

Education – Improvement Planning Document 2024-2025

Establishment Name:

Clydeview Academy

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Head of Establishment	Craig Gibson	Date	23.08.24
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Quality Improvement Officer	Elaine McLoughlin	Date	23.08.24
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Our Vision, Values and Aims

Our vision is to Inspire Learning, Create Opportunity and Thrive Together.

Our aim for all members of our community is that we will work and learn together while upholding our values of Ambition, Respect, Determination, Creativity, Integrity and Commitment.

Our aim for our students is that they will be:

- Successful in all areas of achievement and attainment
- Confident in their communications
- Responsible citizens of our community
- Able to make an effective contribution to our school and society

We believe in a “Culture of Praise” for our students and celebrate their positive achievements through a process of issuing Merits. On occasions Alerts are issued when behaviour and application require improvement. This information is communicated to students and their parents/carers on 4 occasions throughout the year.

Ambition: Striving to be the best that we can be

- All learners are motivated by the desire to achieve, and experience **success in all endeavours**.
- Staff are dedicated to professional development and providing **opportunities** for all learners by delivering a creative and innovative curriculum, which ensures breadth of experience and appropriate challenge.
- Our school community supports the **aspirations** of all learners and cultivates a climate of limitless possibility.

Respect: Respecting ourselves, others and our environment

- All learners show an awareness of others and conduct themselves in a manner which demonstrates **consideration** for people, the school building, its facilities and the wider environment.
- Staff are committed to promoting **positive relationships**, achieved through unconditional positive regard.
- Our school community encourages **open mindedness**, respecting difference and individuality, creating an environment where every opinion is heard.



Determination: Embracing every challenge with enthusiasm and resolve

- All learners have high expectations of themselves and have the **focus, courage and conviction to persevere** and recognise the value of hard work.
- Staff are **tirelessly dedicated** to empowering learners and unlocking their true potential.
- Our school community values responsibility and seeks to develop the **skills of resilience** encouraging us all to never give up.

Creativity: Inspiring curiosity for lifelong learning

- All learners are inquisitive, using **flexibility of thought** to independently problem solve and apply knowledge, skills and *big ideas* beyond the classroom.
- Staff continually explore new ways of presenting ideas and concepts which **capture the imagination** of our learners whilst nurturing their talents.
- Our school community is strengthened by **collaboration and innovation** and celebrates the successes that stem from ‘thinking outside the box’.

Integrity: Having the confidence to do what is right

- All learners develop a **strong sense of self**. They are honest, take responsibility for, and reflect upon their actions.
- Staff display the qualities of **trust, truth and transparency**.
- Our school community supports the best interests of every individual; every action adheres to the **ethical and moral principles** fostered within our emotionally safe environment.

Commitment: Upholding our values prepares us for success in an ever-changing world

- All learners readily **contribute their service** to the school by using their skills and experiences and are spurred on by the collective aim of changing their community and the world for the better.
- Staff are **steadfast** in their pursuit to engage all learners in the curriculum and enriching extra-curricular experiences.

Our School

Clydeview Academy serves the towns of Gourock and Greenock and benefits from a commanding position overlooking the River Clyde from Bayhill. The state of the art building features modern teaching areas with the latest technology and wireless connectivity. The school has 11 ICT suites and 8 Science labs with extensive outdoor social areas complemented by a full size grass rugby pitch and a floodlit all-weather 3G pitch.

Clydeview Academy is associated with Ardgowan PS, Gourock PS and Moorfoot PS which incorporates Garvel School for the deaf. We provide for pupils of all levels of attainment and also cater for pupils with various degrees of hearing impairment, who are taught in mainstream classes supported by specialist teachers of the deaf.

Our school community contributes to our caring ethos and seeks to **make a difference** to the lives of everyone, preparing all young people for the future.

The roll in September 2022 was 985. The teaching complement for this session is 69 teachers, including teachers to cater for the needs of pupils requiring additional support with their learning. This figure also included additional staffing to support our recovery from lockdowns due to the pandemic. We utilised recovery staff to target support in literacy, numeracy, health & wellbeing and digital literacy. There are 10 further support staff in post.

