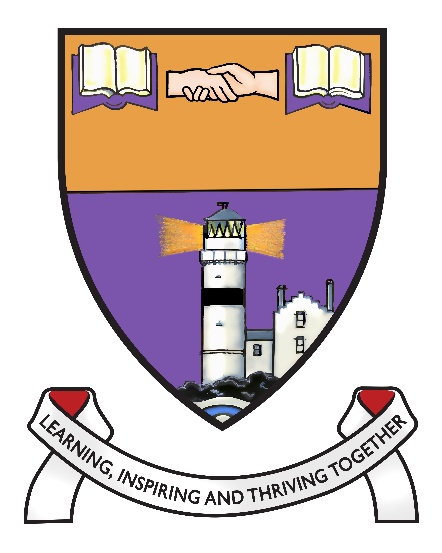
Education – Improvement Planning Document – 2025-26

Establishment Name: Clydeview Academy

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| Head of Establishment | Craig Gibson | Date | 28 August 2025 |

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| Quality Improvement Officer | Elaine McLoughlin | Date |  |

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.

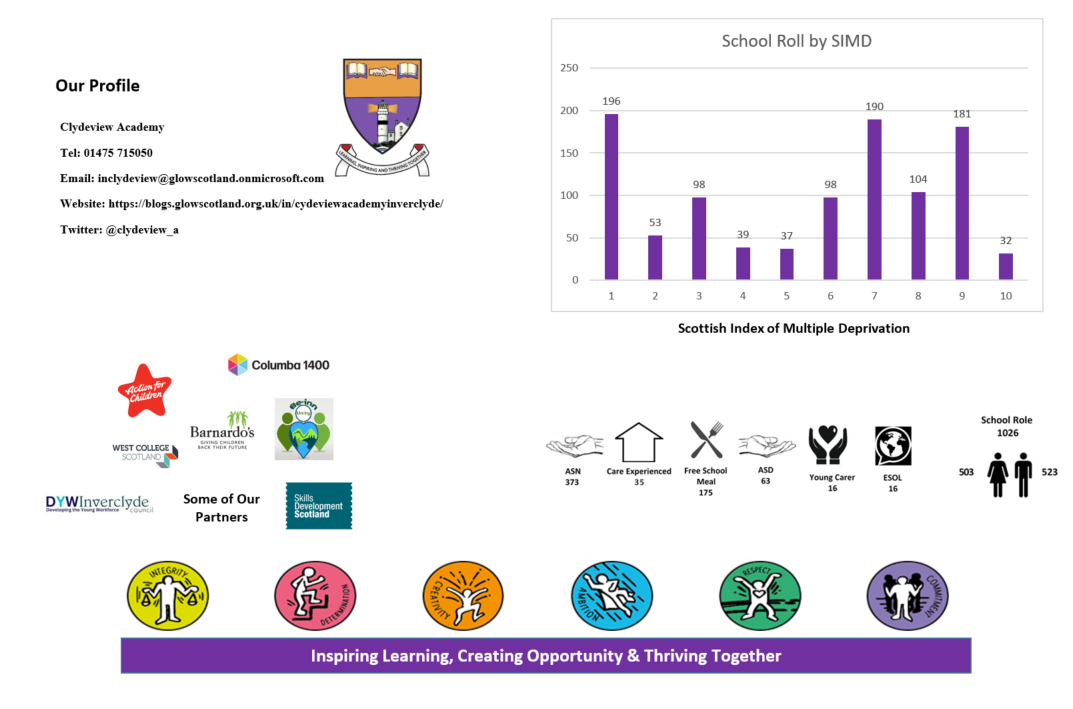
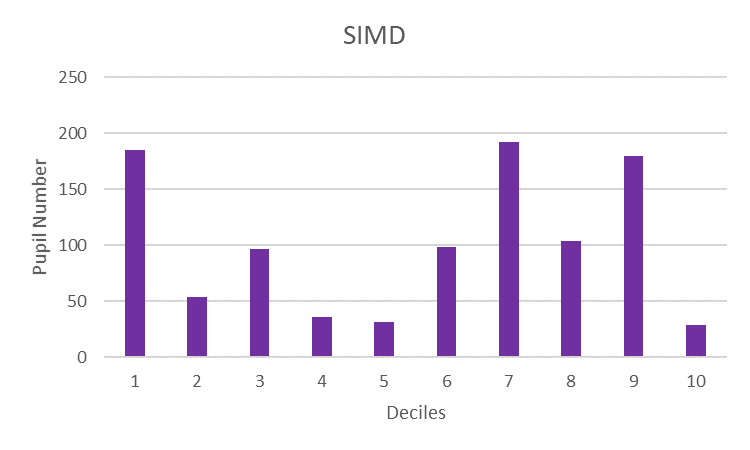
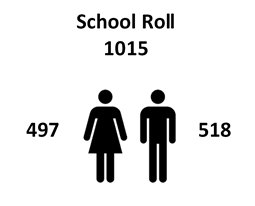
Our School

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. From August 2025 we also have a specialist ASN provision within the school.

