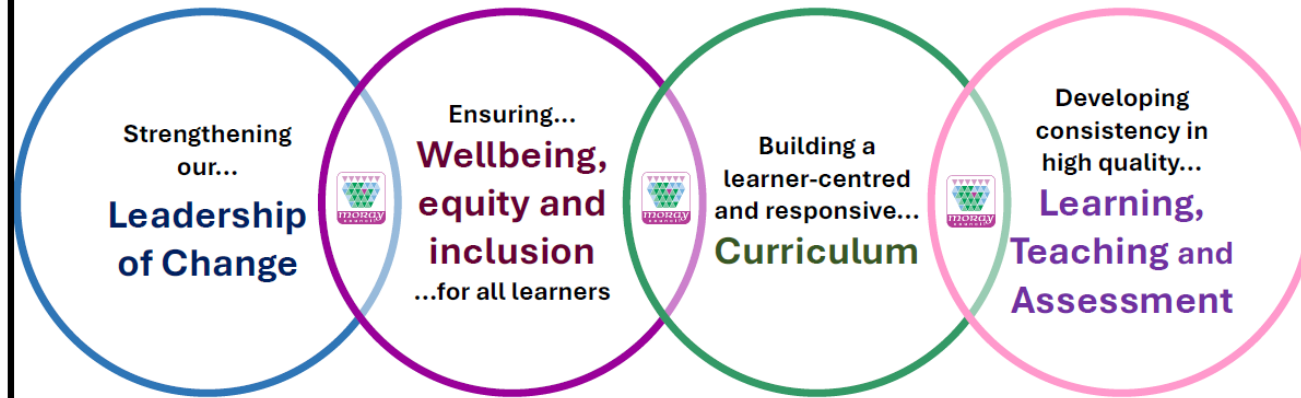


Moray Education

Strategic Priorities | 2025-2028



School Improvement Plan

Session:	2026-2027
School:	Lossiemouth High School
Plan term:	☐ 1 year ☐ 2 years ☒ 3 years

MORAY COUNCIL: Education | SCHOOL IMPROVEMENT PLAN

Priority 1 (main priority) (year 2)

Summary of Priority: to improve our approaches to Learning, Teaching and Assessment

Purpose (Why): to better meet the needs of all pupils and provide a more consistent learning experience across the school

Key links to Moray Education Priority Area(s):		☐	Leadership of Change	☐	Curriculum	☐	Self-evaluation for self-improvement					
		☐	Wellbeing, equity and inclusion	☒	Learning, teaching and assessment							
NIF Priorities:				Corporate Plan:		Children’s Services Plan:			HGIOS?4 QIs:			
☒	Placing human rights and needs of every child and young person at the centre			☒	Tackling poverty and inequality	☒	Tackling child poverty			☐ 1.1 ☒ 1.2 ☐ 1.3 ☐ 1.4 ☐ 1.5	☐ 2.1 ☐ 2.2 ☒ 2.3 ☐ 2.4 ☐ 2.5 ☐ 2.6 ☐ 2.7	☐ 3.1 ☐ 3.2 ☐ 3.3
☐	Improvement in children and young people’s health and wellbeing			☐	Build a stronger greener vibrant economy	☐	Improving the mental and emotional wellbeing of children and young people and their families					
☒	Closing the attainment gap between the most and least disadvantaged children			☐	Build thriving, resilient, empowered communities	☐	Keeping children and young people safe					
☐	Improvement in skills and sustained, positive school leaver destinations for all young people					☐	Strengthening family support					
☐	Improvements in achievement, particularly in Literacy and Numeracy					☒	Overcoming challenges faced by C&YP and families experiencing disability/neurodiversity					

