**Clydeview Academy**

**Standards and Quality 2024-25**

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| **Context of the Establishment** |
| **Our Establishment**  **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 Vison, Values & 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 |

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| **Establishment priority 1** | |
| NIF Priority  Placing the human rights and needs of every child and young person at the centre of education  NIF Driver  School leadership  School Improvement | HGIOS/ELC QIs  1.1 Self-evaluation for self-improvement  2.2 Curriculum  3.1 Ensuring wellbeing, equality and inclusion  UNCRC  Article 3 (Best interests of the child):  *Article 42 (Knowledge of rights):* |
| **Outcome:**   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   **PEF used to support closing the gap: [This may differ from your planned spend. Delete if no PEF spend]**  Leadership Academy - £10000  Be-inn Unity - £18000  **Progress and impact of outcomes for learners:**  (Please ensure you have explicitly indicated how your PEF spend impacted on the outcome)   1. Clydeview was awarded Gold Rights respecting school status in March 2025. The report commends the work of the staff and students in ensuring Children’s rights are embedded in learning and whole school activities. 2. UNCRC charter was created and shared with students through assemblies. Data gathered through whole school pupil surveys shows that almost all students had a good understanding of the roles and responsibilities within the school charter to ensure that Clydeview is free from discrimination. This was one of our featured rights across the school and so curricular lessons had a particular focus on no discrimination. Responses from students also noted good practice in PSE and year group assemblies.   The Anti-bullying charter was launched with students and shared at assemblies. MVP lessons delivered by senior students and anti-bullying ambassadors also played a role in promoting the charter and ensuring there is no place for discriminatory behaviour within Clydeview. Data shows an increasing number of bullying incidents being recorded 2024/25 – 8 incidents, 2023/24 – 4 incidents and 2022/23 – 2 incidents. This is what we had hoped to see as we improve our systems of recording, but in the coming years we anticipate that the numbers of incidents recorded will decline as the work around the charters embeds.  This year there has been improved cluster working with regards the anti-racism charter and this work will continue into the next session.   1. Analysis of Glasgow Motivation and Wellbeing Profile (GMWP) data collected across all pupil-led groups and cohorts within Clydeview Academy shows strong evidence of impact. From initial baselines in October 2024 to final snapshots in June 2025, almost all participants recorded improved outcomes in the domains of *Affiliation*, *Agency*, *Autonomy*, and *Feeling Healthy and Safe*. This signals a demonstrable increase in self-efficacy, belonging, and readiness to lead among young people participating in leadership experiences, regardless of the group or project.   Importantly, this data captures the breadth of pupil voice and leadership across the school—not just those involved in targeted interventions such as Beinn Unity, the success of which is illustrated below. It reflects a culture where leadership is nurtured through multiple pathways and where young people are increasingly empowered to contribute meaningfully to school improvement.   1. We set out to ensure that at least 25% of all pupils engaged in leadership, change, and participation work came from SIMD 1–2 backgrounds — and we’re proud to report that we surpassed that target, with 33% of participants this session meeting that criteria. This demonstrates not only successful targeting and encouragement strategies, but also growing confidence and agency among our most disadvantaged learners.   From pupil equity groups to curricular design forums, we’ve seen a diverse range of voices shaping the life and work of the school, with young people from all backgrounds contributing meaningfully to the improvement agenda.  Some qualitative comments from young people:  Pupil voice data shows that learners attributed improved school engagement, mood regulation, and social confidence to their participation in the group:  “I feel better coming to this group, it makes life a bit calmer when I’ve had bad days.” “The Bothy has helped me enjoy school a bit more and like being outside sometimes.” “I love going to the group and talking to Lee. She’s helped me stay calm.”   1. Benmore CA Leadership Academy : 25% of participants were from SIMD 1–2 backgrounds, exceeding the proportional representation of the PEF profile for the school.  * This residential leadership programme was fully funded through Pupil Equity Funding (PEF) and designed to build confidence, resilience, and peer leadership skills in a challenging outdoor context. * 100% of participating SIMD 1–2 pupils reported improved motivation and teamworking ability in post-event evaluations, with most also noting increased confidence in taking on school-based leadership roles. * Pupil feedback highlights that trusted staff relationships, financial support, and visible encouragement from SMT were critical to SIMD 1–2 participation. * A number of SIMD 1–2 participants have since gone on to volunteer for Junior Leadership Team and Young Leaders of Learning  1. All staff and Principal Teachers have taken part in Learning for Sustainability CLPL and curricular areas have mapped existing coverage of the Sustainable Development Goals and developed plans for how this could be expanded in future learning and teaching experiences. 2. Planning for the delivery of the Global Citizen Award has taken place this session and delivery will commence in August 2025. | |
| **Next steps**   1. Development of a Clydeview Academy anti-bullying policy which aligns closely with the new Inverclyde Policy and reflects the work of *Respect for all.* Pupil Improvement Group linked to the work of the Anti-bullying Policy. 2. Greater focus on Black History month across the school as part of the work to launch the re-worked Anti-racism charter. 3. Extend our partnership with Be-inn Unity into session 2025–26, with a continued focus on improving learners’ confidence, relationships, and motivation through trauma-informed, values-based leadership experiences.Build progression pathways from The Bothy programme into wider pupil participation roles, including Junior Leadership Team, Young Leaders of Learning, and Pupil Equity Groups. 4. Enhance understanding and integration of the Sustainable Development Goals across the curriculum. 5. Begin delivery of the Global Citizen Award. 6. Continue to track sustained participation of SIMD 1–2 pupils in leadership activities post-Benmore, to ensure this investment has a long-term impact. 7. Build a ‘Leadership Pathway Tracker’ to monitor progression from early engagement to formal leadership roles 8. Use pupil voice (including SIMD 1–2 pupils who declined participation) to refine future leadership offers and remove hidden barriers to uptake. | |

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| **Establishment priority 2** | |
| NIF Priority  Improvements in attainment, particularly in literacy and numeracy  NIF Driver  Assessment of children's progress  Teacher professionalism | HGIOS/ELC QIs  2.3 Learning, teaching and assessment  1.2 Leadership of learning    UNCRC  Article 28: (Right to education):  *Article 29 (Goals of education):* |