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

The roll in September 2024 was 1026. The teaching complement for this session is 69 teachers, including teachers who cater for the needs of pupils requiring additional support with their learning. There are 10 further support staff in post.



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 2025-2026

Session 2026-2027

Session 2027-2028

Overview of rolling three year plan

|  |  |  |  |
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| **National Priorities** | Session 2025-2026 | Session 2026-2027 | Session 2027-2028 |
| Placing the human rights and needs of every child and young person at the centre of education | Implement Inverclyde Training Module for Trauma Responsive Practices  Continue to embed Nurture Principles  Launch of Bereavement Change and Loss Strategy  Develop Key Wellbeing Interventions – The Bothy and the Hub  Develop CA Anti-bullying Strategy  Develop Sustainable Development Strategy across the curriculum  Continue to embed pupil voice initiatives | Continue to Embed Trauma Responsive Practices  Embed CA Anti-bullying Strategy  Continue to embed Nurture Principles  Year 2 Bereavement, Change and Loss Strategy  Embed Sustainable Development Strategy across the curriculum  Pupil Voice drives and informs school improvement priorities | Continue to embed Nurture Principles  Year 3 Bereavement, Change and Loss Strategy  Sustainable Development embedded across the curriculum |
| Improvement in children and young people’s health and wellbeing |
| Closing the attainment gap between the most and least disadvantaged children and young people | Further embed the use of high quality learning, teaching and assessment across our curriculum linked to our agreed features of a lesson – adaptive teaching and differentiation  Develop tracking of wider achievement  Further develop Lit/Num/HWB tracking across the curriculum  Review milestones in learning  Develop Parental Engagement | Further embed the use of high quality learning, teaching and assessment across our curriculum linked to our agreed features of a lesson  Embed tracking of Wider achievement  Embed tracking of Lit/Num/HWB  Embed Parental Engagement | Lit/Num/HWB tracking in place across all curricular areas  Embed Parental Engagement  Further embed the use of high quality learning, teaching and assessment across our curriculum linked to our agreed features of a lesson |
| Improvement in achievement, particularly in literacy and numeracy |
| Improvement in skills and sustained, positive school-leaver destinations for all young people | Achieve SCQF Gold status  Embed Skills framework and develop Skills Profiling  Strengthen partnership working between SDS, DYW, Pupil Support & Curricular staff  Continue to embed use of 16+ form  Improve uptake of work experience amongst targeted groupings  Develop skills based reporting | Continue to improve positive destination figures  Skills framework embedded  Embed Skills Profiling  Continue to Improve uptake of work experience amongst targeted groupings | Continue to improve positive destination figures  Continue to Improve uptake of work experience amongst targeted groupings |

*Stakeholder’s views*

**How were stakeholders views collected?**

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| * 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 2025-26 * Staff consultation of intended impact of actions to achieve priorities * Parent Council updated and consulted on impact of actions to achieve priorities * Students consulted through assemblies, whole school and departmental questionnaires * 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?**

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| * Consultation with key stakeholders – young people, parents, staff & partners * Pupil equity monitoring group * Consultation with the local authority and Scottish Attainment Advisor   All PEF priorities are highlighted in green. |

Plan: Session 2025-26

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| **Priority 1**  Improvement in children and young people's health and wellbeing  Placing the human rights and needs of every child and young person at the centre of education | |
| **National Improvement Framework Outcomes**  **2. Strong partnerships between schools, services, families, and communities.**  **3. Inclusive curriculum and assessment for a sustainable future.**  **6. Positive relationships, behaviour, and attendance in a respectful culture.**  **4. High achievement and reduced attainment gap for all learners.**  [**Education - achieving excellence and equity: National Improvement Framework 2025**](https://www.gov.scot/publications/achieving-excellence-equity-2025-national-improvement-framework/pages/1/) | |
| **How Good is Our School/Quality Improvement Framework ELC**  3.1 Ensuring wellbeing, equality and inclusion  2.1 Safeguarding and child protection  2.4 Personalised support  2.6 Transitions  2.7 Partnerships | **UNCRC**  Article 3 (Best interests of the child):  Article 12 (Respect for the views of the child): |

