




Framework for School Improvement Planning 2025/26

Section 1: School Information and 3 Year Improvement Plan Priorities			
School/Establishment	Kirkintilloch High School		
Head Teacher	Maureen Daniel		
Link QIO	Kevin Kelly QIM/Mary Kerr QIO		

School Statement: Vision, Values & Aims and Curriculum Rationale
http://www.kirkintilloch.e-dunbarton.sch.uk/school-info/vision-values-and-aims/ http://www.kirkintilloch.e-dunbarton.sch.uk/learning/curriculum/ Based on our agreed school values detailed above, our vision is that all members of the school community dream big, work hard and show kindness. Our aim is to improve outcomes for all learners and in doing so, to change lives for the better. Our curriculum scaffolds this by providing bespoke, tailored learner journeys that support and challenge all young people to sustained, positive destinations after school.


Looking Forwards – 3 Year Improvement Plan Priorities			
Bullet point key priorities for the next 3 years			
Session	2023/24	2024/25	2025/26
Priority 1	QI 2.2 The Curriculum	QI 2.3 Learning, Teaching and Assessment	QI 1.3 Leadership of Change
Priority 2	QI 2.3 Learning, Teaching and Assessment	QI 3.2 Raising Attainment and Achievement	QI 2.3 Learning, Teaching and Assessment
Priority 3	QI 3.2 Raising Attainment and Achievement		QI 3.2 Raising Attainment and Achievement

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Section 2: Improvement Priority 1	
School/Establishment	Kirkintilloch High School
Improvement Priority 3	1.3 Leadership of Change
Person(s) Responsible	Maureen Daniel HT: SMT: Principal Teachers: All staff: SIP Teams: Pupils.

NIF Priority	NIF Driver	HGIOS 4 QIs	EDC Service Plan 2024-2027
Placing the human rights and needs of every child and young person at the centre Improvement in children and young people's health and wellbeing.	teacher professionalism school improvement performance information	QI 1.3 Leadership of Change QI 1.4 Leadership and management of staff QI 2.7 Partnerships	Improvement in attainment in literacy Improvement in employability skills and sustained, positive school leaver destinations for all young people

Opportunities for Leadership	Resource Requirements	Parental Engagement and Involvement
Participation in/Leadership of SIP Groups for all staff. Participation in/Leadership of Focus Groups/Pilot Projects.	Time for SIP Teams to meet, included in the Working Time Agreement Calendar.	Parental Participation in Focus Groups Parent-led Improvement Plan linked to SIP.
Professional Learning	Interventions for Equity	Pupil Equity Funding (PEF) Allocation
Sharing of best practice and appropriate CLPL opportunities delivered through the effective work of the SIP Groups.	A variety of interventions/restorative approaches underpin the Positive Relationship Policy. Equalities Framework explored and further enhanced for positive impact.	PT Attendance for Achievement £5,000. PT DYW £5,000.