Our Profile

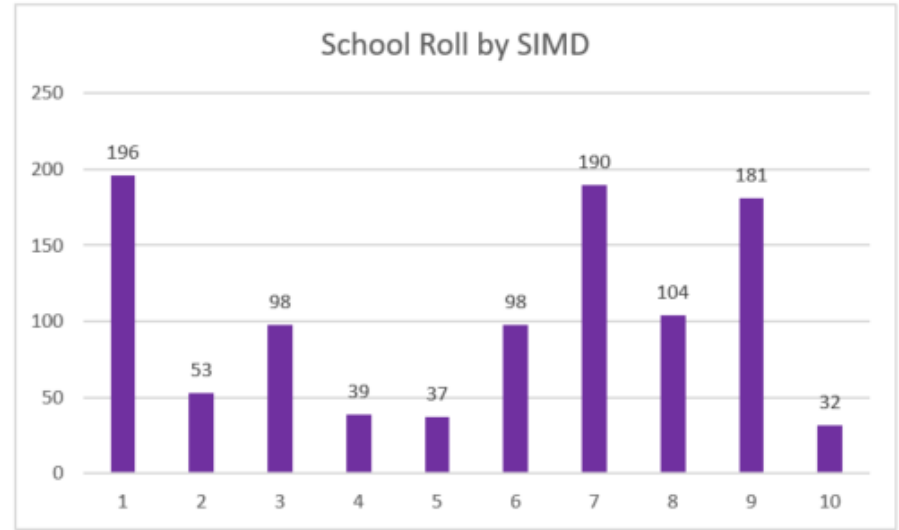
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Scottish Index of Multiple Deprivation



Some of Our Partners



Inspiring Learning, Creating Opportunity & Thriving Together

3 Year Overview of Establishment Priorities

The improvement priorities for our establishment are noted on the following page. They have been expressed in the context of the National Improvement Framework

Our Improvement Priorities extend in a rolling programme over three years. Each priority has been coded accordingly:

Session 2024-2025

Session 2025-2026

Session 2026-2027

Overview of rolling three year plan

National Priorities	Session 2024-2025	Session 2025-2026	Session 2026-2027
<p>Placing the human rights and needs of every child and young person at the centre of education</p>	<ul style="list-style-type: none"> • Further develop children’s rights throughout the school • Enhance leadership capacity of students 	<ul style="list-style-type: none"> • Pupil Voice continues to be embedded in all aspects of the school 	<ul style="list-style-type: none"> • Pupil voice drives and informs school improvement priorities and is embedded in all aspects of school life • Pupil Leadership at all levels is embedded and young people are leading learning • UNCRC, Learning for Sustainability & UNSDG are embedded in all aspects of school life
<p>Improvements in attainment, particularly in literacy and numeracy</p>	<ul style="list-style-type: none"> • Further embed the use of high quality learning, teaching and assessment across our curriculum linked to our agreed features of an effective lesson. • Quality assure curriculum offer and Curriculum development- wider achievement offer • Further develop Literacy, Numeracy & HWB Tracking across the curriculum 	<ul style="list-style-type: none"> • Further embed the use of high quality learning, teaching and assessment across our curriculum linked to our agreed features of an effective lesson. • Embed the tracking, monitoring and assessment of Literacy, Numeracy & HWB across the curriculum • Develop tracking of wider achievement 	<ul style="list-style-type: none"> • Further embed the use of high quality learning, teaching and assessment across our curriculum linked to our agreed features of an effective lesson • Continue to embed tracking, monitoring and assessment of Literacy, Numeracy and HWB across the curriculum • Embed tracking of wider achievement
<p>Closing the attainment gap between the most and least disadvantaged children</p>	<ul style="list-style-type: none"> • All YP impacted by poverty to leave with 2 level 6 qualifications by enhancing SCQF portfolio 	<ul style="list-style-type: none"> • Continue to improve the attainment data for all young people impacted by poverty and targeted groups by further developing SCQF portfolio 	<ul style="list-style-type: none"> • Continue to improve the attainment data for all young people impacted by poverty and targeted groups by further developing SCQF portfolio
<p>Improvement in children and young people's health and wellbeing</p>	<ul style="list-style-type: none"> • Trauma Informed Practice – embed nurture principles phase 2 	<ul style="list-style-type: none"> • Trauma Informed Practice – embed nurture principles phase 3 	<ul style="list-style-type: none"> • Further embed positive relationships, nurture and trauma-responsive practice in all aspects of the school
<p>Improvement in employability skills and sustained positive school leaver destinations for all young people</p>	<ul style="list-style-type: none"> • Embed skills framework across senior phase curriculum and develop system for profiling skills. 	<ul style="list-style-type: none"> • Continue to improve positive destination figures and work experience participation. 	<ul style="list-style-type: none"> • Continue to support all learners to sustain positive destinations. • Clydeview Skills framework is embedded in all curricular areas

Stakeholder's views

How were stakeholders views collected?

- How Good is Our School 4 Quality Indicator self-evaluation with departments and faculties.
- Staff consultation at collegiate session examining whole school priorities for the session 2024-25
- Staff consultation of intended impact of actions to achieve priorities
- Parent Council updated and consulted on impact of actions to achieve priorities
- Parental survey
- Parental focus groups – May 2024
- Students consulted through assemblies, whole school and departmental questionnaires
- Student Council consultation.
- Student focus group feedback.
- Learning observations focused on our features of an effective lesson.
- Evaluations of Departmental Improvement Plans
- Evaluations of School Improvement Working Groups
- Peer Review
- PT/SMT Focus Groups

All whole school priorities drawn into departmental priorities are highlighted in yellow.

How was PEF spend consulted on?

