

Overview of school priorities 2026-2027

Establishment Improvement Priorities		Link to National and Local Priorities	Please detail the information / data which has prompted this work
Literacy – Raising attainment in Reading Reading Schools – Reading for Enjoyment across the Nursery and School Setting To achieve 'Gold' accreditation by June 2027		☒ School and ELC leadership ☒ Improvement in attainment, particularly in literacy and numeracy ☒ Teacher and practitioner professionalism ☒ School and ELC improvement ☒ Leadership ☒ Learning and Teaching ☒ Curriculum	All Stakeholders value the Reading Schools focus and have advocated for its continued expansion. All learners are highly engaged in their reading journeys, as evidenced by the development of clear "reading identities." A targeted, book-led approach has fostered a culture of reading for pleasure, which has directly led to improved stamina in reading and quality in writing across all stages. Evidence from ACEL data and internal assessment/tracking shows that the Reading Schools priority has had a measurable impact on learner progress and reading age. In 2026/27 continue focus on measuring "impact" and provide opportunity to support "sustainability," to further refine and embed across the setting to achieve Gold.
		☒ 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 ☒ School and ELC leadership ☒ Teacher and practitioner professionalism ☒ Parent/carer engagement and family learning ☒ School and ELC improvement ☒ Parental Involvement and Engagement	Accreditation for Silver Date confirmed for 21st August 2026 Rights Aware - Very good progress in embedding children's rights into ethos and life of the school. Through Pupil Council Meetings/ Parent Council Meetings/ Staff Meetings. HT Training/Staff CPD. Rights have been explicitly taught through HWB/ through assemblies/charity work/ and specific subject areas. Rights Respecting School Charter has been further developed, and language of rights being modelled and used through our Values. Learners actively led the improvement process; minutes and action plans demonstrate pupil-led change. Pupil survey how 100% understand rights. Staff survey shows 100 % understanding of rights-based pedagogy. 21st August 2026– Gold Journey. Rights Respecting – All Stakeholders value the RRS focus and have advocated for its continued expansion. Evidence from Pupil Surveys/Learning Conversations/Pupil Self-evaluation of the school show increased awareness and understanding of rights and the language of rights and enjoyed making 'Rights Real' through Local and Global Campaigns. Pupils feedback has shown that they want to continue to develop their understanding of UNCRC to Gold Level. In 2026/27 continue focus on measuring "impact" and provide opportunity to support "sustainability," to further refine and embed into policy, advocacy and partnership across the setting and school community/Island community to achieve Gold

Safe, Happy, Healthy, Achieving, Nurturing, Active, Responsible, Respectful, Resilient, Inclusive

ASG Improvement Priorities	Link to National and Local Priorities	
Curriculum Improvement Cycle	National Improvement Framework Key Priorities ☐ Placing the human rights and needs of every child and young person at the centre of education National Improvement Framework Key Drivers: ☐ Curriculum and assessment Highland Council Education and Learning Improvement Priorities: ☐ Leadership ☐ Learning and Teaching ☐ Curriculum	In anticipation of new curriculum guidance, due to be adopted in August 2028 the Portree Associated Schools Group have identified time for professional learning and collaboration time, to support enactment, as a priority for the 2026-27. This is in line with guidance set out in the CIC Explainer document - FINAL Curriculum Improvement Cycle Explainer for Teachers and Practitioners - designed v.1