Actions (How)	Outcomes for learners	Timescales	Responsible	Measures of success (What)
<u>Further develop a shared understanding of what high quality learning and teaching looks like</u> - Create planning sheets for each element of Our Lossie Learning Journey (OLLJ) to exemplify the Lossie standard - Provide further opportunities for pupils to deconstruct and discuss OLLJ to support their understanding (Sept/March) - Pupils carry out OLLJ survey twice a year (Sept/March) - Pupil feedback analysed and progress monitored via tracker - Pupil feedback and progress shared with staff and pupils - Pupil feedback, in conjunction with other self-evaluation evidence, used to inform the focus of staff CLPL/The Learning Together Cycle (see action plan 2 below).	- Pupils understand what high-quality learning and teaching looks like and give informed feedback about their learning experience. As a result of this feedback, and the subsequent action, pupils experience a more consistent and positive learning experience across the school - Pupils feel listened to/valued	Term 1 Term 1 & Term 3 Term 1 & Term 3 Term 1 & Term 3 Term 2 & Term 4 Ongoing	CB/LP/SIG LP/SIG LP CB/LP/SIG CB/LP/SIG CB/LP/SIG	- The majority of pupils and most staff understand what high-quality learning and teaching looks like - Most staff using LHS planning sheet on a regular basis - An increase in the % of pupils reporting a positive learning experience (as per Our Lossie Learning Journey) (medium to long-term measure)

<u>Support staff to continue to review and extend their practice</u> - Launch the Learning Together Cycle (LTC) (brings together Teaching Sprints and learning visits and ensures coherence with Our Lossie Learning Journey) Our Lossie Learning Journey Learning Together Cycle  - Staff carry out three Learning Together Cycles a year (Term 1, Term 2 and Term 4) - Learning visit feedback analysed and progress monitored via tracker - Whole school evaluative statements shared with staff - Individual feedback/coaching conversations provided where strengths or areas of concern are identified - Learning visit feedback, in conjunction with other self-evaluation evidence, used to inform the focus of the next LTC - Revisit/relaunch the Professional Learning Plans (PLP) to increase staffs’ understanding and engagement - Introduce a professional reading group - Develop approaches to increase staffs’ engagement with the staff library - Further develop our approaches to the sharing and celebrating of good practice and resources - Create teacher self-evaluation survey linked to Our Lossie Learning Journey to inform PLPs (as part of PR&D process) - Review and amend approaches (as appropriate) in preparation for session 2027/28	Staff deepen their pedagogical knowledge and enhance their expertise. This leads to pupils experiencing a more consistent and positive learning experience across the school	<table><tr><td>Aug</td><td>LP</td></tr><tr><td rowspan="4">Term 1, Term 2 & Term 4</td><td>LP/SIG</td></tr><tr><td>CB/LP/SIG</td></tr><tr><td>CB/LP</td></tr><tr><td>SLT/PTs</td></tr><tr><td>Ongoing</td><td>CB/LP/SIG</td></tr><tr><td>Term 1</td><td>LP/SIG</td></tr><tr><td>Term 1</td><td>LP/SIG</td></tr><tr><td>Term 1</td><td>LP/SIG</td></tr><tr><td>Term 2 onwards</td><td>LP/SIG</td></tr><tr><td>Term 3</td><td>CB/LP/SIG</td></tr><tr><td>Term 4</td><td>CB/LP/SIG</td></tr></table>	Aug	LP	Term 1, Term 2 & Term 4	LP/SIG	CB/LP/SIG	CB/LP	SLT/PTs	Ongoing	CB/LP/SIG	Term 1	LP/SIG	Term 1	LP/SIG	Term 1	LP/SIG	Term 2 onwards	LP/SIG	Term 3	CB/LP/SIG	Term 4	CB/LP/SIG	- Most staff report that they feel supported to deepen their pedagogical knowledge and extend their practice - An increase in the % of pupils reporting a positive learning experience (as per Our Lossie Learning Journey) (medium to long-term measure) - An increase in the % of lessons visited meeting the Lossie standard (medium to long-term measure)
Aug	LP																							
Term 1, Term 2 & Term 4	LP/SIG																							
	CB/LP/SIG																							
	CB/LP																							
	SLT/PTs																							
Ongoing	CB/LP/SIG																							
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Term 1	LP/SIG																							
Term 2 onwards	LP/SIG																							
Term 3	CB/LP/SIG																							
Term 4	CB/LP/SIG																							