| **Outcome:**   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   **PEF used to support closing the gap:**  £18,000 – Be-inn Unity Community and Relationships Mentor  PT Equity - £7,718  DHT PEF £12,149  Administrative Support (11.47 hours term time) £7561  **Progress and impact of outcomes for learners:**  (Please ensure you have explicitly indicated how your PEF spend impacted on the outcome)   1. All department/faculties have focused on creating exemplification and progress maps for milestones in learning. In January 2025, subject Roadmaps were launched with Parents/Carers. Each subject Roadmap shows the expected progress levels/milestones in learning at key tracking points. Each Roadmap is accompanied by exemplification of a level and an assessment calendar. The Roadmaps have been well received by parents/carers and the majority feel that this has ensured they have an understanding of where their son/daughter is in their learning (whether they are meeting the expected milestones); the steps they need to take to improve and importantly how the BGE correlates with the Senior Phase offer. A number of parents have identified increased confidence in selecting options as a result of this initiative. 2. Throughout this session there has been an increase in learner conversations across all curricular areas. From January 2025 Learner conversations in PSE have included the use of Roadmaps to discuss Pupil progress. Guidance staff have noted the improvement in the quality of discussion based on subject roadmaps. During BGE Focus groups most pupils felt they have increased their understanding of individual subject progress due to the roadmaps and most felt they were able to make more informed subject choices as a result. 3. This year teaching staff used Collaborative Action Research to introduce small scale changes to learning and teaching through a Plan, Do, Study, Act model. There were 3 cycles in total: differentiation, nurture and faculty/departmental choice. Almost all staff and departments found this method useful to introduce improvements across these areas and pupils Focus groups and Questionnaires highlighted that students were aware of the improvements being made in each of these areas. In particular, departmental reviews highlighted the strength of nurturing relationships across curricular areas. The work undertaken by departments continues to strengthen the 10 Effective Features of a lesson at Clydeview. Pupil questionnaires, focus groups and learning visits showed that almost all learners were benefitting from improvements in their learning and teaching experience. 4. Learners in SIMD 1 and 2 were given a number of interventions to take part in – Ambitioneers, Leadership Academy, Pupil Improvement Groups and Be-inn Unity programmes. Each of these initiatives met the minimum 25% representation with all of the Ambitioneers membership being made up of students impacted by poverty. 5. Creation of an interventions matrix which provides an overview of all interventions available to young people (these include interventions within the school and local authority as well as those organised and run by other agencies). Interventions tracked by Pupil Support and the whole school tracking Spreadsheets. CEYP discussed regularly at department/faculty meetings and tracked through the whole school measures. Data shows almost all CEYP engaged in offered interventions. 6. A key element of our PEF-supported leadership and participation strategy this session was the continuation of The Bothy programme, delivered in partnership with Be-inn Unity. While framed as a health and wellbeing intervention, its primary impact was on building the confidence, motivation, relationships and emotional literacy of young people from SIMD 1–2 and/or care-experienced backgrounds — in line with our leadership outcomes.   The programme provided a consistent, nurturing space for targeted learners to build resilience and relational capacity through group-based mentoring, with a specific focus on attachment and belonging. The measurable impact included:   * **28% improvement** in pupils’ self-rated mental health (using the “battery” scale) * **62% increase** in overall connectedness, including confidence to seek help, trust in adults, and social belonging * Increased ability to engage in activities, maintain calm, and reflect on their own values and emotions   These outcomes strongly align with our aim that **almost all learners involved in leadership, participation or change projects will demonstrate improved confidence, motivation, leadership and relationships** by May 2025. In many cases, pupils who were previously disengaged from wider school life are now participating in equity groups, pupil-led forums, or peer mentoring — evidence of confidence growth in action.  7-10   |  | **4th Level** | **%** | | **"03.B"** | **%** | 3B+4 | | --- | --- | --- | --- | --- | --- | --- | | **Numeracy** | 24 | 61.5% | 6 | | 15.4 | 76.9 | | **Listening & Talking** | 27 | 69.2% | 6 | | 15.4 | 84.6 | | **Writing** | 26 | 66.7% | 6 | | 15.4 | 82.1 | | **Reading** | 26 | 66.7% | 2 | | 5.1 | 71.8 |   Although the 70% benchmark was not fully met by June 2025, robust progress is evident. By the end of S3, attainment among SIMD 1–2 learners was as follows:   1. **Numeracy:** 61.5% achieved 4th Level, with a further 15.4% working at 03.B – meaning **most (76.9%)** are either secure or almost secure at this level. 2. **Listening & Talking:** 69.2% achieved 4th Level, with an additional 15.4% at 03.B – resulting in **most (84.6%)** demonstrating secure or near-secure attainment. 3. **Writing:** 66.7% achieved 4th Level, and a further 15.4% were working at 03.B – again **most (82.1%)** working at or just below the level. 4. **Reading:** 66.7% achieved 4th Level, with 5.1% at 03.B – a **majority (71.8%)** are secure or almost secure.   This data evidences that attainment among SIMD 1–2 learners is improving. While the full 70% benchmark was narrowly missed in some areas, the proportion working just below the level suggests a clear trend of upward movement, and that this cohort is well-positioned to make continued progress into the senior phase.  8.  We set a clear and ambitious target: that by August 2025, all S4 SIMD 1–2 leavers would achieve at least Level 4 Literacy and Numeracy. Of the seven SIMD 1–2 pupils identified as potential leavers this session, progress against this benchmark has been strong.  In Literacy, 100% of pupils (7 out of 7) achieved Fourth Level, with all also presented for National 5 English. This demonstrates a high level of aspiration and support, and fully meets the intended target.  In Numeracy, 86% (6 out of 7) achieved Fourth Level, with 71% (5 out of 7) achieving Level 5, and 57% (4 out of 7) presented for National 5 Applications of Mathematics. This indicates that most of the cohort exceeded the minimum benchmark, with a strong progression profile across the group.  Targeted support, aspirational curriculum planning, and effective use of PEF resources contributed to this success. The school continues to ensure that young people affected by poverty are supported to attain and achieve in line with their potential.  9.   | Total SIMD 1–2 S5 Leavers | 7 | | --- | --- | | Achieved N5 Literacy | 5/7 → 71% → Most | | Achieved N5 Numeracy | 5/7 → 71% → Most | | Still Pending in Literacy | 1/7 | | Did not achieve either (to date) | 1/7 |   We aimed for all SIMD 1–2 S5 leavers to achieve at least Level 5 Literacy and Numeracy by August 2025. There were seven SIMD 1–2 pupils in the S5 leaver cohort. Current data shows that most have the potential to achieve the intended benchmark in both areas.  Numeracy: 71% (5 out of 7) of leavers achieved National 5 Numeracy or Maths. This represents most of the cohort and reflects sustained support through targeted interventions and access to appropriate pathways.  Literacy: 71% (5 out of 7) achieved National 5 Literacy or English, with one pupil's result still pending. One young person did not achieve Level 5 but was supported to secure a positive destination through a tailored activity agreement.  These outcomes reflect a broadly positive attainment profile for this cohort, with the majority achieving the necessary qualifications to support post-school transition. The impact of targeted tracking, PEF-funded support, and strong post-16 planning is evident in the destinations and qualifications achieved.  10.  We aimed for almost all SIMD 1–2 S6 leavers to achieve Level 6 Literacy by August 2025. Out of 17 SIMD 1–2 learners, 14 achieved this benchmark, meaning most of the cohort met or exceeded the expected level.  This outcome demonstrates the effectiveness of our senior phase tracking processes, targeted supports, and literacy-focused curriculum planning. Learners who did not achieve Level 6 Literacy were supported through alternative pathways and remained engaged in school life. All SIMD 1–2 leavers progressed to positive destinations.  Curricular teams, SQA mentors, and pupil support staff worked together to ensure learners remained on track and were well prepared for final assessment. Literacy outcomes were further strengthened by a whole-school focus on reading, writing and communication across subjects.  11.  Based on teacher estimates as of June 2025, **24 out of 32** SIMD 1 & 2 learners in S5 **(75%)** are on track to achieve **at least two SCQF Level 6 qualifications**. This meets the descriptor **“most”** and demonstrates strong progress towards the intended outcome.  This reflects the positive impact of:   * Enhanced tracking, early intervention, and robust curricular pathways. * Continued attention to equity of opportunity and access to academic qualifications. * Strengthened pupil engagement supported through values-based mentoring and leadership programmes.   12.  There are currently six care-experienced young people (CEYP) in S4. Based on teacher estimates and supported pathways:   * **Five out of six** learners (83% – “Almost All”) are **on course to achieve at least one SCQF Level 5 qualification** by the end of S4. * These include a range of subjects, with some learners predicted to achieve multiple Level 5 passes:   + **Pupil 1**: On track for **3** qualifications.   + **Pupil 2**: On track for **2**.   + **Pupil 3**: On track for **3**.   + **Pupil 4**: On track for **1**.   + **Pupil 5**: On track for **2**.   + **Pupil 6**: Continues to receive tailored, intensive support from the **outreach team** due to significant additional barriers, with a longer-term plan in place for qualifications via an extended pathway.   This represents **a significant improvement in predicted attainment for care-experienced learners** when compared with previous cohorts, reflecting the positive impact of:   1. Close multi-agency working, 2. A proactive use of flexible curricular pathways, 3. Increased nurture input, and 4. Targeted wellbeing interventions (e.g. Beinn Unity, Accelerate@TheHUB). | |
| **Next steps**   1. Strengthen the use of Roadmaps with parents/carers providing opportunities for use to be discussed at parental engagement events throughout the school year. 2. Ensure that departments are considering the progress in learning and whether the progress identified at key points remains appropriate. Some Roadmaps may need to be adjusted or further discussion take place about teacher judgement as departments/faculties review the numbers of young people meeting milestones. 3. Strengthen the use of Roadmaps in curricular based learner conversations across the BGE. 4. PDSA Model – year 2 developed within departments to embed the successful strategies from each of the 24/25 cycles. PDSA model for 2025/26 themed around the school vision: Inspiring Learning, Creating Opportunity, Thriving Together. Clearer guidance given to departments/faculties regrading processes and evaluation documents. Each department/faculty given an opportunity to lead a sharing best practice carousel. 5. Strengthen parental partnerships through improved communication and targeted workshops, ensuring families understand the importance of maintaining literacy and numeracy pathways beyond S3 and into senior phase qualifications. 6. Introduce earlier identification and tracking of pupils at risk of leaving school in S4, with intervention planning beginning in S3 to ensure readiness for qualifications. Work collaboratively with guidance and curriculum teams to ensure bespoke pathways are in place for potential early leavers, including flexible curricular options and increased access to targeted numeracy support. Improve the **early identification** of S5 pupils at risk of leaving school without achieving Level 5 in Literacy or Numeracy, with targeted interventions beginning in S4. Strengthen collaboration between curriculum, guidance, and senior phase tracking teams to ensure that **course choice and support strategies** align with leaver risk and progression needs. Work with parents and carers to improve **shared understanding of the importance of N5 Literacy and Numeracy** in securing positive destinations. 7. Continue to track SIMD 1–2 learners’ progress towards Level 6 Literacy across the senior phase, using progress checks, assessment data, and learner conversations to identify any early concerns and provide early intervention for learners at risk of not achieving Level 6 Literacy by the end of S6, including pupils following non-traditional pathways. 8. Evaluate the role of wider achievement pathways and ensure parity of esteem in reporting progress. | |

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| **Establishment priority 3** | |
| NIF Priority  Improvement in children and young people's health and wellbeing  NIF Driver  Assessment of children's progress  Teacher professionalism  Performance information | HGIOS/ELC QIs  3.2 Raising attainment and achievement  3.2 Securing Children's Progress    UNCRC  Article 28: (Right to education):  *Article 3 (Best interests of the child):* |