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| **Rationale for change based self-evaluation including data and stakeholder views** |
| * Nurture and Trauma-Responsive training has been undertaken by all staff. The PDSA cycle for Nurture has proved successful and this model will continue with staff embedding strategies and developing new strategies. Staff will now follow the Inverclyde Trauma Training Model as per LA requirements. * The launch of the Relationships Policy in 2024 was successful but students would like to see changes in the merit/alert system as they do not always feel it is applied consistently with staff. Pupil voice will be integral to establishing a new system. The number of referrals issued have reduced dramatically over the last few years but some year groups have maintained a high number affecting the BGE statistics overall. * This year there has been improved cluster working with regards the anti-racism charter and this work will continue into the next session. * The Local Authority has developed a new Anti-bullying policy. Data shows an increasing number of bullying incidents being recorded 2024/25 – 8 incidents, 2023/24 – 4 incidents and 2022/23 – 2 incidents. As well as continuing to focus on our recording processes we need to ensure that Clydeview Academy has its own Anti-bullying policy with both staff and students involved in writing and promoting this work. * Clydeview Academy has a very successful bereavement strategy but with staff and students moving on this work has ended. Pupils and staff see a need for a renewed focus and a wider examination of policies and practices within the school. * A number of local authority interventions have changed as services are re-designed. Staff have expressed a desire to know more about and experience some of the learning and therapeutic experiences of the young people. * Both Columba 1400 and Clydeview Leadership Academies have been successful in identifying and developing the leadership qualities of BGE students. It is necessary to develop a more sustainable model for developing the same qualities within our young people. * A key national and local authority initiative is Project Based Learning to aid the delivery of a skills based BGE curriculum. As a result, a number of our departments are developing this across their S1 courses * Attendance figures continue to improve across the whole school (91.1%) and for CEYP (88.6%). These positive trends should continue to improve with more tailored approaches to curriculum planning for those young people who struggle to maintain consistent attendance. A continued focus on attendance and interventions will remain in place. |
| **Expected outcomes for learners**  **Who? By how much? By when? What?** | |
| 1. By May 2026, the overall number of referrals in the S3 will decrease from S2 baseline of 149 2. By May 2026, the number of referrals for disruptive behaviour in S3 will decrease from S2 baseline of 49 3. By May 2027, most young people will experience a consistent approach in the award of merits/alerts and feel satisfied that staff are using it consistently. 4. By May 2026, most young people who have been bereaved will feel supported by key staff and show an improvement in wellbeing (baseline to be established) 5. By May 2026, the overall attendance percentage for all young people will increase from 91.1% to 91.6% 6. By May 2026, the attendance of targeted pupils living in SIMD 1–2 will improve by 0.**5%** (students to be identified). 7. By August 2026, all S4 CEYP leavers will have achieved at least one level 5 qualification 8. By August 2026, all S5/6 CEYP leavers will have achieved at least one level 6 qualification 9. By May 2026, all CEYP will have improved overall attendance from 88.6% to 89.1% 10. By May 2026, almost all young people in BGE are able to demonstrate an increased awareness and understanding of global issues 11. By May 2026, almost all young people in S1 will have completed one third of the global citizen award by engaging with 5 sustainable development goals across the curriculum 12. By May 2026, a targeted group of senior phase students will have achieved wider achievement awards linked to outdoor learning (baseline to be established) 13. By May 2026, most young people will be aware of and confident in the procedures in place to address bullying (baseline to be established) 14. By May 2026, most young people will feel safe and respected and reporting of Gender based violence will have decreased (baseline to be established) 15. By May 2026, almost all young people in S1 will have experienced project based learning in the relevant subject areas and developed key skills across learning (baseline to be established) 16. By May 2027, young people within collaborative and enhanced collaborative pathways for whom it is appropriate will benefit from enhanced strength-based practice and clearer risk assessments | |
| **If PEF spend is supporting – how much and what?** | |
| Be-inn Unity £18,000 | |

