

Slàinte agus Sunnd
Co-ionannachd

Spèis
Àrainneachd
Miann-adhartais
Coimhearsnachd
Sàr-theagasg's ionnsachadh



Wellbeing
Equality
Respect
Environment
Ambition
Community
High quality learning and teaching



ULLAPOOL HIGH SCHOOL

ESTABLISHMENT IMPROVEMENT PLAN

SESSION 2024.25

Overview of National and Local Priorities			
National Improvement Framework Key Priorities 1. Placing the human rights and needs of every child and young person at the centre of education 2. Improvement in children and young people's health and wellbeing 3. Closing the attainment gap between the most and least disadvantaged children and young people 4. Improvement in skills and sustained, positive school-leaver destinations for all young people 5. Improvement in achievement and attainment, particularly in literacy and numeracy		National Improvement Framework Key Drivers 1. School and ELC leadership 2. Teacher and practitioner professionalism 3. Parent/carer engagement and family learning 4. Curriculum and assessment 5. School and ELC improvement 6. Performance Information	
HGIOS/HGIOELC/ HGIOURS	Highland Council Education Priorities	GME Priorities	Health and Social Care Standards
• 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 • <u>2.3 Learning, teaching and assessment</u> • 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 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	• 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.	• 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	• 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 provide the premises.

Action Plans

School Improvement Plan Priorities 2024/2025

Improvement Priority Title
1. Improve our approaches to Learning, Teaching and Assessment.
2. Review and improve/extend our curriculum offer.
3. Embed 'Our Ullapool' (whole school approach to wellbeing, equality and inclusion).
4. Raise the profile of Gaelic across the school.

Strategic Three-year Improvement priorities	Session 23/24 – 25/26
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QI/Improvement Area Focus	Year One – 23/24	Year Two – 24/25	Year Three – 25/26
QI 2.3	Improve our approaches to Learning, Teaching and Assessment.	Improve our approaches to Learning, Teaching and Assessment.	Improve our approaches to Learning, Teaching and Assessment.
QI 2.2 & QI 3.2	Review our curriculum offer.	Review and improve/extend our curriculum offer.	Improve/extend our curriculum offer.
QI 3.1 & QI 1.3	Create a whole school approach to wellbeing, equality and inclusion ("Our Ullapool").	Embed 'Our Ullapool' (whole school approach to wellbeing, equality and inclusion).	Embed 'Our Ullapool' (whole school approach to wellbeing, equality and inclusion).
QI 3.1 & QI 1.3	Raise the profile of Gaelic across the school.	Raise the profile of Gaelic across the school.	Embed the profile of Gaelic across the school.

Improvement Plan Priority 1: Improve our approaches to Learning, Teaching and Assessment		
Part A (Action Plan)		
Rationale: To better meet the needs of all pupils and provide a more consistent learning experience across the school.		
Resource implications: Staff time (INSET, collegiate time, WTA and CLPL), access to various resources (staff CLPL library (DSM), research articles, Teaching Sprint website) and external training providers, as required		Staff responsible: CB (LTA lead), JS (T&M lead), all teaching staff
Link to National and Local Priorities NIF Priority: Closing the attainment gap between the most and least disadvantaged children NIF Driver: Teacher and practitioner professionalism HGIOS Quality Indicator: 2.3 Learning, teaching and assessment HGIOUS Theme: Our learning and teaching Highland Council Priority: We will ensure the highest quality of learning and teaching for each and every learner GME Priority (for GME and Secondary): Choose an item.		
Measures of Success (by end of year 2 (2024/25))	The majority of pupils and most staff understand what high-quality learning and teaching looks like. Most staff feel that they are supported to reflect on and extend their practice. Staff are making more effective use of available data, assessment information and knowledge of individuals to inform their planning and interventions. An increase in the % of pupils reporting a positive experience in each aspect of the Learning and Teaching Framework.	
INTERVENTION/ACTION	PROGRESS CHECK & DEADLINE	EXPECTED OUTCOME(S) FOR LEARNERS
<u>Continue to embed UHS Learning & Teaching Framework</u> - Recap/reinforce the Learning & Teaching Framework with staff and pupils at the start of session (August 2024 INSET and assembly, and 'deconstruction' of each element in registration) - Pupils carry out survey (based on L&T Framework) twice a year (Sept/March) - Impact/progress monitored using Learning and Teaching Tracker - Summary of results and next steps shared with pupils and staff (assemblies & staff meetings) - Results (supplemented by other relevant data, feedback and observations) used to inform focus of teaching sprints/CLPL/next steps.	Progress check: December Choose an item. Deadline: April Choose an item.	Pupils understand what high quality learning and teaching looks like and give informed feedback about their learning experience. As a result of this feedback, and the subsequent action, pupils experience a more consistent and positive learning experience across the school (increase in the % of pupils reporting a positive experience in each aspect of the Learning and Teaching Framework). Pupils feel listened to/valued.