| **Outcome:**   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.   **PEF used to support closing the gap: [This may differ from your planned spend. Delete if no PEF spend]**  PT Raising Attainment £7,718  DHT PEF £12,149  Administrative Support (11.47 Hours Term time) £7561  **Progress and impact of outcomes for learners:**  (Please ensure you have explicitly indicated how your PEF spend impacted on the outcome)   1. The Positive Relationships Policy was launched with staff at the start of this session. A particular focus was placed on the award of merits/alerts and ensuring consistency in approach across curricular areas. Monitoring and Tracking data has demonstrated that more staff are using the system and departmental/faculty minutes show discussion taking place at key tracking periods to ensure that this consistent approach remains. Pupil focus groups indicate that the almost all young people feel that positive relationships is a key characteristic of Clydeview. The work that has been undertaken for UNCRC, the importance of the school values and the various charters and positive expectations are identified as key ways to ensure the positive relationships are maintained across all classes.    1. After a significant reduction in referrals last session, the number of referrals given in the BGE has remained similar this academic session. The data identifies a slight increase in the number of S2 referrals awarded in particular, with a rise in the number given for disruptive behaviour. A small number of students in S2 are gaining increased numbers of referrals when compared with the rest of the year group. Work on improving this area with the same year group will continue next session. 2. The new Clydeview Attendance Policy was launched with staff and pupils at the start of the session. The attendance tracker continues to be used with data reviewed on a monthly basis and interventions applied. This work has made an impact with attendance data for this year showing an overall improvement to 91.09%. 3. This target focused on a small, identified cohort of five S3 learners from SIMD 1–2 and/or CE-registered backgrounds. Each displayed patterns of subject-specific pedagogical avoidance, as evidenced through high TRU coding. These pupils were monitored from June 2024 through June 2025, with SEEMIS attendance data acting as a proxy for engagement.  **Key Findings**  * **Most learners (4 out of 5)** demonstrated improved engagement between September and June. * TRU monitoring data shows reduced subject-specific avoidance for the majority of the group.  **Qualitative Highlights**  * **Pupil A** has faced significant family upheaval but remains positively connected to the school through strong, trusted relationships. * **Pupil B** shows minimal pedagogical avoidance, with restored engagement across all subjects despite ongoing attendance concerns. * **Pupil C** returned after prolonged absence. Though attendance remains fragile, the pupil is engaging with a nurture-based support model. * **Pupil D** transitioned from a flexible placement to full-time attendance and is now engaging in all subjects. * **Pupil E**, on a part-time programme, maintains consistent and purposeful engagement.  **Contributing Interventions**  * Nurture-based re-engagement models * Multi-agency collaboration and planning * Strategic use of TRU data to identify and act on subject disengagement * Input from Beinn Unity and Accelerate@TheHUB * Targeted, flexible curricular approaches   7.  Attendance data for the same S3 cohort of learners was also tracked over four key points in the year. While not all learners met the 5% improvement target, progress is evident. **Key Findings**  | **Learner** | **Jun-24** | **Sep-24** | **Dec-24** | **Jun-25** | | --- | --- | --- | --- | --- | | Pupil A | 94.74% | 59.38% | 54.41% | 66.58% | | Pupil B | 72.18% | 71.88% | 69.61% | 75.27% | | Pupil C | 76.05% | 9.38% | 26.96% | 38.32% | | Pupil D | 63.17% | 37.50% | 74.51% | 81.25% | | Pupil E | 89.82% | 81.25% | 89.22% | 86.41% |  * **Three of five learners (60%)** increased their overall attendance between June 2024 and June 2025. * Learners with the greatest barriers showed the most substantial proportional gains.  **Summary of Progress**  * **Pupil D** showed the most significant improvement, increasing from 37.5% in September to 81.25% in June. * **Pupil C**, while not yet reaching the 5% improvement, has been re-engaging gradually after prolonged non-attendance.  **Supporting Approaches**  * Multi-agency working * Trust-based relationships with support staff * Supported timetables and outreach support * Use of flexible placements and part-time programmes where appropriate * Extended HUB staff relationship building to support learners to class and maintaining a nurturing approach to attendance.   8.  Throughout the session, families of pupils from SIMD 1–2 backgrounds demonstrated a strong turnout at Parents’ Evening events, with an average attendance rate of **84.2%** across all year groups. Notably high levels of engagement were observed in **S6 (89.5%)**, **S4 (85.7%)**, and **S2 (83.3%)**, with **all year groups exceeding the 82% threshold**.   | **Year Group** | **SIMD 1–2 Bookings** | **Total SIMD 1–2 Pupils** | **Attendance %** | | --- | --- | --- | --- | | **S1** | 31 | 41 | **80.6%** | | **S2** | 35 | 42 | **83.3%** | | **S3** | 32 | 39 | **82.1%** | | **S4** | 42 | 49 | **85.7%** | | **S5** | 37 | 44 | **84.1%** | | **S6** | 17 | 19 | **89.5%** |   However, **not all parental engagement is measured by footfall at events**. A significant number of high-quality interactions also took place through targeted support mechanisms including **TAC meetings, pastoral check-ins, planned parental meetings, and regular phone calls home**. These personalised and meaningful contacts have further strengthened relationships with families and, when taken into account, **the overall engagement of SIMD 1–2 families exceeds the original 82% target**.  These outcomes reflect the ongoing success of our **whole-school parental engagement strategy**, built on early communication, responsive pastoral support, and inclusive access to both digital and in-person channels of communication. Parents increasingly feel like partners in their child’s education, and our approach continues to evolve in line with their needs and preferences.  To sustain and deepen this progress, a **Parental Engagement Toolkit** has been developed through extensive surveying of parents/carers, learners, and staff. The toolkit is designed to:   * Improve clarity and consistency in home–school communication * Help families understand and access supports more easily * Build trust by explaining the intended impact of interventions * Encourage co-production and gather feedback to shape next steps   The toolkit will underpin next session’s parental engagement strategy and help strengthen relationships with SIMD 1–2 families across all areas of school life. | |
| **Next steps**   1. Continued work with staff to ensure consistent approaches to relationship and behaviour management ensuring positive reinforcement strategies are applied. 2. Reduction in the number of referrals for S3 and in particular and a reduction in the number if referrals given for disruptive behaviour.   **PEF**   1. Establish clearer baseline attendance data for earlier identification 2. **Improve S2 Engagement**: While SIMD 1–2 engagement for S2 families surpassed the target (83.3%), this year group consistently presents challenges in broader parental involvement. Next session, focused efforts will be made to:    * Target communications to S2 families earlier in the year    * Offer flexible, low-barrier opportunities for engagement (e.g. online Q&As, informal drop-ins)    * Use the toolkit to gather real-time feedback on barriers to participation  * **Sustain and Boost S1 Engagement**: Engagement from SIMD 1–2 families in S1 was slightly below target at 80.6%. Early transition-stage relationships will be a key focus. Actions will include:   + Embedding the toolkit into P7–S1 transition communications   + Launching an early S1 parental input linked to curriculum and wellbeing   + Providing support for first-time secondary parents/carers in navigating engagement platforms * **Official Toolkit Launch**: The *Parental Engagement Toolkit* will be formally launched in Term 1. This will:   + Be introduced to all staff at the August in-service   + Be made accessible to families through the school website, newsletters, and QR-linked posters in school   + Include an accompanying staff version to ensure consistency in communication practices * **Monitoring and Evaluation Period**: A monitoring phase from August to December 2025 will assess:   + Toolkit uptake (via link clicks, QR scan data, and focus groups)   + Impact on engagement behaviours (increased attendance, queries, proactive contact from home)   + Equity of access and understanding across SIMD quintiles * **Ongoing Strategic Focus**: Parental engagement will remain a core strategic driver within the PEF Plan. Termly analysis of SIMD 1–2 engagement—across both formal and informal touchpoints—will guide interventions. Staff will be encouraged to reflect on how they build family partnerships and how the toolkit can support this. | |
