



Education

Overview of School Improvement Plan 2025/26

Kilchattan Primary School and Early Learning and Childcare

Priority 1 Overview: To develop a whole school approach to <u>Global Citizenship</u>			
Proposed Outcomes	Proposed Impact	Measures	Linked to PEF (Y/N)
A progressive 3-year Global Citizenship plan is in place and informs learning across the curriculum.	Staff have a shared understanding of Global Citizenship represented in a clear 3-year progression framework, which strengthens consistency, coherence, and shared expectations across the school. It is integrated into learning and teaching across the school	- Strategic plan published and reviewed annually. - Staff planning shows explicit links to Global Citizenship.	Yes: - Classroom Assistant/CCEW CLPL hours - Workshops on the island to develop skills
Global Citizenship is embedded in Inter-disciplinary learning and play-based approaches, with child voice informing learning and development. Children are engaged, informed and confident in exploring global issues through meaningful contexts.	Global Citizenship learning supports progression in literacy, numeracy, health and wellbeing, and digital skills by providing meaningful contexts. Embedding Global Citizenship into IDL and play-based learning encourages creativity, relevance, and pupil-led enquiry, enhancing motivation and engagement. Children are able to see the relevance of their learning to the wider world, which supports deeper understanding and sustained progress. Teachers develop stronger skills in facilitating critical thinking, dialogue, and problem-solving around sustainability, equity, and global issues. Staff confidence grows in using children’s voices to shape learning experiences, strengthening participatory and inclusive pedagogy.	- Learner engagement tracked through floor books, observations, and pupil voice. - Classroom displays and documentation.	- Trips to the mainland to connect with peers, for cultural experiences and to develop skills for learning, life and work
A whole-school Global Citizenship calendar is created and used to guide awareness days and theme weeks.	Increased participation in national/international days deepens pupil awareness of rights, equity, sustainability and diversity.	- Calendar visible and referenced in class planning. - Pupil reflection activities, surveys or journals.	

<p>Community partnerships are mapped and strengthened to support Global Citizenship learning.</p>	<p>Children, families and community members contribute to and benefit from shared learning experiences.</p> <p>Awareness days, theme weeks, and partnerships enrich curriculum delivery, giving real-life, purposeful contexts for learning</p>	<ul style="list-style-type: none"> - Completed community network map. - Feedback from community and family events. 	
<p>Children engage in shared learning with another school (mainland or international).</p>	<p>Pupils broaden perspectives, develop intercultural understanding, communication skills, and a sense of global belonging.</p>	<ul style="list-style-type: none"> - Records of digital exchanges, letters, joint projects. - Pupil reflections and evaluations. 	
<p>Children lead a community project with a sustainability or equity focus.</p>	<p>Pupils take ownership of learning that makes a real-world impact. They gain core skills in planning, teamwork and citizenship.</p> <p>Children develop knowledge, skills, and values that help them understand local and global issues, building responsibility and empathy.</p>	<ul style="list-style-type: none"> - Evidence of planning and implementation by pupils. - Outcome shared at open day or event. 	

Priority 2 Overview: To develop our approach to planning, coherence and progression in teaching and learning in RME

Proposed Outcomes	Proposed Impact	Measures	Linked to PEF (Y/N)
To improve staff confidence in teaching religious and moral education	<p>Children have developed a greater awareness of other cultures, belief systems and ways of life.</p> <p>Children have had the opportunity to examine their own moral convictions.</p> <p>We have developed partnership with religious and non-religious communities both locally and nationally.</p> <p>Children have a greater sense of place within the global community.</p>	<p>Tracking</p> <p>Seesaw and Floor-book</p> <p>Parental surveys</p> <p>Photos, pupil comments, personal learning journals</p> <p>Wall display with pupil voices</p> <p>Staff survey</p>	N

Priority 3 Overview: To develop 1+2 Languages across the school with a focus on Gaelic

Proposed Outcomes	Proposed Impact	Measures	Linked to PEF (Y/N)
Gaelic (L2) learning introduced and progressively developed from ELC –P7 in alignment with Scotland’s 1+2 Languages policy.	Improved language acquisition skills and increased cultural awareness in learners.	<ul style="list-style-type: none"> - Classroom observations - Gaelic language trackers - Pupil voice feedback 	N
Gaelic integrated across the curriculum through interdisciplinary learning opportunities.	Learners see Gaelic as relevant and meaningful, strengthening engagement and retention.	<ul style="list-style-type: none"> - Planning documentation - Evidence in pupil work - Observations 	
Staff confidence and competence in delivering Gaelic as L2 developed through targeted Career-Long Professional Learning.	Staff feel more confident and better equipped to deliver high-quality Gaelic lessons.	<ul style="list-style-type: none"> - Staff surveys - CLPL attendance records - Peer evaluations 	
Engagement with Gaelic-speaking communities and partners (e.g. Fèisean nan Gàidheal, local Gaelic speakers).	Learners develop a sense of ownership and pride in Scotland’s heritage and identity.	<ul style="list-style-type: none"> - Number of community engagements - Feedback from partners - Pupil reflections 	