



Williamwood
High School

Mighty oaks from little acorns grow

School Improvement Plan 3 Year Plan

2025 – 2028

Respect * Ambition * Kindness



The NIF is designed to help deliver the aims of excellence and equity. The NIF priorities are:

- 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
- Improvement in achievement, particularly in literacy and numeracy
- Closing the attainment gap between the most and least disadvantaged children and young people
- Improvement in skills and sustained, positive school-leaver destinations for all young people

The NIF sets out six key drivers for improvement which provide a focus and structure for gathering and analysing evidence:

1. School leadership
2. Teacher professionalism
3. Parental engagement
4. Assessment of children's progress
5. School improvement
6. Performance information



School Improvement Plan 2025 - 2028

ERC vision is one of 'Everyone Attaining, Everyone Achieving through Excellent Experiences'. Our vision mirrors this with 'Mighty Oaks from Little Acorns Grow'. Our target outcomes and expected impacts in the next three-year cycle of continuous improvement will be:

Empowerment and Leadership	Social Justice and Wellbeing	Pedagogy and Learning	Attainment, Achievement and Progress
<p>A refreshed whole school leadership strategy that provides all staff and young people with the opportunity to develop and demonstrate their leadership capacity and skills.</p> <p>A culture of self-evaluation for self-improvement based on a collaborative model of change leading to successful outcomes.</p> <p>A culture of professional learning enabling staff to learn with and from each other. This includes learning with colleagues across sectors, with partner agencies and in line with national priorities and practices.</p>	<p>Improve upon the already low exclusions and high attendance rates in our school, especially for care experienced children and young people.</p> <p>A rights based culture centred on GIRFEC, applying practices and experiences which ensure that the needs of children, young people and adults are identified and addressed in line with the ERC Social Justice strategy.</p> <p>Improving professional knowledge, understanding and skills related to social justice including child poverty, race, LGBTQI+, ASN and gender.</p> <p>An increase in parental engagement opportunities and uptake through a refreshed parental engagement strategy in line with the ERC Parental Involvement and Engagement (PIE) policy.</p> <p>Take cognisance of, and be explicit in, our consideration of agreed actions to reduce bureaucracy, tackle workload and be considerate of the wellbeing of employees.</p>	<p>A curriculum which enables all young people to be learners, individuals, citizens and contributors in school, local community and globally.</p> <p>Learners' experiences support them to develop their creativity, curiosity, problem solving, critical thinking, sense making and personalities'.</p> <p>An increase in opportunities for young people to develop knowledge, understanding and skills for learning, life and work to be active participants in society.</p> <p>All teachers employ digital technologies creatively to enhance learning experiences through virtual or immersive learning tasks or multiple online resources.</p>	<p>Improved attainment and achievement built on our culture of excellence.</p> <p>Increased staff responsibility and awareness of learner progress through assessment and data analysis.</p> <p>An increase in opportunities which support prevention and early intervention, improve outcomes and reduce inequalities.</p> <p>Increase the attainment and achievement of young people who face challenges to attain more highly than those of similar needs and backgrounds nationally.</p>



Whole school three year plan: Self-evaluation (in addition to 1.1, 1.2, 1.3, 2.2, 2.3, 2.4, 3.1 & 3.2 annually)		
2025 – 2026	2026 – 2027	2027 – 2028
1.4	2.1	2.7
1.5	2.6	
2.5	3.3	



Priority: Empowerment and Leadership	
NIF Priority: P1, P2, P3, P4 & P5	QIs: 1.1, 1.3 & 1.4
NIF Drivers: D1, D2 & D5	