<u>Continue to embed Teaching Sprints/CLPL</u> - Recap/reinforce the Teaching Sprint process with staff at the start of session (August 2024 INSET) - Whole school Teaching Sprint focus on meeting needs/ differentiation (term 1). This builds on training delivered in May 2024 and supports departments with the compulsory department improvement priority (planning/meeting needs). - Further embed use of the Planning and Reflection Tracker (supplemented by discussions at staff meetings) to support the sharing of good practice, learning and resources. - Ensure Teaching Sprints are informed by pupil feedback (supplemented by other relevant data, feedback and observations). - Learning and Teaching Tracker used to monitor the impact of Teaching Sprints. - Staff evaluation of Teaching Sprint approach (Term 3). - Amend approach (as appropriate) for session 2025/26. - Continue to support staff to reflect on and extend their practice: ✓ Compulsory departmental improvement priority: Planning and Meeting Needs/Differentiation ✓ Staff learning and teaching self-evaluation survey ✓ Staff training: Embedding Skills/Careers into the Curriculum (September 2024) and Effective Questioning (March 2025). ✓ Continue to update staff CLPL library.	Progress check: December Choose an item. Deadline: April Choose an item.	Staff deepen their pedagogical knowledge and enhance their expertise. This leads to pupils experiencing a more consistent and positive learning experience across the school (increase in the % of pupils reporting a positive experience in each aspect of the Learning and Teaching Framework). Robust planning processes leads to: ✓ Increased % of pupils reporting that learning activities build on what they already know and can do and are appropriately challenging. ✓ Increased % of pupils reporting that the pace of lessons is appropriate. ✓ Increased attainment (particularly the top 20%) Pupils are more cognitively engaged and report having increased opportunities to influence what and how they learn. This leads to increased confidence and motivation.
<u>Continue to develop and embed the revised tracking and monitoring system</u> - Further develop the whole school data dashboard. - Embed the data plan to ensure a consistent approach (at all levels) across the school. - Further develop the approaches used to measure the impact of interventions.	Progress check: December Choose an item. Deadline: April Choose an item.	More effective use of data (at all levels) leads to earlier interventions, appropriate progression and increased attainment.

