



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 Global Citizenship			
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.	<p>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.</p> <p>It is integrated into learning and teaching across the school</p>	<ul style="list-style-type: none"> - Strategic plan published and reviewed annually. - Staff planning shows explicit links to Global Citizenship. 	Yes: <ul style="list-style-type: none"> - Classroom Assistant/CCEW CLPL hours - Workshops on the island to develop skills - Trips to the mainland to connect with peers, for cultural experiences and to develop skills for learning, life and work
Global Citizenship is embedded in Interdisciplinary learning and play-based approaches, with child voice informing learning and development.	<p>Global Citizenship learning supports progression in literacy, numeracy, health and wellbeing, and digital skills by providing meaningful contexts.</p> <p>Embedding Global Citizenship into IDL and play-based learning encourages creativity, relevance, and pupil-led enquiry, enhancing motivation and engagement.</p> <p>Children are able to see the relevance of their learning to the wider world, which supports deeper understanding and sustained progress.</p> <p>Teachers develop stronger skills in facilitating critical thinking, dialogue, and problem-solving around sustainability, equity, and global issues.</p> <p>Staff confidence grows in using children's voices to shape learning experiences, strengthening participatory and inclusive pedagogy.</p>	<ul style="list-style-type: none"> - Learner engagement tracked through floor books, observations, and pupil voice. - Classroom displays and documentation. 	
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.	<ul style="list-style-type: none"> - 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 	