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Outcomes/Expected Impact	Tasks/Interventions	Measures	Timescale(s)
Outcomes for learners; targets; % change	Activities in Working Time Agreement, Professional Learning, Learning and Teaching interventions	What ongoing information will demonstrate progress? Identify qualitative, quantitative, evaluative pre and post measures	What are the key dates for implementation? When will outcomes be measured?
Foster leadership at all levels and build the capacity of staff through the continued roll out of School Improvement Plan Groups, as detailed below. Where appropriate, engage pupils/parents/ partners in delivering improvement priorities.	SIP Groups and Collegiate Time sessions planned across the year in the collegiate calendar, as well as Inset Time set aside.	Staff capacity/leadership will be built and improvement objectives delivered across all groups.	Sign up of SIP Groups at August Inset Day. Meetings as planned in our collegiate calendar.
Equalities SIP Group <ul style="list-style-type: none"> Continuation of our LGBTQ+ Charter journey, working towards GOLD Charter Status. Roll out Mentors in Violence Prevention and Equally Safe at School Programmes/Initiatives. Ensure our Anti-bullying Policy is current and effectively implemented. 	Encourage LGBTQ+ inclusive teaching and learning to be included in the curriculum as a focus throughout every subject. MVP/ESAS Initiatives to be rolled out, with appropriate training delivered. Anti-bullying Policy evaluated/updated.	We will achieve our LGBTQ+ Gold Status. In addition, young people across the school will feel safe, supported and valued. Feedback will be sought in relation to this through pupil voice measures.	Ongoing throughout the session.
Children's Rights SIP Group <ul style="list-style-type: none"> Our UNCRC Rights Respecting Schools Group are preparing for an official visit for silver accreditation and aiming for the Gold Charter Award. Pupil participation will remain a key priority for us through the delivery of Pupil Voice activities, our pupil-led Pupil Parliament and through the delivery of Pupil Led Focus Groups seeking feedback on pupil priorities. 	Silver Award Visit runs successfully and is a positive reflection of our commitment to Children's Rights. Pupil Parliament is re-established and a variety of branching activities are led by the Pupil Participation Team.	Children's Rights will remain at the core of our practice as we work towards our Silver award. Pupils will have agency in shaping their school and issues that affect them via planned opportunities.	Established at start of session and running throughout as a ongoing feature of practice.
Self-evaluation SIP Group <ul style="list-style-type: none"> Focus Groups and data analysis comparison to prior surveys Informal Class drop-ins to evaluate consistency 	Launch of Self-evaluation strategy. Analysis of focus group feedback, Share findings of informal drop-in pilot.	Impact of self-evaluation work on delivering school improvement priorities.	Strategy and findings of pilot shared at August Inset day. Focus Groups concluded Sept.
Attendance SIP Group and PT Attendance for Achievement <ul style="list-style-type: none"> Improve attendance by rigorously implementing EDC Attendance Policy. PT Attendance for Achievement to continue to impact EBCA Pupils. At home support to be facilitated for our EBSA learners through the TAC. 	Reflect on findings of EDC Attendance Policy Pilot and drive effective practice. Continue to support EBSA/EBCA Learners in a bespoke and planned way.	Feedback from Attendance SIP Groups and attendance data. Increased participation levels. Bank qualifications when possible.	SIP Group established: Aug. Ongoing attendance checks and delivery of policy.
Curriculum SIP Group <ul style="list-style-type: none"> Consider new curricular model/timings as part of EDC Team. S2 Creativity Programme rolled out to learners. SCQF Partnership Journey to continue, working towards GOLD level. 	Engage through head teacher forum. 'S2 Creative Thinking' project-based learning delivered weekly. SIP Group to work towards GOLD level.	Consistent EDC school day agreed. S2 pupils will be assessed on employability/meta skills. SCQF Gold Status to be achieved.	Ongoing throughout session and evaluated in June 2026.
Positive Relationship Policy/Trauma Informed Practice SIP Groups <ul style="list-style-type: none"> PRP Team to continue to react to the needs of the school and to embed National Action Plan on Relationships and Behaviour within our policy. Complete the 'Roadmap' for Trauma-Informed and Responsive Change. 	PRP SIP Team to continue to scaffold policy and provide training/support to embed a successful relational approach. Roll out challenge questions/roadmap.	Ongoing analysis of data and engagement to inform success of implementation of PRP. Evaluate responses/evidence gathered from challenge qus.	Implemented throughout session with regular data checks/feedback from staff. Roadmap achieved by end of session.

Section 2: Improvement Priority 2	
School/Establishment	Kirkintilloch High School
Improvement Priority 2	2.3 Learning, Teaching and Assessment
Person(s) Responsible	Gillian Fraser, DHT: Jo McLaughlin, DHT: members of SIP Teams: Principal Teachers: Departments.

NIF Priority	NIF Driver	HGIOS 4 QIs	EDC Service Plan 2024-2027
Improvement in children and young people's health and wellbeing Closing the attainment gap between the most and least disadvantaged children.	teacher professionalism parent / carer involvement and engagement school improvement	QI 1.2 Leadership of Learning QI 2.3 Learning, Teaching & Assessment QI 3.1 Wellbeing, equality & inclusion	Closing the attainment gap between the most and least disadvantaged Improvement in children and young people's mental health and wellbeing