Improvement Priority 2: Review and improve/extend our curriculum offer			
Part A (Action Plan)			
Rationale: To ensure that our curriculum meets the needs of our young people and maximises attainment for all			
Resource implications: Staff time (INSET, collegiate time, WTA and CLPL) and access to various resources (HGIOS?4, SIFs, exemplar curriculum rationales, national and local guidance, SCQF Padlet). Pupil time (SQCF Ambassadors).		Staff responsible: JS (lead), Curriulum Group, CB, CC (SCQF lead)	
Link to National and Local Priorities			
NIF Priority: Improvement in skills and sustained, positive school-leaver destinations for all NIF Driver: Curriculum and assessment	HGIOS Quality Indicator: 2.2 Curriculum HGIOURS Theme: Our learning and teaching	Highland Council Priority: We will raise attainment and achievement for all, especially for those children from disadvantaged circumstances including rural deprivation	GME Priority (for GME and Secondary): Choose an item.
Measures of Success (by end of year 2 (2024/25))	Curriculum audit summary produced and shared with the school community. Curriculum rationale created and shared with the school community. Revised BGE curriculum. Increased number and range of SCQF Level 5 and Level 6 qualification on offer for session 2025/26. Increased attainment (target: 5% increase at Level 5 and Level 6 over 2 years). The majority of pupils and parents and all staff understand the Scottish Credit and Qualifications Framework. SCQF Ambassadors achieve a leadership qualification. SCQF Ambassadors Silver Award.		
INTERVENTION/ACTION		PROGRESS CHECK & DEADLINE	EXPECTED OUTCOME(S) FOR LEARNERS
<u>Complete the curriculum audit</u> - Analysis of attainment, course choice, change of level and pathways data and other relevant information (ongoing). - Carry out pupil, parent and partner focus groups. - Review the results of the staff audit (January 2024). - Produce an audit summary and share the main findings and next steps with staff, pupils, parents and partners.		Progress check: September Choose an item. Deadline: November Choose an item.	Pupils feel listened to/valued.

<u>Create a curriculum rationale</u> • Collate examples of curriculum rationales from other schools. • Draft curriculum rationale ("ensuring that this takes account of local and national context, Gaelic, progression, labour and market intelligence and other relevant factors" (HMle, 2024)). • Gather feedback from staff, pupils, parents and partners. • Launch finalised curriculum rationale.	Progress check: October Choose an item. Deadline: December Choose an item.	Pupils have a greater understanding of the purpose of the curriculum. This supports them to make informed choices. Pupils feel listened to/valued.
<u>Curriculum Review</u> • Investigate the 'pros' and 'cons' of removing registration (P1 is currently 5 mins shorter) – staff and pupil consultation. • "Review BGE curriculum to ensure that entitlements are met and there is coherence into the senior phase" (HMle, 2024). This will include investigating the possibility of increasing the S1/S2 GME period allocation. • Continue to review and extend senior phase pathways to "ensure that all young people attain to their full potential, particularly the highest attaining young people" (HMle, 2024). • Continue to engage with national and local guidance following the review of Scottish Education (ongoing).	Progress check: February Choose an item. Deadline: May Choose an item.	Pupils experience a coherent, progressive and relevant curriculum. Pupils able to access a wider range of courses, particularly at SCQF Level 5 and Level 6. This leads to increased motivation and attainment. Increase in the number of pupils maximising the number of qualifications, and grade, they can achieve.
<u>Scottish Qualifications & Credit Framework/Alternative Qualifications</u> • Further embed the SCQF Ambassadors programme/continue to increase awareness and understanding of the Scottish Qualifications & Credit Framework across the school community. • Continue to support staff to explore alternative qualifications. • Continue to look for additional accreditation opportunities (curriculum and wider achievement) • Leadership qualification offered to all SCQF Ambassadors. • Submit SCQF Ambassadors Silver Award application.	Progress check: December Choose an item. Deadline: April Choose an item.	Pupils have a greater understanding of the SCQF. This supports them to make informed choices about their pathways. Staff are confident exploring the SCQF. This should lead to more pupils being offered appropriate progression pathways and opportunities for additional accreditation. As a result, attainment increases. SCQF Ambassadors develop skills for learning, life and work, including planning, teamwork, leadership and public speaking/oracy.