- Consultation with key stakeholders – young people, parents, staff & partners
- Creation of our pupil equity monitoring group
- Consultation with the local authority and Scottish Attainment Advisor

All PEF priorities are highlighted in green.

Plan –Session 2024-2025

Priority 1 Placing the human rights and needs of every child and young person at the centre of education.

<p>NIF Driver School leadership School Improvement Choose an item.</p>	<p>HGIOS/ELC QIs 1.1 Self-evaluation for self-improvement 2.2 Curriculum 3.1 Ensuring wellbeing, equality and inclusion</p>	<p>UNCRC Article 3 (Best interests of the child): Article 42 (Knowledge of rights):</p>
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Rationale for change based self-evaluation including data and stakeholder views

The majority of young people show an understanding of relevant UNCRC articles and are able to articulate these to a greater or lesser extent across all subject areas. This is evidenced through departmental surveys and whole class discussions. Focus groups highlight that most pupils enjoy being at school, almost all pupils feel safe in school and almost all feel that teachers listen to them. As part of the journey to achieve Gold Rights Respecting School Award young people will lead the development of a whole school UNCRC charter developing and clarifying roles and responsibilities of pupils, staff and community partners to ensure rights are met. The anti-bullying ambassadors have been developing an anti-bullying charter and the local community in Gourrock, working with our cluster primary schools have been developing the Gourrock anti-racism charter. Our school charter will incorporate this work and aim to ensure that all enjoy being at school and feel safe and listened to.

Pupils consultation identified a further three additional chosen articles to be taken forward next session and embed: Article 28 - Right to education, Article 2 – Non-discrimination, Article 19 - Protection from violence, abuse and neglect. These should be timetabled into whole school assemblies and embedded into the school charter and lessons in addition to our previous chosen rights.

The Equity Monitoring Group was monitored for proportionate representation of young people from SIMD 1&2. In session 23-24, 30% of young people from SIMD 1&2 engaged in the Equity Monitoring Group. There is a need for proportionate representation across all leadership opportunities and change projects.

48 young people and 12 members of staff have participated in the Columba 1400 Leadership Academy over the last 3 years. In order to ensure sustainability of this programme and impact on the wider school community, graduates will plan and implement the Clydeview Leadership Academy.

Expected outcomes for learners

Who? By how much? By when? What?

1. By March 2025 Clydeview Academy will be awarded Gold Rights Respecting School Status
2. By May 2025 almost all learners will understand their roles and responsibilities within the school charter to ensure that Clydeview Academy is free from discrimination
3. By May 2025 almost all learners who have engaged in leadership working groups/activities/training/experiences will demonstrate improved confidence, motivation, leadership and relationships.
4. By May 2025 there will be proportionate representation (25%) of young people in SIMD 1 & 2 engaged in leadership working groups/activities/training/experiences/change projects

5. By May 2025, almost all BGE learners will have an increased understanding of the UN Sustainable Development Goals and be able to describe how they impact on their lives and the lives of children everywhere
6. By May 2025, almost all S3 learners will have achieved a Global Citizen Award to demonstrate their commitment to Learning for Sustainability

Measure of Impact: What we will see and where?

How will we measure this? What does “better” look like? How will we recognise better when we see it?

- Whole school learner questionnaires will demonstrate increased knowledge and understanding of children’s rights and the UNCRC
- Most children and young people will be able to speak of their commitment to the right of others to learn and will be able to describe how they actively respect this right through pupil focus groups.
- Minutes of UNCRC pupil and staff improvement working groups, SMT meetings, departmental/faculty meetings will demonstrate whole school and departmental implementation of actions to achieve gold rights respecting school award and discussion of UN Sustainable Development Goals.
- Reduction in referrals/bullying incidents in relation to discriminatory behaviour
- Pupil surveys and focus groups for all leadership activities, training and experiences will evidence improved confidence, motivation, leadership and relationships.
- Tracking of pupils engaged in leadership working groups/activities/training/experiences will evidence proportionate representation (25%) of young people in SIMD 1&2

If PEF spend is supporting – how much and what?

Participatory Budgeting £2,000
 Clydeview Leadership Academy £15,000
 PT Equity £7,718
 DHT PEF £12,149
 Administrative Support (11.47 Hours Term time) £7,561

Tasks to achieve priority	Timescale	RAG	Those involved/responsible – including partners	Resources and staff development
Going for Gold Action Plan to be shared with staff and pupils and gold outcomes to be embedded in curriculum and wider school.	August 2024 – March 2025.		UNCRC staff and pupil improvement working groups. Departments/Faculties Senior & BGE Student Leadership Teams	Collegiate time Assemblies Departmental meetings
Creation of whole school charter incorporating anti-bullying charter and Gourock anti-racism charter.	By September 2024		UNCRC pupil and staff working groups Anti-bullying ambassadors	Anti-bullying policy CLPL for staff in anti-racist education, anti-bullying education