Opportunities for Leadership	Resource Requirements	Parental Engagement and Involvement
Participation in/Leadership of Learning & Teaching SIP Team. Participation in/Leadership of Homework Club. Learner voice.	Time for SIP Teams to meet, and collegiate observations to occur, as detailed in the Working Time Agreement.	Parents invited to participate in focus groups. Parent-led Improvement Plan linked to SIP.
Professional Learning	Interventions for Equity	Pupil Equity Funding (PEF) Allocation
Staff involvement in West Partnership IOC and IOD Initiatives. Significant CLPL delivered by Kate Jones or a similar provider on Metacognition and Higher Order Thinking Strategies.	Careful tracking of pupil progress to inform impact of learning and teaching strategies on engagement of all. Staff/Pupil Voice feedback on impact.	Cost for Kate Jones/ANO CLPL Training for all staff TBC. Investment in pedagogical literature to support staff library and pedagogy reading group.

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Outcomes/Expected Impact	Tasks/Interventions	Measures	Timescale(s)
Outcomes for learners; targets; % change	Activities in Working Time Agreement, Professional Learning Learning and Teaching interventions	What ongoing information will demonstrate progress? Identify qualitative, quantitative, evaluative pre and post measures	Key dates for implementation? When will outcomes be measured?
<ul style="list-style-type: none"> All lessons planned using the KHS Lesson Planning Sheet with high aspirations for all young people. This will secure pace, challenge, accessibility for all and will promote metacognitive engagement. All staff are ambitious for learners and should Dream Big regarding what young people can achieve within all lessons. Judicious questioning and pedagogical strategies will secure progression. 	<ul style="list-style-type: none"> Time for preparation and planning within WTA. Utilise DM time for collegiate planning at department level and self-evaluation of impact. Time to gather pupil feedback. 	<p>Scrutinise attainment data to track effect of ambitious planning on pupil outcomes. Collegiate observations to scaffold feedback on levels of ambition and impact.</p> <p>Pupil voice to assist with identifying action points for improvement.</p>	At key tracking and reporting points and throughout session.
<ul style="list-style-type: none"> CLPL identified to scaffold the above. As in previous sessions, this to be a combination of collaborative in-house delivery, EDC Learning Festival and external providers. 	<ul style="list-style-type: none"> Time protected during Inset Days and collegiate time meetings to deliver CLPL. 	<p>Evaluative feedback from staff.</p> <p>Impact tracked through classroom observations/attainment data.</p>	In-house @Aug. Inset February Inset
<ul style="list-style-type: none"> Evaluate the impact of consistency in approach and effective implementation of the school wide lesson planning strategy through our formal programme of classroom observations, staff and pupil focus groups and the roll out of informal class drop-ins. 	<ul style="list-style-type: none"> Time for preparation and planning within WTA. Reflect on pupil and staff feedback. 	<p>Pupil feedback and AIFL checks for understanding throughout lessons.</p> <p>Collegiate observation feedback.</p>	Continuous work throughout session.
<ul style="list-style-type: none"> Revisit the Leuven Scale of Engagement in Learning and the philosophy of Growth Mindset with both staff and learners to promote engagement, resilience and efficacy in learners. 	<ul style="list-style-type: none"> Promotion of philosophies at pupil assemblies. Staff CLPL delivered. 	<p>Improvement in levels of engagement and resilience evidenced through self-evaluative measures.</p>	Continuous work throughout session.
<ul style="list-style-type: none"> Conduct an audit of effective practice in digital learning and identify any gaps in provision that need addressed. 	<ul style="list-style-type: none"> Time for audit and roll out of subsequent action plan. 	<p>Data from audit examined.</p> <p>Next steps identified and actioned.</p>	Audit conducted in September.
<ul style="list-style-type: none"> Circle Inclusive Classroom Training (Part 2) rolled out to all staff for implementation and evaluation in the session ahead. CIRCLE practice to effect a positive environment and an inclusive CIRCLE classroom scale. 	<ul style="list-style-type: none"> Time set aside in the August Inset Day for training. 	<p>Feedback from the CIRCLE Inclusive Classroom Scale to inform next steps.</p>	Training delivered in August for 2025/6. Evaluated throughout session.
<ul style="list-style-type: none"> Establish Homework Club with attendance tracking/interventions to secure participation/equity of opportunity. 	<ul style="list-style-type: none"> Depts. to share HW calendar. HW club established as part of study hub provision. 	<p>Attendance monitored.</p> <p>Feedback from pupils and departments on impact on young people.</p>	Club established in August and tracking ongoing.