| **Tasks to achieve priority** | **Timescale** | **Outcome(s)** | **RAG** | **Those involved/responsible – including partners** | **Resources and staff development** |
| --- | --- | --- | --- | --- | --- |
| Implement whole-school Trauma Responsive Practice through Inverclyde Training Model | By June 2026 | 1-3 |  | All staff  J Wilson Milliken  Be-inn Unity – Lee Davidson | Scottish Trauma Informed Leaders Training (STILT)  Sowing the Seeds  e-modules  Be-inn Unity Training |
| Implement the ‘Thriving Together’ PDSA Cycle to deepen the understanding of the nurture principle that “the classroom offers a safe base” across all departments and ensure that we create an emotionally safe learning environment | From February to April 2026 | 1-3 |  | A Cowie - Nurture  J Wilson Milliken  Departments Faculties | CLPL – “the classroom offers a safe base”  In-Service/Joint Working Training |
| Embed the implementation of the relationships policy within departments and faculties  Review the positive Relationships policy in line with updates Inverclyde Policy and the Scottish Government Action Plan: *Relationships and behaviour in schools: national action plan 2024 to 2027* | By May 2026 | 1-4 |  | J Wilson Milliken  Departments/Faculties  PTs Pupil Support |  |
| Create and launch a streamlined Merits/Alerts and recognition system. | By June 2026 | 4 |  | Pupil Improvement Group  Short Term staff working Group  C Scott  J Gillespie |  |
| Launch of Bereavement Change and Loss Strategy including Community Support | By December 2025 | 5 |  | S Miller  Staff and student steering group  Rev. Jonathan Fleming and Chaplaincy Team  IEPS  Ardgowan Hospice | Bereavement Care Awareness Training for Schools (pilot) |
| Implement the refreshed School and Local Authority Attendance Policies whilst working with the local authority strategic lead to improve attendance  Develop *The Bothy* and *The Hub* as key attendance and wellbeing interventions  Ensure all staff are aware of the various pupil intervention strategies to support wellbeing | By May 2026  By November 2025  By September 2025 | 6 |  | J Wilson Milliken  PTs Pupil Support  D Connell – Attendance Responsibility  LA Strategic Lead - Attendance  J Wilson Milliken  E Campbell  PTs Pupil Support  J Sloan – PEF Depute  Be-inn Unity Staff  J Wilson Milliken | Kit-bag CLPL  Whole School information resource and opportunities for experiential learning opportunities |
| Implementation of *Keeping* *The Promise* Strategy, ensuring that all CEYP continue to thrive in an emotionally safe environment whilst meeting attainment and attendance goals. | By May 2026 | 8-10 |  | J Wilson Milliken  K Blance/J Stables  PTs Pupil Support  Departments/Faculties  All staff  Pupil Voice Group | Whole school staff CLPL – How do we ensure we are Keeping the Promise?  Lee Davidson – Be-inn Unity |
| Enhance understanding and integration of the Sustainable Development Goals across the curriculum. Within the BGE each year group will cover 5 development goals across curricular areas building towards the Global Citizen Award by the end of S3. | By May 2026  By May 2028 | 11-12 |  | R McFadzean  Sustainable Development Goals Improvement Group  PTs Curriculum  All staff |  |
| Develop sustainable outdoor learning opportunities through the Clydeview garden  (relevant departments/faculties) |  | 12 |  | C Blackman  R McFadzean  Outdoor Learning Improvement Group  Pupil Improvement Group | *Invergrow*  *The Men Shed* |
| Strengthen Anti-racism and Anti-bullying education (through the existing Clydeview Academy Charters) and policy development in line with the new Local Authority anti-bullying policy.  Align processes and procedures around reporting and investigation of incidents of bullying.  Implement the Equally Safe at School initiative as a means of addressing Gender Based Violence and ensuring young people feel safe and respected | By June 2026 | 13  14 |  | S Kavanagh  C Mulholland  Pupil Improvement Group  SLT  PTs Pupil Support  Pupil Improvement Group | *Respect for All* resources  *Equally Safe at School* Resources |
| Embed project based learning across key departmental areas (relevant department/faculties only) | By June 2026 | 15 |  | Teaching staff (relevant departments) | PBL Training |
| All relevant Senior Leaders take part in *Signs of Safety* Training | By April 2026 | 16 |  | C Gibson  J Wilson Milliken | HSCP Training |

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| **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? |
| 1. Tracking and monitoring will show a decrease in the number of overall referrals in the BGE. November, February and May check-in periods 2. Tracking and monitoring will show a decrease in the number of referrals for disruptive behaviour 3. Pupil questionnaires and focus groups will evidence a more consistent approach in the award of merits/alerts   Tracking and monitoring of merits/alerts will show an increase in the number of staff awarding merits and a decrease in the number of alerts issued.   1. Wellbeing tracking for those in our school community who have been bereaved will show an improvement   Pupil questionnaires will demonstrate that young people feel more supported by the improvements made as part of the Bereavement, Change and Loss strategy   1. Attendance tracking and data will demonstrate an improvement in attendance overall of 0.5% 2. Attendance tracking and data will demonstrate an improvement in the attendance of those in SIMD 1-2 of 0.5% (targeted group) 3. Insight data and tracking and monitoring data will show that all S4 leavers who are care experienced will have attained at least one Level 5 qualification 4. Insight data and tracking and monitoring data will show that all S5/6 leavers who are care experienced will have attained at least one Level 6 qualification 5. Attendance tracking and data will demonstrate an improvement in attendance of all CEYP by 0.5% 6. Pupil questionnaires and focus groups in the BGE will show that pupils have an increased awareness and understanding of global issues 7. Tracking and monitoring data will show that almost all S1 students will have completed work on 5 sustainable development goals 8. Insight data and tracking and monitoring data will show that Senior Phase pupils have achieved qualifications/awards linked to outdoor learning. 9. Pupil Questionnaires and focus group feedback will evidence improved awareness of the procedures around bullying 10. Pupil questionnaires and focus group feedback will evidence improved awareness of Gender Based Violence and tracking may demonstrate an increase in the reporting of GBV incidents 11. Pupil questionnaires and focus groups in the BGE will show that pupils have benefitted from project based learning 12. Requests for Assistance will show enhanced Education Risk Assessments and there will be a reduction in the numbers of RfA returned. |

