

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.

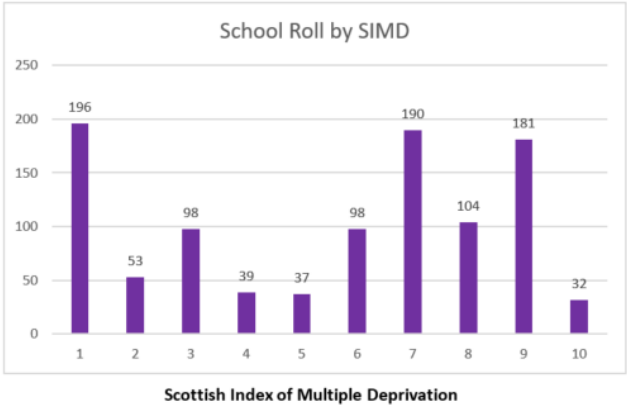
Clydeview Academy is associated with Ardgowan PS, Gourock PS and Moorfoot PS which incorporates Garvel School for the deaf. We provide for pupils of all levels of attainment and also caters for pupils with various degrees of hearing impairment, who are taught in mainstream classes supported by specialist teachers of the deaf. From August 2025 we also have a specialist ASN provision within the school.

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

The roll in September 2025 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.

Our Profile

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Inspiring Learning, Creating Opportunity & Thriving Together

Our Vision, Values & Aims

Our vision is: Inspiring Learning, Creating Opportunity and Thriving 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 community contributes to our caring ethos and seeks to **make a difference** to the lives of everyone, preparing all young people for the future.

Establishment priority 1

NIF Priority

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.

HGIOS

- 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):

Outcome:

1. By May 2026, the overall number of referrals in the S3 will decrease from S2 baseline of 94
2. By May 2026, the number of referrals for disruptive behaviour in S3 will decrease from S2 baseline of 48
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

PEF used to support closing the gap: [This may differ from your planned spend. Delete if no PEF spend]

Be-inn Unity £18,000

Progress and impact of outcomes for learners:

(Please ensure you have explicitly indicated how your PEF spend impacted on the outcome)

Outcome	Progress and Impact
1.	Referrals for the current S3 cohort reduced significantly from the S2 baseline of 94 to 39 by May 2026, demonstrating the positive impact of the consistent embedding of the Relationships Policy, trauma-informed practices, and nurture principles, within each classroom creating safe and supportive learning environments.
2.	By May 2026, referrals for disruptive behaviour in the current S3 cohort reduced significantly from the S2 baseline of 48 to 19, reflecting improved learner engagement, stronger relationships, and the positive impact of consistent approaches to behaviour, nurture and trauma-informed practice across the school.
3.	During the 2025/26 school session staff and students evaluated the existing system for merits and alerts. Changes will be launched in August 2026 and a measurement of learner impact taken in May 2027.
4.	Relationships between bereaved pupils and key staff, (usually PTs Guidance) are a clear strength, with most pupils reporting that they feel supported and listened to. The introduction of a pupil group has begun to strengthen participation and peer support.
5.	By May 2026, overall attendance decreased slightly from 91.1% to 90.48%, reflecting the ongoing national challenge around school attendance. Despite this, attendance in S5 remained strong at 91.74%, with non-FME attendance across all years at 92.17%. The slight decrease reflects broader national trends included high levels of illness-related absence and an increased complexity of wellbeing needs for a growing number of young people.
6.	A targeted attendance intervention was implemented with a group of 12 learners identified as being at risk of poor attendance. The intervention had a positive impact overall, with average attendance increasing from 72.8% in 2024–25 to 77.8% by the final