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Section 2: Improvement Priority 3	
School/Establishment	Kirkintilloch High School
Improvement Priority 3	3.2 Raising Attainment and Achievement
Person(s) Responsible	Maureen Daniel HT: Stuart Law DHT: Pam Davie, DHT: Pauline Bradley, DHT: Claire Walsh, CIRCLE Trainer: Principal Teachers: All staff: Wider Achievement SIP Team.

NIF Priority	NIF Driver	HGIOS 4 QIs	EDC Service Plan 2021-24
Improvement in attainment, particularly in literacy and numeracy. Closing the attainment gap between the most and least disadvantaged children	school improvement performance information	QI 3.2 Raising attainment and achievement QI 1.1 Self evaluation for self improvement	Improvement in attainment in literacy Improvement in attainment in numeracy Closing the attainment gap between the most and least disadvantaged

Opportunities for Leadership	Resource Requirements	Parental Engagement and Involvement
Participation in/Leadership of Raising Attainment SIP Group. Participation in/Leadership of Wider Achievement SIP Group.	Time for SIP Teams to meet, included in the Working Time Agreement Calendar.	Parental input into assessment strategy. Family learning sessions around content of assessment.
Professional Learning	Interventions for Equity	Pupil Equity Funding (PEF) Allocation
Continuous training and CLPL on aspects of Progress Tracker. On-going support in providing CLPL opportunities for our Mathematics Team.	Progress of all young people rigorously tracked and targeted interventions delivered in response to barriers to attainment.	Raising Attainment Sessions - £11,000. Continuous universal/targeted support to scaffold excursions/wider achievement Opps and remove barriers to participation - £16,000. Progress Tracker - £4,000. PT Attendance for Achievement - £5,000. PT DYW - £5,000.

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Outcomes/Expected Impact	Tasks/Interventions	Measures	Timescale(s)
Outcomes for learners; targets; % change	Activities in Working Time Agreement, Professional Learning, Learning and Teaching interventions	What ongoing information will demonstrate progress? Identify qualitative, quantitative, evaluative pre and post measures	What are the key dates for implementation? When will outcomes be measured?
Robustly track and monitor pupil attainment and achievement to support our raising attainment journey across the following areas: <ul style="list-style-type: none"> Broad General Education Levels and Skills Employability Skills at all stages (and linked to S3 Skills Profiling) Pupils with specific attainment factors including Additional Support Needs. Participation in wider achievement opportunities (including clubs and excursions) with planned interventions for non-participants. 	<ul style="list-style-type: none"> Regular progress checks/DM discussions/data analysis. Rigour around coursing. PT DYW and team to launch skills profiling using new SDS System. Use achievement tracking to identify and plug gaps. 	Dept and central data checks and interventions. Positive evidence of employability skills through tracking. Analysis of progress of pupils with known attainment factors. Fuller and more equitable participation in clubs and activities.	Data checks at agreed input points & post-assessment. August course checks. Scrutiny of data at key point in collegiate calendar. Wider achievement fayre launched in Term 1.
All staff made fully aware of where pupils sit in terms of attainment groups (5@level 5: 3 @ Level 6: 5 @ Level 6 etc.) and what their role is as a class teacher in supporting the young person to achieve or exceed their targeted attainment.	<ul style="list-style-type: none"> Time set aside at DMs to go through attainment groupings. Time for T & M. 	Attainment data shared. Individual progress checks and identification of planned interventions.	Attainment groups shared prior to SQA Attainment Review Meetings. Ongoing tracking.
Learner conversations to be rolled out across the school at all levels. Pupils to record discussions regularly in HW diaries. Informal class drop-ins will evidence pupil understanding of levels and next steps for progression.	<ul style="list-style-type: none"> Learner conversations strategy presented to all staff at August Inset and at pupil assemblies. 	Homework diary checks by class teachers. Informal class drop-ins rolled out across the school.	Pupil understanding verbally. Homework diary records.
Study hub to be fully embedded across the Senior Phase as an excellent resource for learning. Teacher of Study Hub to further develop online learning resources from departments, E-Sgoil and Achieve, to support independent study habits.	<ul style="list-style-type: none"> Attendance and engagement monitored and shared. Website updated regularly. 	Positive data trends supporting success of initiative. Monthly newsletter shared with staff.	Commencing August and throughout session.
Attainment mentors to be identified by the Teacher of Study Hub to support young people to attain well. These mentors for targeted young people may be senior pupils or volunteer staff. Teacher of Study hub to link with MCR Pathways coordinator.	<ul style="list-style-type: none"> Peer mentors identified/trained. Volunteer staff trained. Link to MCR Mentors established. 	Evaluative feedback from pupils and mentors gathered and analysed.	Mentors established prior to Prelim Diet to assist with effective study habits.
<ul style="list-style-type: none"> Review BGE courses and timelines to improve attainment in Mathematics, with consistent approaches to pace and challenge. Provide leadership opportunities for all Maths staff to lead an area of curricular development to build capacity and deliver impact. 	<ul style="list-style-type: none"> Time to be provided for Maths Team to collaborate and develop provision. 	Improvement in course provision, challenge and attainment.	New timelines delivered and evaluated throughout session across the BGE.
Continue to add value in S4/5 by widening the accredited offering to young people. Continue to identify pathways to ensure that we add more value to Senior Phase attainment e.g. Leadership Award, L6 First Aid at Work, personal development L6 within S5 PSE. Where possible, subjects to offer dual accreditation through carefully planned course provision.	<ul style="list-style-type: none"> Attainment DHT and PT DYW to support additional accreditation opportunities. Departments to seek opportunities for additionality. 	Evaluate impact of PT DYW. Evidence of improvement in attainment and accreditation.	Implemented throughout session with regular attainment checks.