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| **Priority 2**  Closing the attainment gap between the most and least disadvantaged children and young people  Improvements in attainment, particularly in literacy and numeracy | |
| **National Improvement Framework Outcomes**  **3. Inclusive curriculum and assessment for a sustainable future.**  **4. High achievement and reduced attainment gap for all learners.**  **5. Skilled teachers and leaders delivering excellent, inclusive education.**  **7. Digital technology enhancing learning and tackling digital inequality.**  [**Education - achieving excellence and equity: National Improvement Framework 2025**](https://www.gov.scot/publications/achieving-excellence-equity-2025-national-improvement-framework/pages/1/) | |
| **How Good is Our School/Quality Improvement Framework ELC**  2.3 Learning, teaching and assessment  3.1 Ensuring wellbeing, equality and inclusion  3.2 Raising attainment and achievement  1.2 Leadership of learning | **UNCRC**  Article 28: (Right to education):  Article 29 (Goals of education): |

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| **Rationale for change based self-evaluation including data and stakeholder views** |
| * Learning visits, Staff questionnaires, Pupil Questionnaires and focus groups have identified the key areas of focus for this year to be responsive/adaptive teaching and differentiation. * Staff identified (discussion group feedback) a need to refine the PDSA cycle by ensuring that successful strategies were embedded into departmental/faculty Improvement plans for next session. Staff would also like clearer evaluation procedures and the process will be improved by ensuring opportunities for best practice with curricular areas learning from each other. * Tracking and monitoring of tracking periods identified that some subjects needed to look again at the milestone of learning identified in subject Roadmaps.   BGE Raising Attainment  **Literacy and Numeracy**  Current data shows a marked attainment gap between SIMD 1–2 learners and their peers in SIMD 3–10, particularly in Numeracy and Writing at 3rd Level. These gaps signal the need for strategic intervention throughout S3 to close the poverty-related attainment gap and ensure more equitable outcomes.  **Key Data Headlines:**  **Numeracy:** Gap of 35.4% at 3rd Level  **Reading:** Gap of 10.9% at 3rd Level  **Writing:** Gap of 19.3% at 3rd Level  **Listening & Talking:** More equitable at 3rd Level (1.2% gap)  The gap analysis of S2 24/25:   |  |  |  |  | | --- | --- | --- | --- | | Accumulative Achievement of a Level |  |  |  | | Numeracy | SIMD 1-2 | SIMD 3-10 | Gap | | 1st Level | 100.0 | 100.0 | 0.0 | | 2nd Level | 100.0 | 96.8 | -3.2 | | 3rd Level | 27.5 | 62.8 | 35.4 | | 4th Level | 0 | 0.0 | 0.0 | | Accumulative Achievement of a Level |  |  |  | | Reading | SIMD 1-2 | SIMD 3-10 | Gap | | 1st Level | 100.0 | 99.3 | -0.7 | | 2nd Level | 100.0 | 99.3 | -0.7 | | 3rd Level | 74.4 | 85.3 | 10.9 | | 4th Level | 7.0 | 7.4 | 0.4 |  |  |  |  |  | | --- | --- | --- | --- | | Accumulative Achievement of a Level |  |  |  | | Writing | SIMD 1-2 | SIMD 3-10 | Gap | | 1st Level | 100.0 | 100.0 | 0.0 | | 2nd Level | 100.0 | 100.0 | 0.0 | | 3rd Level | 97.4 | 94.9 | -2.5 | | 4th Level | 66.7 | 76.1 | 9.4 |  |  |  |  |  | | --- | --- | --- | --- | | Accumulative Achievement of a Level |  |  |  | | Listening and Talking | SIMD 1-2 | SIMD 3-10 | Gap | | 1st Level | 100.0 | 100.0 | 0.0 | | 2nd Level | 100.0 | 100.0 | 0.0 | | 3rd Level | 97.4 | 94.9 | -2.5 | | 4th Level | 69.2 | 83.3 | 14.1 |  |  |  |  |  | | --- | --- | --- | --- | |  |  |  |  | |
| **Expected outcomes for learners**  **Who? By how much? By when? What?** | |
| 1. By November 2025 all learners will be benefitting from responsive/adaptive teaching across all curricular areas. 2. By May 2026 pupils will have benefitted from improved differentiation strategies across all curricular areas. Improvements in attainment (by subject) will be seen, in particular, for our highest attaining 20% and our lowest attaining 20% (departments to set milestone targets for specific pupil groups)   **BGE Raising Attainment:**  **Literacy and Numeracy:**   1. By June 2026, most SIMD 1–2 learners (≥70%) will achieve 4th Level in at least one core area of Literacy or Numeracy by the end of S3 and the majority securing 4th Level across both core areas.   **Health and Wellbeing:**   1. By June 2026, **almost all** targeted learners (SIMD 1–2 and CEYP) who have engaged with a PEF-funded intervention will demonstrate **measurable improvement** in at least one of the following: **attainment, achievement, engagement, or attendance**   **Parental Engagement, Parental Involvement, Family Learning and Learning at Home:**   1. **To increase engagement from parents and carers of young people in SIMD 1–2 to 85% by June 2026,** using the **Parental Engagement Toolkit** to strengthen communication, support meaningful interaction, and promote co-designed initiatives.   **Senior phase:**   1. **By August 2026, all targeted S4 leavers** living in SIMD 1–2 will have achieved **SCQF Level 4** in **Numeracy (or Mathematics)** and **Literacy.** 2. **By August 2026, all targeted S5 leavers** living in SIMD 1–2 will have achieved **SCQF Level 5** in **Numeracy (or Mathematics)** and **Literacy.** 3. **By August 2026, all targeted S6 leavers** living in SIMD 1–2 will have achieved **SCQF Level 6** in **Literacy.** 4. By August 2026, **all targeted** learners living in SIMD 1 and 2 will have achieved two or more SCQF Level 6 qualifications by the end of S5.   **Other**   1. By May 2026 almost all learners from SIMD 1-2 who have engaged in leadership working groups/activities/training/experiences will demonstrate improved confidence, motivation, leadership and relationships. 2. By May 2026 there will be proportionate representation (25%) of young people in SIMD 1 & 2 engaged in leadership working groups/activities/training/experiences/change projects | |
| **If PEF spend is supporting – how much and what?** | |
| PEF DHT £13000  PT Supporting Student Achievement £3000  PT Guidance Backfill £6000  Barnardo’s Family Support Worker tbc  Be-inn Unity - £18000  Ocean Youth Trust £3000  Leadership Academy £12000 | |