Tasks to achieve priority	Timescale	RAG	Those involved/responsible – including partners	Resources and staff development
Develop p7/S1 transition links with a focus on the charter	By June 2025		Ross McFadzean, DHT Cluster HTs Pupil Support Department/Guidance	Assemblies
All departments to take forward and embed the three additional chosen articles: <ul style="list-style-type: none"> Article 28 - Right to education Article 2 – Non-discrimination Article 19 - Protection from violence, abuse and neglect 	By May 2025		UNCRC staff and pupil improvement working groups. Departments/Faculties	Planning and moderation templates Planning and Lesson resources Departmental meetings Year Group Assemblies
Plan and implement sustainable 'Clydeview Leadership Academy'	By May 2025		Columba Leadership graduates (pupils and staff)	Columba 1400 Leadership Academy training resources and Train the Trainer
Implement pupil improvement working groups linked to sustainable development goals and school improvement plan	June 24 – May 25		Staff leaders of groups S1-S6 Pupils	Pupil Improvement Action Plans
Carry out a curricular review to identify experiences and outcomes that align with UN sustainable development goals.	By October 2024		Ross McFadzean, DHT Depts/faculties	BGE Curricular Plans, e's and o's, benchmarks Planning and moderation templates
Develop IDL project on the theme of 'Learning for Sustainability' alongside departments to ensure depth of coverage of sustainable development goals.	By May 2025		Ross McFadzean, DHT	CLPL for staff on LfS
Establish accredited programme that provides opportunities for students to gain a Global Citizen Award at the end of S3 alongside wider achievement awards	By May 2025		Ross McFadzean, DHT	

Priority 2 Improvements in attainment, particularly in literacy and numeracy including learning, teaching & assessment		
NIF Driver Teacher professionalism Assessment of children's progress Performance information	HGIOS/ELC QIs 1.2 Leadership of learning 2.3 Learning, teaching and assessment 3.2 Raising attainment and achievement	UNCRC Article 28: (Right to education): Article 29 (Goals of education):
Rationale for change based self-evaluation including data and stakeholder views		
<p>Staff surveys indicate that most are confident in differentiation. SMT Learning observations, attainment data and pupil voice feedback indicate that almost all pupils are able to access learning experiences consistently. Further work is required on differentiation and curricular offer to ensure all pupils are able to access all learning experiences consistently across the school.</p> <p>All departments/faculties have had a focus on embedding the 'Features of an Effective Lesson' over session 23/24 and this is evident in almost all informal and formal learning visits by PTs/FHs, and SMT. Further work is required to embed these and ensure consistent high quality learning experiences for all learners. There will be a renewed focus on pedagogy (Features of an Effective Lesson) through PRD processes and Plan, Do, Study, Act (PDSA). The focus will be on differentiation, ethos (nurture) and a 3rd focus chosen by department to ensure we are meeting the needs of all learners and all are able to access the curriculum. This will be structured into 3 improvement cycles – one per term. Our quality assurance processes will be updated to ensure that departmental observations focus specifically on our features, and PRD processes will link directly to improvements in pedagogy. This, along with more directed sharing of good practice will continue to support our continuous improvement.</p> <p>Learner pathway discussions with Guidance staff and DHTs highlighted a need for improved curricular provision and more bespoke courses to raise attainment for a few of our learners. This will be focused on our learners in SIMD 1& 2 and our CEYP. Due to continued development of our wider achievement and curricular offer, there is a need to develop a more robust approach to tracking wider achievement. In order to ensure effectiveness of interventions we will also develop improved tracking and monitoring of these to ensure a positive impact on improving outcomes for learners. Positive relationships, nurture and trauma-informed practice continues to be a local authority and school priority and central to our improvement work.</p> <p>All departments have created subject specific progression frameworks (roadmaps) which demonstrate a clear pathway through the BGE into the Senior Phase. They have helped to develop a consistent language across the school to support learners to better understand their progress within the BGE. This work needs to be embedded in use with learners during lessons and learner conversations in session 24-25 before a follow-up survey is carried out. We predict that this will show that almost all learners in S1-S3 (an increase from the majority) will have a clearer understanding of their learning pathway through the BGE into the Senior Phase.</p> <p>In session 22/23 Staff and parent surveys indicated that, in some areas of the curriculum, there needs a stronger and more consistent understanding among key stakeholders of the achievement of a level and the expected milestones as learners progress through the Broad General Education. In session 23/24, the Assessment and Moderation Group have supported all departments in developing high quality assessment frameworks across all curriculum areas within the BGE, which exemplify the expected differentiated outcomes for learners at key assessment points. Almost all departments have produced exemplification of differentiated outcomes linked to the assessment calendar. This has been quality assured by the assessment and moderation group and feedback provided to departments. Further work is required to bring consistency across this work before sharing with parents. This should be completed by the end of improvement cycle 1 (October 2024). Initial consultation through parent council and focus groups, provided positive feedback about the usefulness of the roadmaps and BGE assessment calendars to improve their understanding of how their</p>		

child is progressing in the BGE. Baseline survey indicated that the majority of learners had a clear understanding of their progress through the BGE. We anticipate that embedding the use of the roadmaps in learner conversations will improve this to almost all learners.

