



Thurso High School

ESTABLISHMENT IMPROVEMENT PLAN 2026-27

Priority 1: Improving health and wellbeing; ensuring equality and inclusion

Creating a Classroom Culture – inclusive classrooms

Continued focus on *Creating a Classroom Culture* whole school professional learning to enhance consistency of agreed good behaviours across the school, supporting pupils to move towards more intrinsic motivation to take responsibility for their own behaviour. Continued work on *Inclusive Classrooms* linking to Equality and Diversity policy development.

Inclusive classrooms - Support for pupils with additional needs

Trauma informed practice staff training to be refreshed.

Embed new procedures for the gathering and sharing of subject specific ASN pupil support information, to allow for more detailed and subject specific Pupil Profiles.

Continued support for staff in effectively addressing the needs of all ASN pupils through whole school CPD.

Pupil evaluation of wellbeing

Continue to improve engagement of pupils with their own wellbeing evaluation through the wellbeing indicators.

Embedding of Glasgow Motivation and Wellbeing Profile (GMWP) survey and analysis to highlight further priorities for improvement of pupil wellbeing around the headings of Affiliation, Agency, Autonomy, Healthy & Safe.

Closing the activity gap

Introduce clear recording of all pupil engagement with extracurricular activities and support to engage where required.

Engagement with a National Profiling Tool (*Unifrog*) for all pupils to create a personal overview of their strengths, achievements and goals including extra-curricular activities.

Pupil support

Introduction of MCR Pathways, a school-based mentoring programme that connects young people who need additional encouragement and support with caring, adult mentors.

Develop and embed S3 alternative curriculum for a small group of identified pupils whose needs are not being met by the current curriculum.

Priority 2: Raising attainment

Improve pedagogy across the school – whole school CPD/HMIE feedback

Continue to deliver whole school Research Lead led professional learning sessions based on the framework agreed within the '*Lesson Evaluation Toolkit (LET)*'.

Improvements in line with HMIE feedback to be selected from:

- quality of success criteria and teacher feedback around this;
- use of highly effective structured challenge questions to extend thinking;
- development of approaches to planning tasks, activities and resources to better support and challenge learning and avoid lessons being overly 'teacher-led';
- use of formative assessment approaches in lessons to adapt teaching during lessons, identifying where pupils need to revisit learning or require additional input.

Teamwork Respect Achievement Commitment Kindness

Improve pedagogy across the school – support

Senior and Middle leaders to exercise more challenge and if required support for all staff in effecting the improvements within this Teaching and Learning framework

Improve pedagogy across the school – digital technology

A review of use of digital technology to be carried out to ensure that over use is not leading to unnecessary 'screen-time' but always to enhanced pupil learning experiences.

Good/excellent practice in use of digital technology to enhance learning to be shared.

Improve pedagogy across the school – pupil involvement

Involve pupils in more regular evaluation of teaching and learning to inform our continuous improvement priorities through regular focus group feedback and input to the school *Lesson Evaluation Toolkit*.

Moderation and tracking

Continue focus on obtaining a commercial whole school tracking system.

Develop further moderation activities across all BGE curricular areas, particularly at fourth level.

Review tracking and reporting of BGE levels for all subjects, considering a narrowing of working level descriptions.

Embed BGE tracking overviews and ensuing interventions and actions.

Improve the whole school tracking systems of literacy and numeracy attainment from S1-S6 to ensure that this is current and accessible to all and a focus on those pupils who have additional needs or receive FSM is possible.

Raising Ambition

Develop a '*Raising Attainment*' support pack for pupils and parents aimed at improving ambition.

Stronger focus on attainment across a minority of subject areas to ensure more young people build on prior learning and attain high quality passes in Senior Phase.

Challenge low expectations by modelling ambition and growth mindset through teacher feedback and quality learner conversations.

Priority 3: Developing the Young Workforce

Developing our DYW Curriculum

Develop and reviewing our Developing the Young Workforce curriculum at all levels, especially through pupil feedback, to ensure an effective approach to careers education which supports our pupils into sustained positive destinations.

National Profiling

Implement a new profiling tool for all pupils to support them to be able to identify their personal strengths, achievements and skills to better prepare them for post school opportunities.

Developing our DYW Curriculum

Use of a new operational planning system to calendar a range of DYW events for each year group and across subject areas.

Planning to ensure all pupils are supported into positive, sustained destinations

Use of 16+ data gathered from S1-6 pupils throughout the session to inform DYW support through pathway planning meetings. This will include organising targeted sessions from industries and sectors identified for year group events as well as smaller group events for pupils interested in progressing on to particular professions or industries.

Planning to ensure all pupils are supported into positive, sustained destinations

Embedding of a new work experience platform *Workit* for Senior Phase pupils.