| **Tasks to achieve priority** | **Timescale** | **Outcome(s)** | **RAG** | **Those involved/responsible – including partners** | **Resources and staff development** |
| --- | --- | --- | --- | --- | --- |
| Implement the ‘Inspiring Learning’ PDSA Cycle to deepen staff understanding and application of responsive teaching across BGE and Senior Phase lessons in line with one of the effective features of the *Clydeview Lesson* | By November 2025 | 1 |  | All staff  Learning and Teaching Improvement Group | Joint Working – 3 September – Led by Ross MacLachlan |
| Embed Differentiation strategies from 24/25 improvement cycle across all curricular areas with a particular focus on raising attainment for the highest 20% and lowest 20% of learners | By May 2026 | 2 |  | All staff  SLT  PEF Depute |  |
| Review BGE milestones in learning and teacher judgements using tracking data. Roadmaps used to plan raising attainment strategies for the top and lowest 20% of learners  All curricular departments and faculties to align S3 learning experiences to new S4 Curriculum structure | By February 2026  By November 2025 | 2  2 |  | All staff  PTs/Faculty Heads  SLT | Subject Roadmaps showing attainment analysis  Planning of Learning, Teaching and Moderation Templates |
| PEF tracking and monitoring system to be updated and reviewed at tracking periods 1,2 and 3  Data from tracking periods used to inform interventions  Interventions monitored and evaluated  Caseload meetings to review progress | August 2025 – May 2026  Tracking periods | 3-4  6-9 |  | DHT PEF  Administrative Staff | PEF Meetings  PEF Spreadsheet  Intervention monitoring – PEF Calendar |
| Attendance tracker used diagnostically to inform interventions  Monitor attendance through the HUB/DYW/Be-inn Unity interventions | Monthly from September 2025 – June 2026 | 4 |  | DHT PEF  PTs Guidance  DYW Coordinator | Attendance Tracker  CLPL on the Attendance Tracker  HUB Staff |
| Improve the marketing approach of parental engagement events  Create more opportunities for parental engagement  Evaluation and enhancement of the parental engagement toolkit | August 2025 – May 2026 | 5 |  | DHT PEF  PT Supporting Student Achievement | Research on best practice in gathering engagement data  Social media promotion |
| Junior and 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. | August 2025 | 4 |  | DHT PEF  PT Supporting Student Achievement | CLPL for mentors |
| Plan and implement sustainable ‘Clydeview Leadership Academy’ | By May 2026 | 10 |  | Columba Leadership graduates (pupils and staff) | Columba 1400 Leadership Academy training resources and Train the Trainer |
| Monitor membership of all groups including extra-curricular, pupil voice groups and improvement groups to ensure proportionate representation of targeting groups | August 2025 – May 2026 | 11 |  | All Staff  DHT PEF | PEF Profile spreadsheet  PEF Engagement Tracker |
| Identify young people from SIMD 1-2 at risk of not attaining and ensure appropriate curricular interventions are in place | August 2025 | 3-4  6-9 |  | DHT  PEF DHT | Results Machine |