We have a few young people who are pedagogical avoiders in our new S3, S4 and S5. Our new support hub will aim to reduce the number of pedagogical avoiders by creating a learning environment and curricular opportunities to meet their needs. Our new and developing partnership with Be-Inn Unity and introduction of a Community and Relationship Mentor will support us to implement trauma-responsive interventions during session 24-25. Improved tracking of interventions is required to ensure that we know the impact of the interventions on improving outcomes for young people.

Expected outcomes for learners

	Who?	By how much?	By when?	What?
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1. By May 2025, most parents and carers will show an improved understanding of their child’s progress within the BGE
2. By May 2025, almost all learners in the BGE will show an improved understanding of their progress within the BGE and how to improve
3. By May 2025, all learners will report improvements in their learning and teaching experience
4. By June 2025, all learners in SIMD 1 and 2 will have the opportunity to engage with an appropriate intervention (PEF)
5. By June 2025, all care experienced learners will have the opportunity to engage with an appropriate intervention
6. By June 2025, almost all targeted learners (including young people in SIMD 1 & 2 and CEYP) who have engaged with an intervention will demonstrate improved attainment, achievement, engagement or attendance (PEF)
7. To reduce the attainment gap for S3 pupils by May 2025 with a target of >70% of SIMD 1-2 achieving 4th level writing
8. To reduce the attainment gap for S3 pupils by May 2025 with a target of >70% of SIMD 1-2 achieving 4th level listening & talking
9. To reduce the attainment gap for S3 pupils by May 2025 with a target of >70% of SIMD 1-2 achieving 4th level reading
10. To reduce the attainment gap for S3 pupils by May 2025 with a target of >70% of SIMD 1-2 achieving 4th level numeracy
11. By August 2025 all S4 leavers in SIMD 1-2 will have achieved at least level 4 numeracy or Maths and level 4 literacy or English
12. By August 2025 all S5 leavers in SIMD 1-2 will have achieved at least level 5 numeracy or Maths and level 5 literacy or English
13. By August 2025 almost all S6 leavers in SIMD 1-2 will have achieved level 6 literacy
14. By August 2025, the majority of learners in SIMD 1 and 2 will achieve 2 level 6 qualifications by the end of S5
15. By August 2025, all care experienced learners will achieve 1 or more qualifications at SCQF level 5 by the end of S4

Measure of Impact: What we will see and where?

How will we measure this? What does “better” look like? How will we recognise better when we see it?

- Departmental and faculty minutes will evidence use of planning and moderation templates to achieve a consistent approach to the delivery of the curriculum
- Parental focus groups will demonstrate increased understanding of BGE levels.
- Departmental assessment calendars will be completed with evidence of differentiated outcomes for learners
- Pupil questionnaires and focus groups will show that learners strongly agree that their teacher helps them to understand how their work is progressing across all curricular areas leading to a clearer understanding of their future pathway and their next steps in learning.
- Improved engagement will be evidenced through a reduction in referrals and alerts
- Department PDSA improvement cycles will evidence strategies adopted by departments/faculties to improve pedagogy
- Tracking data will show learners are on track to achieve
- Tracking of wider achievement will demonstrate wide curricular opportunities for all young people
- SMT/PT learning visits and departmental reviews will evidence the features of the ‘Clydeview Lesson’

- Evidence regarding attainment levels in numeracy and literacy gathered from a range of departments to demonstrate achievement of a level.

If PEF spend is supporting – how much and what?

£18,000 – Be-Inn Unity community and Relationships Mentor
 PT Equity £7,718
 DHT PEF £12,149
 Administrative Support (11.47 Hours Term time) £7,561

Tasks to achieve priority	Timescale	RAG	Those involved/responsible – including partners	Resources and staff development
<p>All departments to complete differentiated exemplification of outcomes in assessment calendars in roadmaps and to be published for parents.</p> <p>Roadmaps, assessment calendar and exemplification used with all learners in the BGE through learner conversations</p> <p>Key assessment pieces with feedback (from learner conversations) shared with parents/carers across all curricular areas.</p>	<p>By October 2024</p> <p>From October 2024 – May 2025</p> <p>From October 2024 – May 2025</p>		<p>Departments/Faculties</p> <p>Assessment and Moderation Improvement Working Group</p>	<ul style="list-style-type: none"> • BGE Roadmaps • End of the BGE Road resource • Assessment Calendars • Differentiated exemplification of outcomes • Learner conversations resource • Planning and moderation templates
<p>Renewed focus on pedagogy and the 'Clydeview Lesson' through Plan Do Study Act improvement cycles linked to PRDs:</p> <p>Cycle 1 – Differentiation</p> <p>Cycle 2 – Ethos (Nurture & positive relationships)</p> <p>Cycle 3 : Each department to select additional feature</p>	<p>Cycle 1: By Nov 2024</p> <p>Cycle 2: By Jan 2025</p> <p>Cycle 3: By April 2025</p>		<p>Departments/Faculties</p> <p>Learning and Teaching Improvement Working Group</p>	<ul style="list-style-type: none"> • Inset Days • Collegiate meetings • PDSA templates • PRD meetings • Differentiation graphic organiser • Collegiate meeting – dyslexia training • Nurture strategies • Trauma-informed practice • Positive relationships policy • Learning and teaching policy • Questioning Approaches document