Outcome & Impact	Action	Personnel	Timescale	Resources	Monitoring & Evaluation
A refreshed whole school leadership strategy that provides all staff and young people with the opportunity to develop and demonstrate their leadership capacity and skills.	Embed a whole school S1-S6 leadership programme for young people.	SLT PTPS PTCs PTDs Teachers	May 2026	Participatory Budget (PB)	GTCS Standards for Middle Leadership GTCS Standards for Headship GTCS Standards for Career-Long Professional Learning HGIOURS
	Ensure young people live our values through a range of whole school activities.				
	Develop an 'Aspire to Lead' programme for teachers.				
	Provide opportunities for middle leaders to shadow the work of DHTs in their strategic and operational work.				
A culture of self-evaluation for self-improvement based on a collaborative model of change leading to successful outcomes.	Embed a whole-school self-evaluation calendar for all staff to use.	SLT PTPS PTCs PTDs Teachers SIN	Dec 2025	Self-evaluation calendar	HGIOS 4
	Plan, undertake and review our looking inwards, outwards and forwards events.				
	Ensure our looking inwards, outwards and forwards events are linked to continuous cycle of school improvement via department and/or school improvement priorities.				
A culture of professional learning enabling staff to learn with and from each other. This includes learning with colleagues across sectors, with partner agencies and in line with national priorities and practices.	Ensure School Improvement Networks (SINs) and individual members of staff evidence their findings, work and impact to inform the next steps in our improvement journey.	SLT PTCs Teachers	May 2026	External partners	GTCS Practitioner enquiry GTCS Standard for Full Registration NIF



Priority: Social Justice & Wellbeing	
NIF Priority: P1, P2 & P4	QIs: 1.5, 2.1, 2.4, 2.5, 2.7 & 3.1
NIF Drivers: D1, D2, D3, D4, D5 & D6	

Outcome & Impact	Action	Personnel	Timescale	Resources	Monitoring & Evaluation
Improve upon the already low exclusions and high attendance rates in our school, especially for care experienced children and young people.	Refresh and embed an attendance and time keeping strategy.	PTPS PTCs Teachers	May 2026	CLD External partners CLPL	National, local and school attendance and exclusion data Promoting Positive Relationships and Behaviour in Educational Settings
	Embed a Promoting Positive Relationships and Behaviour policy.				
	Evaluate and refine the EBSA programme.				
A rights based culture centred on GIRFEC, applying practices and experiences which ensure that the needs of children, young people and adults are identified and addressed in line with the ERC Social Justice strategy.	Ensure pupil voice is at the heart of all school policies and practices.	SLT PTPS All staff	Dec 2026	National, local and school policies Child protection safeguarding updates	GIRFEC UNCRC ERC Social Justice Strategy National Guidance for Child Protection in Scotland Keeping The Promise to care-experienced young people
	Ensure pupil voice is at the heart of our approaches to UNCRC, Social Justice, equity, inclusion, and school culture.				
	Provide further professional learning opportunities on inclusive practices to inform and adapt classroom practice. (Circle, Promise etc.)				
Improving professional knowledge, understanding and skills related to social justice including child poverty, race, LGBTQI+, ASN and gender.	Target resources to improve equality and equity for all young people.	PT Sfl PT Equity and Inclusion PTPS PTDs RMPS department	Aug 2026	School overview PEF	PEF guidance Additional support for learning: guidance on assessing capacity and considering wellbeing BGE and Senior phase attainment
	Utilise PEF to ensure successful outcomes for identified individuals and groups of young people.				
	Consistently conduct and use the findings from equity and equality audits to meet the needs of individuals and groups of young people.				



An increase in parental engagement opportunities and uptake through a refreshed parental engagement strategy in line with the ERC Parental Involvement and Engagement (PIE) policy.	Raise awareness and embed strategies in relation to PIE.	SLT PTPS PTCs SIN	Aug 2026	Parent council	ERC Parental Involvement and Engagement policy
	Refresh the Parent Council model and impact on school improvement.				
Take cognisance of, and be explicit in, our consideration of agreed actions to reduce bureaucracy, tackle workload and be considerate of the wellbeing of employees.	Consistently apply collaborative professional activities and practices in the everyday life of the school.	SLT PTCs Teachers	Dec 2025	School policies	



Priority: Pedagogy & Learning	
NIF Priority: P1, P2, P3 & P4	QIs: 2.2, 2.3 & 3.3
NIF Drivers: D1, D2, D4, & D6	