Improvement Priority 3: Embed our whole school approach to wellbeing, equality and inclusion (“Our Ullapool”)			
Part A (Action Plan)			
Rationale: To improve the wellbeing of pupils and staff and further develop leadership at all levels			
Resource implications:		Staff responsible: AI (lead), RT/RW, BM/CL & EM/CM (group facilitators), CB	
Link to National and Local Priorities			
NIF Priority: Improvement in children and young people's health and wellbeing NIF Driver: School and ELC Leadership	HGIOS Quality Indicator: 3.1 Ensuring wellbeing, equality and inclusion HGIOURS Theme: Our health and wellbeing	Highland Council Priority: We will maximise health and wellbeing for all children and young people to give them the best possible start in life	GME Priority (for GME and Secondary): Choose an item.
Measures of Success (by end of year 2 (2024/25))	Increase across all 4 areas of the Glasgow Motivation and Wellbeing Profile (GMWP): 'Agency', 'Affiliation', 'Autonomy' and 'Feeling Healthy and Safe'. Comparison of individual questions shows an upwards trend across all questions (GMWP). Most young people and all staff understand our strategic approach to wellbeing, equality and inclusion ('Our Ullapool'). Increase in the number of young people involved in an 'Our Ullapool' group. A minority of parents and partners understand our strategic approach to wellbeing, equality and inclusion ('Our Ullapool'). A few parents and partners have joined/are supporting an 'Our Ullapool' group. Young people and staff can talk confidently about the work of their group. 'Our Ullapool' Ambassadors achieve a leadership qualification. The majority of young people and staff can talk about the key UNCRC articles and how it relates to them, as a pupil or member of staff. Rights' Respecting Silver Award (18-24 months)		

INTERVENTION/ACTION	PROGRESS CHECK & DEADLINE	EXPECTED OUTCOME(S) FOR LEARNERS
<u>Continue to embed the Glasgow Motivation and Wellbeing Profile (GMWP)</u> • Pupils carry out the survey twice a year (Oct and March) • Data analysed – individual, year group, whole school. • Follow up with individuals, as required, • Year group and whole school data shared with pupils and parents (as appropriate) • Year group and whole school data shared with staff to inform changes in the classroom (as appropriate) • Year group and whole school data ((supplemented by other relevant data, feedback and observations) used to inform wellbeing, equality and inclusion strategy 'Our Ullapool' (see below) • Track results over time - individual, year group, whole school.	Progress check: November Choose an item. Deadline: April Choose an item.	Pupils feel listened to/valued.
<u>Continue to embed and extend our wellbeing, equality and inclusion strategy 'Our Ullapool'</u> • Recap/reinforce 'Our Ullapool' with pupils and staff at the start of session (August 2024 assembly) • Community launch event (September 2024) to encourage parents and other partners to join/support an 'Our Ullapool' group. • Improved use of school website and social media channel to further increase community awareness and engagement. • Group Action Plans ('Be U', 'Be Supportive' & 'Be Healthy') finalised and shared with school community. • Share GMWP data (Oct & March) and other relevant information with groups (as appropriate) to inform future actions. • All groups ('Be U', 'Be Supportive' & 'Be Healthy') evaluate the impact of their actions (data, feedback and observations), and amend as appropriate. • Evaluate overall impact of 'Our Ullapool' approach (data, feedback and observations) and amend as appropriate. • 'Our Ullapool' Ambassadors achieve Leadership qualification. • Rights' Respecting Silver Award (18-24 months)	Progress check: December Choose an item. Deadline: March Choose an item.	Pupils learn in a safe, inclusive and nurturing environment. This impacts positively on their wellbeing and attainment. 'Our Ullapool' Ambassadors develop skills for learning, life and work, including planning, teamwork, leadership and public speaking/oracy. Pupils feel listened to/valued. This increases their sense of belonging.