Tasks to achieve priority	Timescale	RAG	Those involved/responsible – including partners	Resources and staff development
<p>Continue to develop wider Curricular offer to meet the needs of all, focusing on our children and young people affected by poverty and our CEYP and carry out quality assurance of offer</p> <p>Wider achievement tracking system to be developed</p>	<p>By May 2025</p> <p>By Dec 2024</p>		<ul style="list-style-type: none"> • SMT • DYW Co-ordinator • Pupil Support Dept • CLD • Departments/faculties <p>S Coulter/DYW Improvement working group</p>	<ul style="list-style-type: none"> • Wider achievement tracking • PSE • New support department hub • SCQF framework and Silver Action Plan • Column X <p>Extra-curricular clubs, wider achievement awards</p>
<p>Continued tracking and targeted interventions for all young people including those learners from SIMD 1-2 and CEYP and monitoring of effectiveness of interventions</p> <p>Raising awareness of interventions at whole school and departmental level by clarifying what our interventions are and their purpose.</p>	<p>From August 2024- May 2025</p> <p>By October 2024</p>		<p>SMT</p> <p>Departments/Faculties</p> <p>Support Department</p> <p>SDS/CLD/DYW co-ordinator/Community and relationships mentor/home link/AfC/Barnardos</p>	<p>CLPL in new BGE & Senior Phase Trackers</p>
<p>Senior Phase Mentoring Programme – recruitment and training of staff to deliver assertive interventions, including attainment, achievement and attendance through targeted supported study, mentoring and achievement zone.</p>	<p>August 24 – June 2025</p>		<p>DHT PEF</p> <p>PT Supporting Student Achievement</p>	<p>CLPL for mentors</p>

Priority 3 Improvement in children and young people's health and wellbeing		
<p>NIF Driver Teacher professionalism School Improvement Choose an item.</p>	<p>HGIOS/ELC QIs 2.2 Curriculum 2.3 Learning, teaching and assessment 3.1 Ensuring wellbeing, equality and inclusion</p>	<p>UNCRC Article 28: (Right to education): Article 3 (Best interests of the child):</p>
Rationale for change based self-evaluation including data and stakeholder views		
<p>The overall number of young people in S1-S3 receiving referrals has decreased by 3% from session 22-23 to session 23-24. Although, this did not meet our target of 10%, it is a few young people who are generating the most referrals and this group of young people will be targeted with our new interventions in session 24-25. The total number of referrals has decreased by 59%. This has exceeded our target of a 20% reduction. The reduction in overall referrals demonstrates the initial impact of the work around nurture and positive relationships. Most referrals were generated by S2 and S3 young people. The majority of referrals were generated for disruptive behaviour (113) and insolent or offensive behaviour (32). There is a need to bring consistency over how, when and for what reason referrals are generated. The launch of our refreshed positive relationships policy and continued focus on nurture and trauma-responsive practice over session 24-25 will help achieve this consistency and continue to reduce referrals of this nature.</p> <p>Working with other schools within the local authority we will be working towards developing a consistent way of tracking and monitoring wellbeing and analysing this to support our young people with targeted interventions and inform school improvement priorities.</p> <p>Nurture and trauma-informed practice continues to be a priority for Inverclyde Council and Clydeview Academy. Pupil surveys demonstrate that young people benefit from our nurturing approaches. Almost all young people feel safe and find the school a welcoming, nurturing place to be. We will continue to develop and improve on this by implementing the nurture principal - All Behaviour is Communication (decided through staff consultation) and embed associated strategies through a plan, do, study, act structure. This will ensure that nurture is embedded in learning and teaching. We had identified a need to better support our CEYP and will lead the launch and implementation of 'The Promise Award', which will ensure that we improve our service for our CEYP, whilst continuing to develop trauma-responsive practice.</p> <p>We have a few young people who are pedagogical avoiders in our new S3, S4 and S5. Our new support hub will aim to reduce the number of pedagogical avoiders by creating a learning environment and curricular opportunities to meet their needs. Our new and developing partnership with Be-Inn Unity and introduction of a Community and Relationship Mentor will support us to implement trauma-responsive interventions during session 24-25.</p> <p>We will review, refine and develop our bullying and child protection procedures to ensure we meet Inverclyde Council priorities of ensuring consistently high standards in these areas.</p> <p>As at 15th June 2024, attendance has marginally increase to 89.67% however we have not managed to reach the target of 91.5%. This can be partially attributed to a group of young people with attendance <30%. The intended impact of our new support hub and targeted interventions will be to improve the attendance of these young people. Improved planning through the ASG for young people with attendance<10% will support this work. Our focus for next session will also be on early interventions in S1 and S2 as our data demonstrates that attendance deteriorates in S3 and S4. Attendance Strategy for session 24-25 will continue to look at attendance, focusing on those with under 30% attendance and early interventions in S1-S3. Pilots have taken place utilising the registration teacher as first line Guidance and an increased role in attendance monitoring and targeted interventions.</p>		