Evidence of impact/self-evaluation to be gathered in respect of the actions noted above:

- Pupil feedback: pupil survey linked to Our Lossie Learning Journey and pupil focus groups
- Pupil Learning Experience Tracker to monitor progress over time
- Learning Together Cycle Tracker (learning visits/walks)
- Staff feedback
- Schlechty Levels of Engagement self-evaluation toolkit
- Staff engagement with CLPL opportunities and staff library
- QI 2.3 Audit
- Department QI 2.3 self-evaluation evidence

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Priority 2

Summary of Priority: to improve our approaches to wellbeing, equity and inclusion

Purpose (Why): to improve the wellbeing of pupils and staff and further develop leadership at all levels

Key links to Moray Education Priority Area(s):		☒	Leadership of Change	☐	Curriculum	☐	Self-evaluation for self-improvement					
		☒	Wellbeing, equity and inclusion	☐	Learning, teaching and assessment							
NIF Priorities:				Corporate Plan:		Children’s Services Plan:			HGIOS?4 QIs:			
☒	Placing human rights and needs of every child and young person at the centre			☒	Tackling poverty and inequality	☒	Tackling child poverty			☐ 1.1 ☐ 1.2 ☒ 1.3 ☐ 1.4 ☐ 1.5	☐ 2.1 ☐ 2.2 ☐ 2.3 ☐ 2.4 ☐ 2.5 ☐ 2.6 ☐ 2.7	☒ 3.1 ☐ 3.2 ☐ 3.3
☒	Improvement in children and young people’s health and wellbeing			☐	Build a stronger greener vibrant economy	☒	Improving the mental and emotional wellbeing of children and young people and their families					
☒	Closing the attainment gap between the most and least disadvantaged children			☒	Build thriving, resilient, empowered communities	☐	Keeping children and young people safe					
☐	Improvement in skills and sustained, positive school leaver destinations for all young people					☐	Strengthening family support					
☐	Improvements in achievement, particularly in Literacy and Numeracy					☒	Overcoming challenges faced by C&YP and families experiencing disability/neurodiversity					

Actions (How)	Outcomes for learners	Timescales	Responsible	Measures of success (What)
<u>Review and amend P7/S1 transition procedures in partnership with primary colleagues, to better meet the pastoral and academic needs of all pupils</u> - Review current universal, enhanced and extended transition procedures - Amend/develop revised procedures - Review and amend (as appropriate) the revised procedures	Pupils have access to appropriate support. This should lead to increased attendance, participation and academic progression (session 27/28)	Term 1 Term 2 & 3 Term 1 (27/28)	AMac/AMu/ASG AMac/AMu/ASG AMac/AMu/ASG	Revised procedures for universal, enhanced and extended transition used for the pupils transitioning to LHS in August 2027