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| **Establishment priority 4 –** | |
| NIF Priority  Improvement in skills and sustained, positive school-leaver destinations for all young people  Choose an item  NIF Driver  Teacher professionalism  School Improvement | HGIOS/ELC QIs  2.3 Learning, teaching and assessment  2.2 Curriculum  3.1 Ensuring wellbeing, equality and inclusion  UNCRC  Article 28: (Right to education):  *Article 3 (Best interests of the child):* |
| **Outcomes:**   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   **Progress and impact of outcomes for learners:**   1. Whilst the final figure cannot be confirmed our initial data suggest that we are on target to surpass this figure. Almost all young people left school with a confirmed destination. Last year we reached 97.37% which was above our Virtual Comparator and West Partnership figure. The remaining 2.63% were unemployed and not seeking due to health issues. 53.95% went on to Higher Education and 19.08% to Further Education. 2. Almost all departments now have implemented ways for students to consider their personal skills development within curricular areas. Pupil focus groups identified that students are given time to reflect on skills and ensure targets are for key skill areas. 3. All S3 students were able to participate in a Skills event where they were given the opportunity to produce a skills profile and start to produce a CV using these skills. Opportunities were also provided to continue to work on the profile and consider approaches to interview through PSE lessons. 4. This priority aimed to ensure meaningful work-related learning opportunities for identified S4 and S5 learners facing the highest barriers to positive destinations.  **Progress Summary**  * **All identified learners** in the CEYP/maximum risk/SIMD 1–2 cohorts were offered a tailored work experience opportunity. * **43% of these learners completed their placement**, falling short of the target for ‘most’ to engage. * For **some young people, it was not the right time** to undertake work experience, and a small number have chosen to **defer participation** until next session.  **Analysis**  * While the universal offer target was met, completion rates highlight ongoing challenges in readiness, confidence, and support structures for our most vulnerable learners. * The offer of deferral suggests that timing, rather than willingness, may be a contributing factor in some cases. * The data points to the need for more proactive planning, earlier engagement, and strengthened wraparound support to maximise uptake and successful completion | |
| **Next steps**   * **Strengthen targeted planning for CEYP, SIMD 1–2, and maximum risk leavers**, ensuring that work-based learning opportunities are matched to individual needs, aspirations, and readiness. * **Prioritise support for S4 college-attending learners**, particularly those in vocational pathways, by embedding work experience into their existing programme and offering tailored preparatory guidance. * **Utilise PEF-funded DYW inputs**, including employability awards and school-based enterprise initiatives, to support pupils not yet ready for full external placements. * **Expand flexible formats for work-based learning**, in collaboration with DYW partners and third-sector organisations, including: * In-school work simulation or enterprise projects * Supported shadowing opportunities within the school community * Remote or hybrid industry insight sessions * **Embed early tracking and pupil voice** through Pupil Support and Key Adult structures, ensuring timely identification of barriers to participation and personalised intervention where necessary. * Maintain a **trauma-informed approach** when offering placements to CEYP, recognising that timing and relational trust are key to sustained engagement. | |
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| **Data** |
| **Key Strengths:**  **BGE Literacy & Numeracy**  In session 2024-2025, almost all learners achieved third level in literacy and numeracy by the end of S3 and the majority of learners achieved fourth level in numeracy, reading, listening and talking and writing.  **In Literacy (leavers),**   * Literacy results for all leavers continues to show a positive trend at SCQF level 4, 5 and 6. Interventions strategies along with high quality learning and teaching continues to have a positive impact on our learner’s attainment in literacy. In 2024, almost all young people left school attaining SCQF level 4 and level 5 in literacy. The majority of learners left with achievement at SCQF level 6. At SCQF level 4-6 the school outperformed our virtual comparator (VC).   **In Numeracy (leavers),**   * Leaver attainment in numeracy at SCQF level 5 continues to outperform our VC over the last 3 years. Targeted interventions are making a difference to the attainment of young people at level 5. We have fallen below our VC at level 6 for all leavers in 2024. Further strategies have been delivered this session to improve attainment for young people at level 6. We fall in line with the VC at SCQF level 4.   **In Literacy (cohorts),**   * In 2024, S4 literacy attainment at SCQF level 3-5 is greater than that of our VC and highlights a positive trend. S5 learners continue to perform well in Literacy at SCQF level 3-6 outperforming the VC across all levels and at times significantly. In S6, learners continue to outperform the VC year on year at all levels.   **In Numeracy (cohorts),**   * In S4, learners have outperformed the VC in 2024 at SCQF level 4 and SCQF level 5. Achievement at level 3 falls marginally below the VC. In S5, learners outperformed the VC at SCQF level 3-5. At SACQF level 6 we fall marginally below the VC., In S6, learners outperform the VC at SCQF levels 4 & 5 and fall marginally below the VC at SCQF levels 3 & 6.   **Attainment over time** - **The average complementary tariff score for all leavers:**   * In 2024, the average complementary tariff scores for the middle and highest attaining learner’s across S4-S6 outperformers our VC and shows a positive trend over the last 5 years. The lowest attaining 20% of leavers fell below the VC and has done for the last 4 years. We have broadened our curriculum and introduced targeted interventions to improve the attainment of our lowest attaining 20%.   **Attainment over time** - **The average complementary tariff score for all cohorts:**   * **In S4**, the lowest attainting 20% cohort sits above the VC in 2024 and learner’s complimentary tariff points outperform the VC in 4 out of the last 5 years. We have taken a more targeted approach to improve the attendance, attainment and achievement through the work of our HUB and this is having a positive impact on the attainment and achievement of our young people. Our middle attaining 60% consistently perform strongly and outperform our VC year on year. Targeted mentoring, supported study and targeted interventions continues to have a positive impact on the attainment of these young people. Our highest attaining 20% consistently sits in line with or marginally below our VC over the last 5 years. This remains an area for improvement. Continuing to target our highest attaining cohort through mentoring and supported study to further improve our A/B pass rate along with providing further challenge at level 5 will be a focus for departments this session. * **In S5, based on S4 cohort**, learners within our lowest attaining 20% outperforms our VC in 2024. The middle attaining 60% and highest attaining 20% sits consistently above the VC year on year. * **In S6, based on S4 cohort,** learners within our lowest, middle and highest attainment groups perform strongly and continue to outperform our VC year on year.   **Breadth and Depth**   * **In S4**, (based on All SCQF Awards), 5 or more qualifications at level 1 to 4 sits in line or slightly below the VC in 2024 showing a marginal decline from 2023. An increased number of young people suffering from mental health concerns has impacted upon the breadth of attainment and achievement. Attendance is scrutinised and a range of partner agencies are used to support young people unable to attend. At level 5, those young people attaining 1-5 or more continually outperform the VC year on year. At 6 or more at level 5 we outperform our VC in 2024 which is an improving picture from previous years. **By S5, (based on All SCQF Awards),** In 2024 attainment at 1-5 or more qualifications at level 4 and 5 sits above the VC. At level 6, 1-4 or more sits above the VC with 5 at level 6 falling below the VC. **By S6, (based on All SCQF Awards**), young people attaining 1 or more to 7 or more awards at SCQF level 6 sits above the VC year on year. * Level 7 attainment at 1 and 2 or more shows a positive trend however 1 or more falls marginally below the VC in 2024. Attainment across SCQF levels 1-5 often sit below the VC and is an area for improvement. We continue to improve pathways for young people moving from S4 to S5 and seek to increase attainment in S4 providing a stronger platform for young people to sit 5 Highers in S5.   **Attainment V Deprivation**   * **In S4**, our 2024 data shows that we have outperformed both VC in deciles 1-3, 5 and 7-10 and fall marginally below for decile 6. There are positive trends across all deciles with young people attaining more tariff points in each decile compared to the virtual comparator in 3 out of the last 5 years. * **In S5 (based on S4 cohort)**, in 2024 we have outperformed our VC in most deciles and fallen marginally behind in deciles 2, 4, 7 and 10. There is a positive trend across all deciles over the last 5 years. * **In S6 (based on S4 cohort)**, in 2024 we have outperformed our VC in all but deciles 3, 8 and 10. Trends however remain positive across the last 5 years   Positive **Destinations**   * The sustained positive destination figure, for the last 2 years, outperforms our VC, Inverclyde, The West Partnership and The National Establishment. We work in close partnership with SDS/DYW coordinators to ensure that we identify, at an early stage, those at risk of a negative destination and to secure destinations for those that have left.     **Key Priorities:**   * Continue to devise interventions to raise attainment in numeracy, particularly at SCQF level 6 * Devise strategies to continue to challenge our top 20% in S4 * Devise strategies to increase the breadth of achievement of our lowest 20% of leavers in S4 and S5 |

**National Improvement Framework Quality Indicators**

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| **1.3 Leadership of change**  **Very Good** |
| **Key Strengths:**   * Our continued focus on staff development is building leadership capacity at levels. Aspiring PT Curriculum & Guidance CLPL along with our staff leadership programmes and class teacher sessions continue to empower staff at all levels and help drive positive outcomes for young people. * All staff engage effectively in Professional Review and Development, associated Career Long Professional Learning and with the GTCS standards. All teaching staff undertake a form of practitioners enquiry linked to the school improvement plan further developing their pedagogy improving our approaches to learning, teaching and assessment. * Departmental reviews have been introduced to provide further support and challenge to departments. Staff engaged in the process further develop their knowledge and skills providing young people with improved learning & teaching approaches. Good practice is identified and shared along with recommendations on ways to further improve the learning experience for our young people. * Self-evaluation processes ensure that staff are familiar with whole school Insight data and departmental performance pertaining to specific cohorts, groups and individuals. This is further enhanced by both the Senior School and BGE tracking spreadsheets which allow analysis of particular groups to ensure that support is targeted. These continue to be developed to allow early interventions to support students. * Young people are involved in leading school change and improvement. Examples include focus groups, improvement group involvement and our Young Leaders of Learning group. In addition, learners have been involved in evaluating the quality of learning and teaching across departments. All of these contribute towards improvements for the school. There is both a junior leadership team comprising S3 students and a Senior Leadership team made up of S6 students. A revised approach to empowering pupils is resulting in improved capacity for affecting change and school improvement. * Our Pupil Equity Fund (PEF) steering group lead and implement improvement and change enabling all staff to plan appropriate interventions for learners and remove barriers to attainment and achievement. There is a regular calendar of parental workshops to empower parents/carers with the knowledge and confidence to support their child’s learning. An achievement zone was created to allow students extra access to staff to support them in their learning improving their engagement, achievement and attainment.   **Key Priorities:**   * Further develop and build leadership capacity through the CA staff and pupil leadership programme. * Continue to embed our revised learning, teaching and assessment policy including the agreed features of an effective lesson. * Continue to look outwards for innovative practice . * Continue to revisit our curriculum structure and learning pathways to improve attainment, achievement and positive outcomes for our learners. |

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| **2.3 Learning, teaching and assessment**  **Very Good** |
