



Culloden Academy

SCHOOL IMPROVEMENT PLAN

SESSION 2025-2026



Ambition, Community, Kindness, Respect



Overview of National and Local Priorities

National Improvement Framework 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 attainment, particularly in literacy and numeracy

National Improvement Framework Key Drivers

- ☐ School and ELC leadership
- ☐ Teacher and practitioner professionalism
- ☐ Parent/carer engagement and family learning
- ☐ Curriculum and assessment
- ☐ School and ELC improvement
- ☐ Performance information

How good is our school? (4th edition)

- ☐ 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
- ☐ 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
- ☐ 3.3 Increasing creativity and employability

ELC Quality Improvement Framework Realising the Ambition

- Leadership:**
- ☐ Leadership and management of staff and resources
 - ☐ Staff skills, knowledge, values and deployment
 - ☐ Leadership of continuous improvement
- Spaces & environment:**
- ☐ Children thrive and develop in quality spaces
 - ☐ Inside and outside, open ended and natural resources
- Children play and learn:**
- ☐ Play and learning
 - ☐ Curriculum
 - ☐ Learning, teaching, and assessment
 - ☐ Inspiring confidence, creativity, and curiosity
- Children are supported to achieve:**
- ☐ Nurturing care and support, interactions, and relationships
 - ☐ Wellbeing, inclusion, and equality
 - ☐ Children's progress – observations, planning, and tracking
 - ☐ Safeguarding and child protection

Highland Council Education Priorities

- ☐ 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 focus our improvement on the themes within our Raising Attainment and Achievement Strategy:
 1. Leadership
 2. Learning & Teaching
 3. Curriculum
 4. Data Analysis
- ☐ 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.

How good is OUR school?

- ☐ 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

Gaelic Education

- ☐ Education Scotland Advice on Gaelic Education focus:
 - high quality GME immersion experiences
 - improving fluency
 - whole school Gaelic ethos
- ☐ Secondary – Increasing immersion curriculum opportunities in BGE and Senior Phase
- ☐ Gaelic Learner Education Experiences
- ☐ Initiatives and projects that promote and support Gaelic extra-curricular experiences
- ☐ Local Authority Gaelic Language Plan priorities, initiatives, and activities to promote Gaelic across the 4 themes of
 - Communities and Home
 - Media, Arts, Culture and Heritage
 - Business and the Economy
 - Education

Health and Social Care Standards

- ☐ 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.

Establishment Improvement Priorities	RAAS Themes 1-4	Linked NIF Priority	Linked NIF Driver	Linked Highland Priority	HGIOS? 4	ELC QI Framework	Linked GME Priority	Linked H&SC Standard
1. A curriculum offer that maximises learner outcomes	Curriculum	Improvement in attainment, particularly in literacy and numeracy	Curriculum and assessment	We will raise attainment and achievement for all	3.2 Raising attainment and achievement/securing children's progress	Choose an item.	Choose an item.	
2. Meta Skills, profiling and recognising achievement	LTA	Improvement in skills and sustained, positive school-leaver destinations for all young people	School and ELC improvement	We will raise attainment and achievement for all	2.3 Learning, teaching and assessment	Choose an item.	Choose an item.	
3. Staff engagement in career-long professional learning to maximise outcomes for learners	Leadership	Closing the attainment gap between the most and least disadvantaged children and young people	Teacher and practitioner professionalism	We will develop leadership skills at all levels of the system	1.3 Leadership of change	Choose an item.	Choose an item.	
4. Data analysis leading to high quality interventions	TMR/Data	Closing the attainment gap between the most and least disadvantaged children and young people	Performance Information	We will maximise opportunities for our children and young people	1.1 Self-evaluation for self-improvement	Choose an item.	Choose an item.	

Action Plans

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Improvement Priority 1 Action Plan:		A curriculum offer that maximises learner outcomes		Lead: C O'Neill/I Weafer	
Please detail the information/data which has prompted this work: Breadth and Depth data Change of Course information Attainment for All data					
Expected outcomes: Undertake review of our curriculum to ensure continuing focus on literacy, numeracy, HWB, creativity, digital and employability skills in a progressive pathway for all learners. Pathway Planner introduced for all pupils in S2-S5 for use at Course Choice time. Modify Curriculum in S1 and S2 with Wider Achievement focused on Metaskills. Ensure Achievement at N2/3/4 levels in S3 is banked as part of young people's progression into S4. Ensure there is a sustainable and appropriate curriculum plan for the lowest 20% of learners, involving all departments		Measures: Introduce "Pathway Planner" for course choice process from S2 onwards. Embed Metaskills in curriculum content for S1 and S2 Wider Achievement. Consider possible rebranding for these courses. Achievement at N2/N3/N4 levels across all subjects in BGE is banked by end of S4. Use Pathway Planner to model curriculum progression for all pupils at all levels.		QI 2.2 <	