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| **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? |
| 1. Almost all Lesson observations will demonstrate improvements in responsive teaching as part of the effective features of the Clydeview Lesson.   Staff Questionnaires will demonstrate an improvement in teacher confidence whilst delivering adaptive and responsive teaching strategies.  Pupil questionnaires and focus groups will demonstrate an improvement in responsive teaching in almost all lessons across all curricular areas.   1. Attainment data will evidence an improvement in the highest 20% and lowest 20% at each of the tracking periods.   **BGE Raising attainment**   1. Analysis of tracking periods to identify progress in achieving levels within the core areas of Literacy and Numeracy.   PEF caseload meetings to monitor and record the success of interventions and further share strategies for support with staff through the Confidential Register.  Success of interventions evidenced by data from pupil progress and achievements, pupils’ views, attendance and learning visits.  Data to demonstrate that pupils are improving attendance through SEEMIS and the new attendance tracker.  Evidence regarding attainment levels in numeracy and literacy gathered from a range of departments to demonstrate achievement of a level.  **Health and Wellbeing**   1. Increase in period by period attendance through the scrutiny of data from SEEMIS   Interventions to support attendance through the HUB and Be-inn Unity  Increase in overall attendance in pupils from SIMD 1-2 through interventions informed by data from the Attendance Tracker  Data that demonstrates the increased success (engagement, attendance, attainment) of learners who are mentored in the BGE and Senior Phase Mentoring programmes  **Parental Engagement**   1. Data from the monitoring of parental engagement to show the increase in parent and carer attendance through evidence gathered from the parental engagement toolkit   **Senior Phase**   1. Data from tracking periods, and learner conversations to inform interventions including mentoring, supported study and achievement zone. 2. Further scrutiny of S4 attainment data to support literacy as a barrier to learning across the curriculum 3. August SQA data will show improved attainment for targeted young people in S4-6 SIMD 1-2. 4. August SQA data will show improved attainment for targeted young people in S5 SIMD 1-2   **Other**   1. Pupil surveys and focus groups for all leadership activities, training and experiences will evidence improved confidence, motivation, leadership and relationships. 2. Evidence of proportionate membership of school based groups and activities |

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| **Priority 3**  Improvement in skills and sustained, positive school-leaver destinations for all young people | |
| **National Improvement Framework Outcomes**  **1. Empowered and accountable education system supporting lifelong learning.**  **7. Digital technology enhancing learning and tackling digital inequality.**  **3. Inclusive curriculum and assessment for a sustainable future.**  [**Education - achieving excellence and equity: National Improvement Framework 2025**](https://www.gov.scot/publications/achieving-excellence-equity-2025-national-improvement-framework/pages/1/) | |
| **How Good is Our School/Quality Improvement Framework ELC**  2.6 Transitions  2.7 Partnerships  3.3 Increasing creativity and employability  2.2 Curriculum  2.3 Learning, teaching and assessment | **UNCRC**  Article 28: (Right to education):  Article 12 (Respect for the views of the child): |