<u>Support staff to further develop their knowledge and skills in relation to wellbeing, equity and inclusion</u> • Use HGIOS?4 and the CIRCLE framework to further develop staffs' understanding of what wellbeing, equity and inclusion looks like in the classroom and across the school • Use the feedback from staff training needs audit to develop a 2-year professional learning programme (Circle framework tools, restorative approaches, emotion coaching, dyslexia, ASD etc) • Evaluate impact and review/amend plan (as appropriate)	• Staff deepen their knowledge and skills in relation to wellbeing, equity and inclusion. This leads to pupils experiencing a more nurturing and inclusive learning experience across the school, thereby impacting positively on their wellbeing and attainment	Ongoing Term 2 Ongoing	AMac/AMu AMac/AMu AMac/AMu	• Most staff report that they have a greater understanding of what highly effective practice in relation to wellbeing, equity and inclusion looks like in the classroom and across the school • Most staff report feeling supported to deepen their knowledge and skills in relation to wellbeing, equity and inclusion • The majority of staff feel able to employ approaches in their classroom (medium to long-term measure) • Staff plan learning to take better account of learners needs. As a result more young people can access the curriculum and achieve success in lessons (medium to long-term measure) • Increase in the number of pupils attending lessons/engaging with learning (medium to long-term measure)
<u>Create a Learner Participation strategy that brings together existing opportunities with new meaningful opportunities for pupils to influence, and lead, change in the school</u> • Develop staff and pupils understanding of Learner Participation • Undertake an audit of current opportunities • Identify gaps and potential new opportunities, including the development of a whole school strategy to increase wellbeing and inclusion across the school (see below) • Use a range of self-evaluation evidence and our new vision and values to develop a 2–3-year Learner Participation strategy • Launch the strategy with pupils, staff and the wider school community	• Pupils work collaboratively with staff to lead change within the school. In doing so they will develop skills for learning, life and work • Pupils feel listen to/valued. This increases their sense of belonging	Term 2 Term 2 & Term 3	CB/DHTs//SIG (pupils and staff)	• The staff and pupils involved report that they feel a greater sense of belonging • Impact year 2 onwards
<u>Develop whole-school strategy to wellbeing and Inclusion to embed wellbeing and inclusion across the school</u> • Introduce idea to pupils and staff • Use a range of self-evaluation evidence, including wellbeing tracking information to develop strategy* Strategy to be launched and embedded during session 2027/28	• Pupils work collaboratively with staff to lead change within the school. In doing so they will develop skills for learning, life and work • Pupils feel listen to/valued. This increases their sense of belonging	Term 3 Term 3 & Term 4	CB/AMac/SIG (pupils and staff)	• The staff and pupils involved report that they feel a greater sense of belonging • Impact year 2 onwards *possible link with the strengthening of the House system to support greater House identity and increase pupils' and staffs' sense of belonging (Additional Activity)

Evidence of impact/self-evaluation to be gathered in respect of the actions noted above:

- Pupil feedback, including pupil focus groups
- Wellbeing data
- The Lossie Way Tracker (merits, demerits, relocations and duty data)
- Staff feedback
- Learning walks
- QI 3.1 Audit

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Priority 3

Summary of Priority: to review and extend our curriculum offer

Purpose (Why): to ensure that our curriculum meets the needs of our young people and maximises attainment

Key links to Moray Education Priority Area(s):	☐	Leadership of Change	☒	Curriculum	☐	Self-evaluation for self-improvement		
	☐	Wellbeing, equity and inclusion	☐	Learning, teaching and assessment				
NIF Priorities:		Corporate Plan:		Children’s Services Plan:		HGIOS?4 QIs:		
☐	Placing human rights and needs of every child and young person at the centre	☐	Tackling poverty and inequality	☐	Tackling child poverty	☐ 1.1 ☐ 1.2 ☐ 1.3 ☐ 1.4 ☐ 1.5	☐ 2.1 ☒ 2.2 ☐ 2.3 ☐ 2.4 ☐ 2.5 ☐ 2.6 ☐ 2.7	☐ 3.1 ☐ 3.2 ☐ 3.3
☐	Improvement in children and young people’s health and wellbeing	☐	Build a stronger greener vibrant economy	☐	Improving the mental and emotional wellbeing of children and young people and their families			
☒	Closing the attainment gap between the most and least disadvantaged children	☒	Build thriving, resilient, empowered communities	☐	Keeping children and young people safe			
☒	Improvement in skills and sustained, positive school leaver destinations for all young people			☐	Strengthening family support			
☐	Improvements in achievement, particularly in Literacy and Numeracy			☒	Overcoming challenges faced by C&YP and families experiencing disability/neurodiversity			