<u>Continue to support staff to further develop their knowledge and skills in relation to wellbeing, equality and inclusion:</u> • Trauma-informed Practice/Emotion Coaching training (2nd session) • UNCRC/Children's Rights training (5 x 1-hour sessions over 18-24 months)	Progress check: December Choose an item. Deadline: June Choose an item.	Pupils learn in a safe, inclusive and nurturing environment. This impacts positively on their wellbeing and attainment.
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Improvement Priority 4: Raise the profile of Gaelic across the school		
Part A (Action Plan)		
Rationale: To increase awareness and appreciation of our local culture and heritage.		
Resource implications: Pupil and staff time, funding and resources (as required)		Staff responsible: DC, CM, AM
Link to National and Local Priorities NIF Priority: Placing the human rights and needs of every child and young person at the centre NIF Driver: School and ELC Leadership HGIOS Quality Indicator: 3.1 Ensuring wellbeing, equality and inclusion HGIOURS Theme: Our school and community Highland Council Priority: We will develop leadership skills at all levels of the system for now and the future GME Priority (for GME and Secondary): ES key message: Ethos		
Measures of Success (by end of year 2 (2024/25))	Gaelic Council meets twice a term, with agendas and minutes stored centrally and pupils taking an increasingly active role in leading these. Pupils actively involved in the Gaelic Council achieve a leadership qualification. Priorities outlined in Gaelic Council Action Plan actioned or amended, as appropriate. Increase in the number of S1 pupils opting for Gaelic Learner as their 2 nd language. S1 pupils can speak about Gaelic culture and are able to speak some basic Gaelic. Increase in the % of Gaelic pupils and staff reporting that they feel a greater sense of belonging. S3 GME pupils achieve Gaelic N4 Literacy qualification.	
INTERVENTION/ACTION	PROGRESS CHECK & DEADLINE	EXPECTED OUTCOME(S) FOR LEARNERS
<u>Continue to embed the Gaelic Council:</u> - Pupils continue to be given leadership development opportunities through chairing meetings, minute taking (and distribution), creation of a Gaelic Council noticeboard, organising of Gaelic Week activities and reporting progress in assemblies. - Sub-committees to be established to allow discussions to take place in Gaelic and English. - Gaelic Action Plan actioned or amended, as appropriate. - Continue the Gaelic staff classes. - Continue to extend wider achievement and accreditation options through the medium of Gaelic. - Continue to build links with partners e.g Sabhal Mòr Ostaig and Glasgow Gaelic School.	Progress check: December Choose an item. Deadline: April Choose an item.	Pupils develop skills for learning, life and work, including planning, administration, teamwork, leadership and public speaking/oracy. Gaelic pupils experience a wide range of wider achievement/enrichment activities. Pupils feel more confident using Gaelic in a range of settings outside of the classroom. Increase in the % of Gaelic pupils reporting that they feel a greater sense of belonging.

- Leadership qualification offered to all pupils actively involved in the Gaelic Council. - Review progress/impact of the Gaelic Council and amend approach/plan, as appropriate.		
<u>Implement the 'Gaelic for All' Programme</u> 'Gaelic for All' programme to run for S1 pupils (Aug-Oct 2024). - Evaluate the impact of the 'Gaelic for All' programme (data, feedback and observations) and amend approach/plan, as appropriate.	Progress check: September Choose an item. Deadline: November Choose an item.	S1 pupils gain a greater awareness and appreciation of the Gaelic culture language and can speak some basic Gaelic. Gaelic pupils are more able and comfortable interacting with each other and staff in Gaelic.
<u>Introduce the Gaelic Literacy Qualification</u> - Gaelic N4 Literacy qualification to be offered to S3 GME pupil. - Plans for delivery, assessment, verification and evaluation consolidated.	Progress check: December Choose an item. Deadline: April Choose an item.	Increased attainment.
<u>Other</u> - Increase pupil awareness of the economic opportunities from Gaelic (in conjunction with DWY Co-ordinator, SDS Advisor and PTsG) e.g. integrate information on careers in Gaelic in school events. - Consider increasing the S1/S2 GME period allocation, as part of the curriculum review (in conjunction with SLT).	Progress check: December Choose an item. Deadline: April Choose an item.	Pupils make informed choices about their future.