupils, and parents, indicating clarity and engagement with the new curriculum.	No

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