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Improvement Priority 3 Action Plan:		Staff engagement in career-long professional learning to maximise outcomes for learners		Lead: C McGonigal / D Munro	
Please detail the information/data which has prompted this work: The attainment of pupils with ASN and pupils with FSM. Individual departments have investigated strategies to maximise attainment for pupils in this cohort. This learning needs to be the springboard to all staff engaging in professional learning about how to better engage and support our most vulnerable learners and thereby close the poverty related attainment gap.					
Expected outcomes:		Measures:		QI 1.2 2.3 2.4 3.1 3.2	When? Who?
Improved attainment for pupils with ASN and those eligible for FSM across departments and stages.		Attainment data broken down by ASN and FSM status (BGE tracking, SQA results, Risk Matrix, departmental assessments).			DHT/PTs
Increased staff confidence and competence in inclusive pedagogy and differentiation.		Staff self-evaluation surveys pre- and post-CLPL on inclusive practice and confidence.			Guidance PTs
Increased staff confidence and competence with Insight and its language/terminology.		CLPL engagement logs showing breadth and depth of participation.			PTASN
Greater consistency in approaches to supporting vulnerable learners.		Pupil voice—feedback from targeted learners on their experience of support and learning.			Working Groups
Enhanced culture of professional learning, with staff actively engaging in CLPL linked to equity and inclusion.		Learning walks/observations and moderation showing evidence of inclusive strategies in practice.			
Reduction in the poverty-related attainment gap, evidenced through targeted interventions and whole-school strategies.		Improvement in attendance and engagement for targeted cohorts.			
		QI 1.5 Management of Resource		QI 1.3 Leadership of Change	
				QI 1.1 Self-evaluation for self-improvement	
Implementation/Actions		Time Resource	Who?	When?	Progress
Phase 1: Foundation Audit current CLPL engagement and staff confidence in inclusive practice.			CLPL Lead or Equity Champion: A designated staff member to coordinate, monitor,		



Collate departmental strategies already trialled and identify transferable learning. Identify key themes for CLPL (e.g. trauma-informed practice, universal design for learning, differentiation, poverty awareness). Phase 2: Professional Learning Rollout Plan a coherent CLPL calendar with a mix of: External providers (e.g. CIRCLE Framework, MCR Pathways, Mental Health First Aid) Internal expertise (peer-led workshops, learning lunches) Online modules and reflective tasks Create a staff CLPL portfolio or reflection tool linked to HGIOS QIs. Phase 3: Embedding Practice Use learning visits and peer observation to support implementation. Link CLPL to PRD and improvement planning cycles. Facilitate cross-departmental sharing of practice and impact stories. Target PEF interventions to support implementation (e.g. coaching, mentoring, resources). Phase 4: Evaluation and Sustainability Review impact using attainment data, staff feedback, and pupil voice. Adapt CLPL offer based on evaluation.		and evaluate CLPL linked to inclusion and equity. Working Group? Departmental CLPL Advocates: Staff in each faculty to cascade learning and contextualise strategies for subject-specific needs. External Expertise Partner organisations such as: Dyslexia Scotland and Education Scotland's Inclusive Practice Route Map ENABLE Scotland and ADHD Foundation for neurodiversity training CIRCLE Framework for inclusive classroom strategies Support Staff Engagement: Include PSAs and admin staff in relevant CLPL to ensure whole-school consistency.		
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- Departments able to track progression across BGE over time	- Key pupils to be tracked separately and attainment measured across the year - Departments can evidence consistent picture for learners across BGE and into senior phase (2 x key uplift dates)			
QI 1.5 Management of Resource		QI 1.3 Leadership of Change	QI 1.1 Self-evaluation for self-improvement	
Implementation/Actions	Time Resource	Who?	When?	Progress
Authority Tracker to be used by all departments re their specific measures. Tracking data issued to staff following key M&T windows within the year.		All staff	Termly	Departments began using tracker last session. 25/26 session is about building action points from the tracking data. Depts to interrogate data and agree interventions within departments
BGE Tracking system to be implemented by all departments – system based on Education Scotland guidelines around what T&M should look like		All staff	Ongoing	All departments have created bespoke trackers SLT links to begin to QA use of data in BGE at meetings with link PTs
Intervention tracker re S4 pupils @ risk of not attaining -> 5@3 to be rolled out.		SLT & Guidance	Ongoing	RS, IW and JR compiled lists. Meeting to take place PTGs re pupils on list and assigning staff to supervise subject take up amongst identified pupils