Expected outcomes for learners			
Who?	By how much?	By when?	What?
1.	By May 2025, almost all will experience a consistent approach in the way positive relationships are maintained across all classes		
2.	By May 2025, the total number of referrals in the BGE will decrease by a further 10% (decrease of 59% in session 23-24)		
3.	By May 2025, the number of referrals for disruptive behaviour in the BGE will decrease by 20%		
4.	By May 2025, the number of young people who have referrals will decrease by 10%		
5.	By June 2025, the overall attendance percentage for all young people will increase to over 90%		
6.	To decrease the instances of pedagogical avoidance in 5 learners (to be reviewed in September) in S3 living in SIMD 1-2/CE by December 2024 through the monitoring of TRU on SEEMIS		
7.	To increase the attendance of targeted pupils living in SIMD 1-2 by 5% by December 2024 (baseline to be established)		
8.	To increase parental engagement for parents and carers of young people from SIMD 1-2 to 82% by June 2024 through the parental engagement strategy.		
Measure of Impact: What we will see and where?			
How will we measure this? What does "better" look like? How will we recognise better when we see it?			
<ul style="list-style-type: none"> • Pupil questionnaires and focus groups will evidence a consistent approach to classroom management in all classes • Tracking and monitoring will show an increase of merits and a decrease in alerts • Formal and informal learning observations will evidence positive relationships and consistency in how positive relationships are dealt with by staff • Tracking and monitoring of BGE referrals – Baseline (23-24), November, Feb, May check-ins will show a decrease in total number of referrals • Attendance tracking will demonstrate an improvement in overall attendance • Health and wellbeing tracking will demonstrate an improvement in health and wellbeing • Monitoring of bullying incidents will demonstrate an initial increase as we improve consistency in the way that bullying incidents are recorded but will then decrease. 			
If PEF spend is supporting – how much and what?			
<p>£18,000 – Be-Inn Unity community and Relationships Mentor PT Equity £7,718 DHT PEF £12,149 Administrative Support (11.47 Hours Term time) £7,561 Be-Inn Unity Dare to Venture £2400</p>			

Tasks to achieve priority	Timescale	RAG	Those involved/responsible – including partners	Resources and staff development
Launch & Embed relationships policy and procedures	August 2024 – May 2025		SMT Health and Wellbeing Improvement Working Group Departments/faculties	CLPL for staff in: <ul style="list-style-type: none"> • Positive expectations • Staged approach • Consistent use of referrals • Positive environmental checklist • Nurturing approaches • De-escalation • Trauma-informed practice and attachment theory • Seemis merits and alert
Embed Wellbeing tracker and associated interventions	November 2024 – May 2025		Support Department SMT AfC/Barnardos/Be-Inn Unity	<ul style="list-style-type: none"> • Wellbeing surveys
Launch Refreshed Attendance Policy and associated procedures, tracking and interventions	August 2024-May 2025		K. Campbell Pupil Support Department JST partners All Staff	<ul style="list-style-type: none"> • Attendance policy • Seemis attendance guide • Attendance tracker • Maximising attendance questionnaires • Maximising attendance meetings
Implement nurture principal two and associated strategies through PDSA – All behaviour is communication	By December 2024		Health and wellbeing improvement working group Departments/faculties	Further CLPL for staff in nurturing approaches/trauma-informed practice and attachment theory and strategies
Achieve The Promise Award (CEYP) – ensure all practice and provision is trauma-responsive	By May 2025		Pupil Support Department SMT Departments/faculties	Education Scotland Keeping the Promise resources

Tasks to achieve priority	Timescale	RAG	Those involved/responsible – including partners	Resources and staff development
Refresh of how bullying and racist incidents are recorded on Seemis with regular monitoring of impact of interventions	By May 2025		Support department, K Campbell, SMT	<ul style="list-style-type: none"> • Anti-bullying policy • CLPL on recording bullying and racists incidents on Seemis • School Charter
Child Protection Audit to be carried out	By September 2024		C Gibson, K Campbell, R Turner, office staff, Support Department	CP self-evaluation toolkit
<p>Improve the marketing approach of parental engagement events</p> <p>Create more opportunities for parental engagement</p> <p>Creation and maintenance of the parental engagement toolkit</p>	From August 2024 – May 2025		DHT PEF PT SSA	<p>Research on best practice in gathering engagement data</p> <p>Social media promotion</p>