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| **Rationale for change based self-evaluation including data and stakeholder views** |
| * Positive destination data continues to improve year-on-year. Work to continuously improve and ensure CA consistently sits above Virtual Comparator will continue with a strengthened partnership approach. * Improvements have been made in the collection of and quality of 16+ data. Key staff should continue to look for ways to use this data effectively e.g offering targeted skills workshops/ events etc. * Pupil Focus groups have identified increased engagement with the CA skills framework and skills profiling but one clear system for recording needs to be identified. PDSA cycle 3 will investigate curricular staff using skills reporting strategies as a means to strengthening pupil recording. * Gen+ skills based lessons have been trialled in PSE with BGE year groups. This trial was successful. * All targeted leavers have been offered work experience opportunities. Data on successful uptake needs to be recorded and improved. Support interventions need to be identified to strengthen uptake. * SCQF Ambassadors have been in place previously and have successfully raised the understanding and profile of SCQF. |
| **Expected outcomes for learners**  **Who? By how much? By when? What?** | |
| 1. By October 2026 the percentage of pupils in a positive destination will increase to 98.5% 2. By April 2026, all S3 learners will have completed a skills profile and demonstrate an understanding of how this can be used to support CV creation and prepare for interviews. 3. By March 2026 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 successfully completed it. 4. By May 2026, almost all S4 Learners from SIMD 1-2/ CEYP who attend college on a Wednesday will have been offered a work experience placement and have completed a level 5 Employability award. 5. By December 2025 wider achievement will be tracked and recognised for all pupils (baseline to be established) 6. By May 2026 senior pupils will have gained Level 6 leadership qualification alongside fulfilling the SQA Ambassador role for gold status | |
| **If PEF spend is supporting – how much and what?** | |
| Gen + - £tbc | |

| **Tasks to achieve priority** | **Timescale** | **Outcomes** | **RAG** | **Those involved/responsible – including partners** | **Resources and staff development** |
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| Establish a robust Wider Achievement tracking and recognition system | By December 2025 | 4  5 |  | Val Forsyth  DYW Improvement Group  DYW Pupil Improvement Group | Visit to Stonelaw High School |
| Develop and implement an accessible/digital skills profiling system for use by pupils and staff  S3 Skills Profile to be embedded and used by students in preparation for CVs and mock interviews in PSE lessons | By February 2026  By April 2026 | 2  2 |  | Val Forsyth  DYW Improvement Group  PTs Pupil Support – Guidance  Chloe Bryceland – DYW  Leigh Gavin/Stephanie Stinson - SDS |  |
| Implement the ‘Creating Opportunity’ PDSA Cycle to integrate skills language and reflection in reporting | From October 2025 to December 2025 | 2 |  | DYW Improvement Group  Departments/Faculties | Staff CLPL – Skills language in reporting |
| Expand Gen+ lessons across the BGE PSE Curriculum | By May 2026 | 2 |  | Val Forsyth  PTs Pupil Support - Guidance | Gen+ Resources – online and introduction of paper based resources  CLPL delivered May 2025  Revisit training resources |
| Achieve SCQF Gold School Status and develop pupil leadership through the Pupil Ambassador role | By April 2026 | 6 |  | Chantelle Scott  Leanne Murty  SCQF Staff/Pupil Improvement Group | Training provided for Pupil Ambassadors |
| Strengthen partnership working across DYW, SDS, Pupil Support and curricular staff | By June 2026 | 1 |  | Chloe Bryceland - DYW  Leigh Gavin/Stephanie Stinson  PTs Pupil Support  Val Forsyth  All staff |  |
| Embed the use of the 16+ form and use in planning for work experience and positive destinations.  Work Experience placements for all targeted learners in S4 and S5 to be planned and offered. Pathways mentoring programme established to improve the uptake of work experience and widen curriculum attainment offer | By January 2026  By March 2026 | 1  3-4 |  | Val Forsyth  Jan Wilson Milliken  PTs Pupil Support – Guidance  SDS  Chloe Bryceland – DYW  DYW Improvement Group | Electronic 16 + form  Termly Pupil Support Meetings – 16+ data |
| Bespoke learning programmes for students | August 2025 - May 2026 |  |  | DHT PEF,  PTs Guidance  PT Pupil Support - ASN  PTs English and Maths |  |

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| **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? |
| 1. Data will show improved positive destination figures at key tracking point as well as the measure captured in 2026   Partner questionnaires will demonstrate increased confidence in information sharing and processes around positive destinations.   1. Almost all S3 students will have a completed skills profile.   Pupil questionnaires and focus group feedback will show improved confidence with profiling individual skills and targeting areas for development  Pupil questionnaires and focus group feedback will demonstrate improved pupil confidence in career planning as a result of creating a CV and taking part in a mock interview.  Staff questionnaires will demonstrate increased confidence in skills tracking and targeting setting  PDSA evaluations will share staff views and confidence in skills based reporting   1. Data will show all students from targeted groups have been offered work experience and more students will have taken up the work experience offer. 2. Attainment Data will show that almost all young people from SIMD 1&2 and those who are Care Experienced who attend college will have been offered work experience and successfully completed a Level 5 Employability Award 3. Tracking and monitoring data will demonstrate that wider achievements will be recognised for all pupils 4. Attainment Data will show that the SCQF Ambassadors will all have achieved the Level 6 Leadership Award |