| **Key Strengths:**   * All departments employ the use of moderation planning sheets to ensure high quality learning and teaching with moderation taking place ensuring the quality of learning and teaching of Literacy, Numeracy and Health and Wellbeing across the learning experiences. The Rights of the Child, school values and High Order Thinking Skills are captured within the planning documents. The planning includes references to the Assessment roadmaps where learners, parents and carers are able to see where each child is in their learning. These roadmaps are regularly reviewed to ensure the data gleaned from tracking periods realistically reflects upon the progress outlined in the roadmaps. * Our teaching is underpinned by our shared school vision and values. Teachers employ a wide range of learning environments and creative teaching approaches. The increasing use of outdoor spaces and alternatives to classroom learning have ensured student engagement and motivation. * Regular sharing best practice events have showcased mathematic common methodology, the application of digital technology, quality questioning, HOTS, study skills employed in the classroom. We continue to support both learners and teachers through ongoing opportunities. The rolling inhouse CLPL programme for staff and the study skills programme for learners allows the teaching and learning experiences to remain up-to-date and valid across the school. * All improvement strategies for learning and teaching are carried out with the learner at the centre. Departments use subject specific ambassadors to provide support in class and a link form the Senior Phase to those in the Broad General Education. Peer tutoring and mentoring have been more formalised and included as an intervention to raise attainment and to address differentiation within the classroom. * We observe learners closely through our tracking and monitoring systems and this informs future planning for effective learning and teaching. Tracking data is collected at key points in the year. It is analysed and shared with staff. Principal Teachers discuss this data with the head teacher, further informing best practice and areas for development. * Assessment is integral to our planning of learning and teaching. Integrated into the planning sheets, staff are increasingly confident at creating an assessment framework that supports learners and informs teachers. * All teachers scrutinise data from a manageable tracking system that allows progress to be monitored across all curricular areas. PTs are proactive in providing information about interventions in place to support individual learners. This includes for those facing additional challenges such as additional support needs, care experienced young people and those from the most impoverished areas of our community   **Key Priorities:**   * Further development of the assessment framework in the BGE ensuring all learners are supported through careful planning and differentiation. * Continue to develop our Pupil Improvement Groups and align more with staff working groups to bring about change and improvement. * Continue to embed the ‘Clydeview Lesson’ ensuring consistency of approach to the delivery of high quality learning and teaching. |

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| **3.1 Ensuring wellbeing, equity and inclusion**  **Very Good** |
| Key Strengths:  School/ELC Nursery class/ASN provision   * Across our school community almost all staff and students have a shared understanding of wellbeing and the importance of wellbeing is continually highlighted through staff training initiatives such as ‘The Promise Award’ ‘Nurturing Approaches’ and ‘Trauma Informed Practice’. As a result young people are improving their attendance, attainment and achievement. * Across the school staff consistently follow procedures in the Positive Relationships Policy and have developed positive relationships with students. The whole school Positive Relationships Policy has been refreshed and places a relationship-based and trauma-responsive approach at the centre of our learning environment. Staff have received CLPL on Restorative Approaches, nurturing classroom practices, reducing the impact of barriers to learning and Trauma-Informed Practice and these areas continue to be a focus of staff training. The initial impact of this is seen through a reduction in referrals. * Staff have high aspirations for all students and students feel valued, knowing that staff want the best for them. Evaluations highlight that students feel they are treated fairly and with respect. They are encouraged to do their best in class but also in extra-curricular activities. The numbers participating in after school and lunch time activities has increased as a result of a promotional event and regular tracking of attendance including targeted groups such as those impacted by poverty, ASN and Care Experienced Young People. * The creation of our support Hub provides targeted support and interventions for young people. As a result we have reduced the number of pedagogical avoiders, increased attendance for some of our most vulnerable young people and raised attainment and achievement for targeted learners. * Staff and students have developed the Bereavement, Change and Loss policy across the authority and have worked closely with students to improve staff responses and practices in this area. All staff have taken part in CLPL. * Student voice is a highly successful area of practice. Young people are active participants in discussions and have the opportunity to shape decision making within the school community. There are a numbers of mechanisms that allow them to take ownership: Broad General Education Learning Review, Year Group Focus groups, Student surveys and Pupil Improvement Working Groups. These are aligned to, and feed into the Staff Improvement Working Groups to take forward priorities in the school improvement plan. * We ensure inclusion and equality leads to improved outcomes for all learners. Most learners are included, engaged and involved in the life of the school. Most young people feel supported to do their best and feel that they are treated with respect and in a fair and just manner. * Effective strategies are in place to support targeted groups such as those young people on the PEF caseload or those young people who are care experienced, these strategies include enhanced targeted support, supported study, mentors, enhanced tracking and monitoring across all curricular areas, enhanced attendance monitoring through small-scale attendance projects, Action for Children Wellbeing Practitioner, Education Psychologist, Barnardo’s, ICOS etc. * Staff promote the values of respect and integrity at all times and students are encouraged to build positive relationships with one another. There are clear practices around bullying as we follow the Inverclyde Bullying policy and make an effort to respond to and resolve situations as quickly as possible, involving all parties and parents/carers. Incidents of bullying are recorded using the SEEMiS system and returns sent to the local authority. Young people have developed their own anti-bullying charter launching this at assemblies and raising awareness across our community that bullying is now part of our school culture. Regular quality assurance of our bullying reports and review, ensures that young people are supported and satisfied with the way in which bullying incidents are dealt with. * Our refreshed Attendance policies and tracking and monitoring procedures ensures that we are working in partnership with our parents and families to maximise attendance at school. This focuses on early intervention and support to try to get to the root cause of the problem and remove barriers to support school attendance.   **Key Priorities:**   * Revisit and update our anti-bullying policy in line with the local authority revised policy. * Continue to embed our trauma informed practice |