Actions (How)	Outcomes for learners	Timescales	Responsible	Measures of success
<u>Work in partnership with the school community to create a revised curriculum rationale, ensuring that this takes account of the school's context</u> - Collate examples of curriculum rationales from other schools - Use the feedback from the Business Breakfast (Jan 26), staff in-service day (Feb 26) and P5-S5 parent and community 'Bite and Blether' events (April 26) to inform discussions about our curriculum rationale with pupils and staff - Update/draft curriculum rationale (ensuring that this takes account of local and national context, progression, labour and market intelligence and other relevant factors) - Gather feedback on the draft rationale from staff, pupils, parents and partners - Launch finalised curriculum rationale	- Pupils have a greater understanding of the purpose of the curriculum. This supports them to make informed choices - Pupils feel listened to/valued	Term 1 Nov In-service	LB/SIG/SCQF Ambassadors	Revised curriculum rationale created and shared with the school community

<u>Plan and develop a suite of senior phase wider achievements opportunities for implementation in session 2027/2028, with a particular focus on S6</u> - New wider achievement/accreditation options identified - a list of viable awards/courses (e.g., SCQF-levelled awards, vocational qualifications, alternative accreditation) with rationale and feasibility checks - Gather pupil feedback on the proposed wider achievement options - Wider achievement options for next session agreed - Implementation plan created, including resources and assessment requirements - Wider achievement information and sign-up included as part of Senior Phase Induction	- Pupils experience more choice in their curriculum and have the opportunity to further develop skills for learning, life and work - Increased attainment (2027/2028)	Term 1 Term 2 & Term 3 June	MMc/WA WG/SCQF Ambassadors/Staff	A range of senior phase wider achievement opportunities available from June 2027
<u>Review and extend our senior phase pathways, with a particular focus on progression routes for our current S3 pupils</u> - An audit of existing pathways completed, showing strengths, gaps, and duplication - A list of possible awards/courses created (e.g., SCQF-levelled awards, vocational qualifications, alternative accreditation) with rationale and feasibility checks - Gather pupil and parent feedback on the possible new pathways/awards - New awards/courses for next session agreed - Implementation plan created, including resources and assessment requirements - New awards/courses information included in subject choice process	- Pupils experience more choice in their curriculum and can access to qualifications that meet their needs and aspirations - Increased attainment (2027/2028)	Term 1 Term 2 & Term 3	LB/SIG/SCQF Ambassadors/Staff	- Feedback from pupils, parents and relevant staff, including PTsG, indicate that they understand and value the new awards/courses - Positive uptake and engagement data – departmental pupil surveys and course choice patterns show strong demand for the new awards - Increased range of pathways/awards available from June 2027 - Feedback from pupils, parents and relevant staff, including PTsG, indicate that more pupils access levels and pathways appropriate to their needs and post-school ambitions (medium to long-term impact)
<u>Review the structure of the BGE curriculum*</u> - Gather pupil and staff feedback on current BGE curriculum structure, including any suggested changes e.g. blocking S1 and S2 Technical and HE - Draft revised BGE curriculum structure (ensuring that this takes account of CfE entitlements and curriculum design, national developments and local context, including staff shortages in some subject areas) - Gather feedback from staff, pupils and parents on revised BGE structure - Implementation plan created	- Pupils feel listened to/valued - Pupils experience a BGE curriculum that meets national expectations whilst also taking into account our local context	Term 2 Term 2 & Term 3	LB/MMc	Revised BGE curriculum structure created and shared with the school community *Linked to the investigation of alternative curriculum models e.g. 2+2+2, minor and major structure (considering RCCT) (Additional Activity)
Evidence of impact/self-evaluation to be gathered in respect of the actions noted above: - Feedback from staff, pupils, parents and partners - Course choice data				