Outcome & Impact	Action	Personnel	Timescale	Resources	Monitoring & Evaluation
A curriculum which enables all young people to be learners, individuals, citizens and contributors in school, local community and globally.	Achieve SCQF gold ambassador school status.	SLT Trained staff PTPS PTCs PTD SIN	May 2027	SCQF catalogue External partners Curriculum Improvement Cycle (CIC) SCQE Curriculum Improvement Cycle (CIC) SCQE	Curriculum Improvement Cycle (CIC) SCQE Learning for Sustainability sketch note
	Develop community partnerships to enhance experiences.				
	Embed learning for sustainability across all curricular areas.				
	Make use of our gradient of learning to enhance an understanding of appropriate curricular pathways.				
	Provide young people with leadership opportunities to enhance their skills in line with the four capacities.				
	Provide young people with opportunities for interdisciplinary and research based learning.				
Learners' experiences support them to develop their creativity, curiosity, problem solving, critical thinking, sense making and personalities'.	Embed meta-skills across all curricular areas.	SLT PTPS PTCs SIN Cluster skills group	May 2026	My World of Work profile SDS Meta skills	SDS Skills 4.0 MWoW
	Develop and embed a common skills language across all curricular areas.				
	Embed the use of skills profiling through MWoW.				
An increase in opportunities for young people to develop knowledge, understanding and skills for learning, life and work to be active participants in society.	Provide opportunities in all curricular areas for young people to learn from real life experiences.	SLT PTPS PTCs PTD SIN	May 2027	External partners	SDS Skills 4.0
	Co-create and co-deliver enriched experiences in all curricular areas through partnership working.				



All teachers employ digital technologies creatively to enhance learning experiences through virtual or immersive learning tasks or multiple online resources.	Provide opportunities for young people to lead and apply digital skills in all curricular areas. (E.g. A digital task force etc.)	SLT PTCs PTDs SIN BICT faculty	May 2026	HGIOS 4 ICT	ERC Digital Strategy Digital Schools Award
	Look inwards, outwards and forwards for CLPL opportunities to future proof the curriculum (e.g. AI etc.)				
	Provide collaborative opportunities for staff to share and enhance digital expertise across all curricular areas.				



Priority: Attainment, Achievement & Progress	
NIF Priority: P3, P4 & P5	QIs: 1.5, 2.2 & 3.2
NIF Drivers: D1, D4 & D6	

Outcome & Impact	Action	Personnel	Timescale	Resources	Monitoring & Evaluation
Improved attainment and achievement built on our culture of excellence.	Enhance personal achievement opportunities for young people across the wider school community.	SLT PTPS PTCs Teachers	Aug 2026	Whole school data National and ERC guidance	Whole school attainment data BGE literacy and numeracy data Standardised tests, SNSA data
	Consistently provide opportunities for all stakeholders to demonstrate ambition through high expectations in all curricular and extra-curricular areas.				
	Embed the responsibility of all staff in the development of literacy, numeracy and health and wellbeing across all curricular and extra-curricular areas.				
	Embed systems to track and report on the participation and achievement of all.				
Increased staff responsibility and awareness of learner progress through assessment and data analysis.	Consistently provide young people with opportunities to engage in their learning and progression across all curricular areas.	SLT PTCs PTD Cluster group	Aug 2026	West Partnership Assessment and Moderation ERC CLNs Partner schools	ERC Moderation and Assessment toolkit
	Consistently provide young people with opportunities to co-create learning experiences and outcomes across all curricular areas.				
	Provide staff with opportunities to engage and make use of our Gradient of Learning across all curricular areas.				
	Consistently provide staff with opportunities to analyse attainment data to maximise outcomes through appropriate pathways.				
An increase in opportunities which support prevention and early intervention, improve outcomes and reduce inequalities.	Consistently provide young people with a range of universal and targeted interventions.	PTDs PTPS PT Equity and Inclusion PTCs	Dec 2025	National and ERC guidance	PEF guidance
	Develop an intervention tracker to evaluate impact and plan future opportunities.				



Increase the attainment and achievement of young people who face challenges to attain more highly than those of similar needs and backgrounds nationally.	Utilise equity funding resources in the Williamwood community.	PTPS PTCs PTDs PT Equity and Inclusion Teachers	Aug 2026	PEF funding	PEF guidance
---	--	---	----------	-------------	------------------------------