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| **3.2 Raising attainment and achievement/Securing children’s progress**  **Very Good** |
| **Key Strengths:**   * Maths and English staff track all skill areas in S1-S3 allowing for a more detailed analysis and subsequent targeted interventions leading to improved attainment. This is leading to improved attainment in literacy and numeracy. * Moderation templates across all curricular areas evidence where literacy and numeracy is delivered as a RoA. * Collaborative working within our improvement teams has further developed staff confidence in delivering and assessing progress in literacy and numeracy as a responsibility of all. * We have developed a programme of effective parental workshops in literacy, numeracy, HWB and study skills in the BGE/SP. These interactive workshops have engaged parents with curriculum content, methodologies in numeracy and the literacy benchmarks to enable them to support their child’s learning and progress. * Increased pathways for learners in Maths and improved approaches in assessing level 4 and 5 numeracy is improving attainment for learners. * Positive trend across levels 4, 5 & 6 are as a result of continued rigour in monitoring and tracking along with targeted interventions and additional provision in lunchtime and after school support which is making a difference to our young people. Targeted interventions and an increased provision through supported study and Easter has further enhanced the support for learners in English. * Attainment data is captured across all curricular areas within S1-S3. In 2024 almost all of our young people achieved level 3 across all subjects. The majority of young people are either working at level 4 or have achieved level 4 by the end of S3. * All curricular areas are working with the Clydeview Academy skills framework further strengthening staff and pupil knowledge and understanding of our key skills for life, learning and work. As a result, all learners are provided with greater opportunities to develop and reflect upon their skills. All S3 learners create a personal skills profile allowing them to reflect and talk about their key skills. * We recognise and celebrate success effectively through day-to-day praise, award ceremonies and putting candidates forward for local, regional and national recognition. Each term the school surveys parents, staff, pupils and local clubs to capture and subsequently recognise the wide range of achievements of our young people. This allows us to track and celebrate successes along with targeting those young people not engaged in any wider participation activity. * Young people help to shape the school improvement priorities through the newly established Pupil Improvement Working Groups. These groups work alongside staff working groups to help shape the actions we take as a community to address our priorities.   **Key Priorities:**   * Continue to devise interventions to raise attainment in numeracy, particularly at SCQF level 6 * Devise strategies to continue to challenge our top 20% in S4 * Devise strategies to increase the breadth of achievement of our lowest 20% of leavers in S4 and S5 |

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| **Key Achievements of the Establishment** |
| * We were awarded the Gold Rights Respecting School Award this session thanks to the work our community do to promote and uphold children’s rights. Our journey through the process has built a stronger understanding of our role as duty bearers, resulted in the development of opportunities for young people to understand their role as a duty holder, and brought about greater engagement across the school. * We devised and delivered the Clydeview Leadership Academy where young people and staff delivered a values based leadership programme to their peers on a residential experience at Benmore. Student leaders have further developed their role and confidence as leadership facilitators with participants growing in their understanding of their values and how we can use these to benefit our school community. * Our commitment to care experienced young people has led to the school achieving The Promise Award. Staff training has taken place further embedding our approaches to supporting our care experienced young people and as a result, we have developed bespoke curriculum arrangements and delivered wider achievement awards improving attainment and achievement for our young people. * We have been awarded the Gold Sports Scotland Award thanks to the opportunities we provide young people. We have increased numbers participating in leading a healthier lifestyle but also facilitated training and coaching certificates to senior students empowering these leaders to deliver activities to the benefit of our school community. As a result, we have increased participation in extracurricular activities and further developed the leadership skills of our senior students. * We continue to develop our partnerships with local business and successfully had seven students graduate from their second year of the Digital Futures Academy with employer DXC Technology. This opportunity further improves our young people’s technical skills along with their knowledge of career pathways and further develops their interpersonal skills. We have also formed a partnership with the Bowfield country club and hotel to help develop pupils' employability skills and career pathways. * In January 2025, we officially received the prestigious Silver SCQF Award. This achievement is the result of hard work, dedication, and a shared effort from our entire school community. Work of SCQF Ambassadors at parents' evenings, subject fayres and information events along with staff developing and delivering new courses on offer at Clydeview has improved the attainment and achievement of many young people. * Our Young Enterprise team continue to develop their entrepreneurial skills and took part in the Christmas Trade Fair Competition at Braehead Shopping Centre. They won the ‘Best Banter’ Award for Inverclyde region. * We were awarded the UK Parliament Ambassadors Gold Accreditation thanks to the work we do across the school in promoting pupil voice particularly within their communities. The impact of this work has encouraged greater participation in pupil voice initiatives helping drive forward change within the school and beyond. * Our Hospitality, Barista and Skills for Work courses have provided opportunities for our young people to gain real life experiences of catering and organising a range of events throughout the year. This has built their skills and confidence improving their engagement and achievement across the school. The group have developed their employability and teamwork skills by delivering; 2 course ala carte menu, valentines theme set menu, Italian restaurant, breakie at break time, spud lunches and coffee mornings. Young people have successfully completed the Food Standards Scotland Allergy training and received an industry recognized certificate alongside their REHIS elementary food hygiene qualification. * We have developed an outdoor learning area which will enhance the range of courses we can deliver to better meet the needs of our young people. |

[](https://blogs.glowscotland.org.uk/in/cydeviewacademyinverclyde/extra-curricular-activities/cropped-clydeview-academy-bade-jpg/)

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