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Section 3: Interventions for Equity: Pupil Equity Funding (PEF) not included in priorities 1-2					
Outcomes/Expected Impact	Tasks/Interventions	Resources	Measures	Timescale(s)	Progress
Outcomes for learners; targets; % change	Health & Wellbeing, Literacy and Numeracy interventions for identified groups	Identify PEF allocation, staffing and resources that will be procured to support	Identify qualitative, quantitative, evaluative pre and post measures	What are the key dates for implementation? When will outcomes be measured?	Identify progress and impact in narrowing the PRAG
Continued engagement with our in-house school counsellor, complementing our Life-link Counsellors, due to high demand for appointments.	School Counsellor to support young people with health and wellbeing interventions.	£10,000 to cover payment to counsellor.	Impact of counselling carefully tracked for impact on young people using wellbeing indicators.	Continuation of post.	Very good progress made again this session.
Continue to 'Keep the Promise' with our focused support for Care Experienced Young People including our Care Experienced Teacher, Support Groups, Youth Worker, GetSetGo Girls' Group and MCR Pathways Programme.	Continue to keep our care experienced young people our most precious priority in supporting them to blossom and thrive, both socially, emotionally and academically.	Timetabled provision for the GetSetGo launch in addition to existing priorities that support us to keep the Promise.	Scrutiny of data on care experienced young people and their learner journeys.	Ongoing throughout session.	Very good progress with a continued key focus on this essential priority.
Establish a new KHS Café (Central Kirk) incorporating Breakfast Club and enterprise activities.	Propose, cost and launch café as a community venture.	Building adaptation costs and café consumables.	If Café is viable, it will be successfully launched. Wider achievement accreditation/participation analysed for impact.	Explore implementation in August and roll out.	Thus far, a proposal has been submitted and now needs costed.
Keep the Cost of the School day agenda at the core of our practice, ensuring that all young people are able to access trips, clubs, curricular and extra-curricular activities and access to fresh food/clothing/materials as and when required.	Continue to respond to need and seek feedback from pupils/families around their priorities.	Resources and costings sourced in response to need.	Equity of opportunity afforded to all and tracked on wider achievement tracker. Data to include information on FME and SIMD profiles.	Ongoing throughout session.	Very good progress with a continued key focus on this essential priority.
Curricular innovation resourced to support increased uptake in particular subject areas.	Respond to bid from Music Technology and similar subjects where uptake has increased.	Equipment sourced to support innovation and pupil progression.	Pupils are all able to engage in curricular opportunities offered by successful subjects.	Bids considered as they are submitted.	Very good progress with a continued key focus on this priority.