Additional Activities	By Whom	Timescale/By When
- Launch new vision and values and finalise logo - Develop strategies to embed new vision and values - Carry out a school uniform review, in partnership with the school community	CB/V&V WG (pupils and staff) CB/V&V WG (pupils and staff) CB/Uniform WG (pupils and staff)	August/September 2026 Term 1 & Term 2 Term 2 & 3
Create an updated programme of staff, and staff and pupil, activities to support wellbeing and the development of positive relationships across the school	CC	By Sept 2026 (+ongoing)
Review the Positive Relationships policy/system and adjust, as appropriate	BPR WG (SLT Link CB/AMac)	Term 1 & Term 2
Further develop the use and effectiveness of learning conversations (in conjunction with Knox Academy) (pilot with 1-2 depts)	LP/TC	Term 1 (+ ongoing)
Review 25/26 PEF plan and create 26/27 PEF plan	MMc	Term 1
Develop a Literacy and Numeracy Interventions strategy	MMc/CW/TY/AMu	Term 1
Streamline and simplify current reporting procedures to reduce the need for printing and to ensure that they are accessible to/meaningful for pupils and parents	MMc/Parent Partnership	Term 1 & Term 2
- Streamline current systems for the storage and sharing of information, including the T-Drive, Teams, pupil information etc - Update website and review current Facebook accounts (currently have 2 linked accounts)	MMc MMc	Term 1 By March 2027
Embed departmental tracking and monitoring systems, ensuring a focus on the monitoring and evaluation of interventions	LP/Dept T&M WG	Term 1 & Term 2
- Review and update subject choice procedures to increase parental engagement and ensure that pupils are supported to make informed choices about their pathways - Review and update timetabling procedures	MMc MMc (LB to shadow)	Term 2 (+ongoing) Term 2 & Term 3 (+ ongoing)
- Review and amendment of attendance procedures to ensure alignment with the new MC 'Attend to Attain' policy - Development of Attendance strategy (universal and targeted) (for implementation in session 27/28)	DR (SLT Link AMac) DR (SLT Link AMac)	Term 1 & Term 2 By June 2027
Review targeted interventions (including PEF) and alternative curriculum provision to ensure greater coherence and impact	AMac/MMc/CB	By December 2026 (+ongoing)
Develop an alternative system for young people to raise a concern (pupils can no longer use QR codes)	PTGs/pupils (SLT link AMac)	By December 2026
Create new school prospectus	CB/RM	By December 2026
Continue to streamline whole school self-evaluation procedures, ensuring a focus on impact	CB/DHTs (relating to remit)	Ongoing throughout session
Explore opportunities to develop a strategic partnership with a local organisation to support leadership development of PTs	CB/LP/JM (DYW)	Ongoing throughout session
Increase awareness of, and engagement in, the Curriculum Improvement Cycle	LB	Ongoing throughout session
Plan for Reduced Class Contact Time (RCCT)	SLT	Ongoing throughout session
Investigate alternative curriculum models e.g. 2+2+2, minor and major structure (considering RCCT)	LB/MMc/SIG	Ongoing throughout session
- Further development of IDL/meta-skills - Further development of profiling, including the development of a wider achievements/skills tracker	LB/AC LB/MW	Ongoing throughout session Ongoing throughout session
Review and update the PSE curriculum to ensure that it is relevant and progressive for all young people, including opportunities for accreditation in the senior phase, where appropriate. The revised PSE curriculum will also align with Our Lossie Learning Journey. The revised curriculum to be implemented from August 2027.	RS & KM (BGE)/MW & TB (SP) (SLT link AMac)	Ongoing throughout session
Further develop the House system to support greater House identity and increase pupils' and staffs' sense of belonging. Possible link with the Learner Participation and Wellbeing and Inclusion strategy (priority 2).	BC/PTsG/WG (SLT link AMac)	By May 2027 (+ongoing)
Develop a Planning, Assessment and Moderation strategy (LTA Cycle) for implementation in session 27/28	LP/Lit & Num Champions/WG	By June 2027
Review Family Learning offer, with a focus on impact and hard-to-reach parents (revised offer created during session 27/28)	MMc	By June 2027