Priority 4 Improvement in Employability Skills and sustained, positive school destinations for all young people

<p>NIF Driver School Improvement Performance information Choose an item.</p>	<p>HGIOS/ELC QIs 1.1 Self-evaluation for self-improvement 2.2 Curriculum 2.3 Learning, teaching and assessment 3.2 Raising attainment and achievement</p>	<p>UNCRC Article 28: (Right to education): Article 3 (Best interests of the child):</p>
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Rationale for change based self-evaluation including data and stakeholder views

There is still work to be done amongst our leavers, in sustaining positive destinations. Our initial destinations this year have risen to 97.09% which is above our virtual comparator (96.45%) and is also higher than the Inverclyde, West Partnership and National figures. For students on FSM our initial destinations came in at 100% in a positive destination. Our ASN students were at 98.33%. Our students in SIMD 1 or 2 was sitting at 92.11%. This is an increase from our previous figure of 89.7%, but is below our virtual comparator.

Termly meetings between Guidance and SDS will help with this along with full support team meeting of the DYW co-ordinator, SDS, college and wider partners involved in supporting the new support hub. Initial destinations - We have a target for next September of 96.5%.

Embed use of the 16+ form via PSE and build in additional opportunities to allow all students to complete and keep data up to date. This will also be built into the Assembly programme during session 24-25.

Use of skills tracker in BGE is embedded in almost all departments and is evident in lesson plans and resources. More work needs to be done in session 24-25 to embed this into the Senior Phase.

An S3 event will continue to run in session 24-25, but this will focus more on our skills framework and the completion of the skills profile. S3 Skills Profile to be utilised by learners, SDS and Guidance in preparation of CVs and mock interviews.

Our DYW Co-ordinator has offered work experience to almost all of the students who had indicated that they were planning to leave in June 2024 (17 of the 18 students (94.4%). Of those, 13 turned down the opportunity as they couldn't get in the field that they wished (construction) or they already had work of their own so did not feel they needed an additional placement if not in their field. The others have completed work experience in various fields. 19 students approached our DYW Co-ordinator for a work experience placement and all have undertaken them. Of our 54 targeted students in S4 (Care Experienced, Maximum risk and SIMD Band 1 and 2), most (42) were offered work experience (77%). The other 12 were non-attenders or failed to engage with our DYW co-ordinator despite regular attempts. This will continue to be an area of focus in session 24-25. Eleven students have completed work experience and others have deferred until next year.

Expected outcomes for learners			
Who?	By how much?	By when?	What?
1.	By October 2025 the percentage of pupils in a positive destination will increase to 97.52%		
2.	By June 2025, almost all learners will demonstrate increased understanding of skills development across all subject areas		
3.	By June 2025, all S3 learners will have completed an S3 skills profile and demonstrate an understanding of how this can be used to support CV creation and prepare for interviews.		
4.	By May 2025 all S4 and S5 targeted leavers (CEYP, maximum risk and SIMD 1-2) will have been offered a relevant work experience opportunity and most will have completed it		
Measure of Impact: What we will see and where?			
How will we measure this? What does "better" look like? How will we recognise better when we see it?			
<ul style="list-style-type: none"> By October 2024, all Senior Phase learners will have identified an intended positive destination By May 2025 every leaver will have a positive destination that has a maximum chance of being sustained. By May 2025 almost all S3 learners will have produced a skills profile using the new format By May 2025 almost all S1 and S2 will work with Gen+ to gather a skills record Insight data and the school positive destination measure will demonstrate a percentage improvement Work experience participation data will show an improvement in the numbers of young people successfully completing placements 			

Tasks to achieve priority	Timescale	RAG	Those involved/responsible – including partners	Resources and staff development
Embed 16+ form and use in planning for work experience, and destinations Work experience placements for all targeted learners in S4 and S5 to be planned and offered	From August 2024 – June 2025		S Coulter K Campbell DYW Co-ordinator	Electronic 16+ form Termly SDS/Guidance meetings – 16+ data Monthly whole support hub meetings

Tasks to achieve priority	Timescale	RAG	Those involved/responsible – including partners	Resources and staff development
			SDS Pupil Support Department Barnardos/AfC/Home Link/community & relationships mentor	
Continue to embed lesson templates in BGE incorporating skills for learning, life and work and UNCRC. Embed skills framework into Senior phase by developing lesson starters, highlighting skills development linked to future pathways	From August 2024 to May 2025		DYW Improvement Group Departments/faculties	Planning and moderation templates Curricular plans Lesson resources (LI/SC)
S3 Skills Profile to be embedded and used by students in preparation of CVs and mock interviews	From August 2024 to May 2025		DYW Improvement Group Departments/faculties Pupil Support Department	Skills Profile
Fully implement the Leaver’s guidance and the Leaver’s transition Guidance in 2024/25.	From August 2024 to June 2025		SMT Pupil Support Department DYW co-ordinator	CLPL Collaborative Discussion on new procedures