	tracking point in 2025–26, representing an average improvement of 5 percentage points across the cohort. Eight of the twelve learners improved their attendance compared with the previous session, with several demonstrating significant gains. Notable improvements included individual increases of 16, 27, 9 and 7 percentage points. As a result, a number of learners moved closer to levels of attendance more likely to support positive attainment and engagement in learning. While four learners did not improve on their previous year's attendance, the overall trend across the cohort was positive and suggests that targeted monitoring, relationship-based support and regular attendance tracking can have a meaningful impact on engagement for learners facing barriers to attendance.
7.	By August 2026, 1 of 4 S4 CEYP leavers achieved at least one Level 5 qualification. Although the target was not fully achieved, the evidence highlights clear evidence of success for young people who sustained engagement with school. All young people who maintained a full-time timetable at Clydeview Academy attained a Level 5 qualification, demonstrating the positive contribution of consistent access to learning, appropriate support and personalised approaches. One young person achieved a suite of Level 4 qualifications and has progressed to a positive destination, demonstrating successful achievement and progression relative to their individual pathway. For the young people who did not attain Level 5, their attainment was adversely affected by low levels of attendance and, in some cases, non-engagement with school. This significantly limited their access to teaching, learning and assessment opportunities.
8.	By August 2026, 2 of the 5 S5/6 CEYP leavers (40%) achieved at least one Level 6 qualification. The evidence demonstrates significant positive impact for those young people who engaged consistently with a sustained Senior Phase programme, with one young person achieving 7 Level 6 qualifications and another achieving 3 Level 6 qualifications and a Level 7 qualification. Both have progressed to university education, demonstrating strong attainment, achievement and successful progression to positive destinations. Although the outcome was not fully achieved, the attainment data should be considered alongside the individual pathways followed by the young people. Two of the three young people followed flexible pathways involving significantly reduced periods of school-based study. This reduced their opportunities to access, complete and be assessed for Level 6 qualifications. Both successfully completed the courses they had undertaken and have progressed to the next level of study demonstrating that our flexible and personalised approaches are supporting young people to access appropriate pathways and positive destinations. All S5/6 CEYP leavers progressed to positive destinations, confirming effective support for transition and progression and a strong focus on individualised outcomes.
9.	Across this session overall attendance for CEYP decreased slightly to 87%; however, there were notable strengths within the data. Young people who are <i>looked after away from home</i> achieved attendance of 93.12%. 54% of CEYP surpassed the agreed 89.1% target and 36% were above the local authority attendance target of 95%, demonstrating the positive impact of targeted support and strengthened relationships for many young people. Many of the young people who have not achieved the attendance target are still engaging

	positively with support mechanisms and continue to make incremental improvement in attendance.
10.	Progress towards this outcome is strong. The introduction of a digital tracking and evidence-gathering system has enabled learners to record and reflect on their engagement with global issues across curricular areas. Learners are increasingly able to identify connections between their learning and real-world challenges, including sustainability, equality, climate action and responsible consumption.
11.	This outcome has been successfully achieved. Through planned interdisciplinary and curricular learning experiences, all S1 learners have engaged with five of the fifteen Sustainable Development Goals that contribute towards completion of the Global Citizen Award by the end of S3. The digital tracking system has provided a clear mechanism for learners to upload and celebrate evidence of their participation and achievement. The tracking system has increased learner ownership of progress and has enhanced opportunities for reflection on learning.
12.	While no senior phase learners achieved a formal wider achievement award during this session, significant progress has been made in establishing sustainable pathways for future accreditation. A group of S3 learners has engaged regularly in the creation and development of the school orchard and garden areas. Through these outdoor learning experiences, learners have developed practical horticultural skills, teamwork, responsibility and environmental stewardship.
13.	Most young people are confident in the procedures for reporting bullying and know how to access support through established pastoral structures. Positive relationships with Guidance staff contribute to learners feeling listened to and supported when concerns arise. Through consultation with pupils and parents/carers, the school has identified opportunities to strengthen reporting processes. Our revised Anti-Bullying Policy will be launched in August 2026, introducing a QR code reporting system to provide a more accessible and discreet route for reporting concerns. This improvement demonstrates the school's commitment to responding to stakeholder feedback, increasing pupil confidence in reporting, and ensuring that all young people can access support promptly and effectively.
14.	Progress towards this outcome is ongoing, with a range of preventative and awareness-raising approaches now embedded across the school. Young people continue to participate in the Mentors in Violence Prevention (MVP) programme, developing their understanding of gender-based violence and the role of bystanders in challenging harmful attitudes and behaviours. Learning about gender-based violence is reinforced through the Personal and Social Education (PSE) curriculum, ensuring that pupils engage in age-appropriate discussions around respectful relationships, consent and equality. Staff capacity has been strengthened through participation in the Equally Safe at School programme, with 92 members of staff undertaking professional learning and 85 completing a baseline survey to inform future development. While these actions provide a strong foundation for improvement, the school recognises that further evaluation is required to measure their impact on young people's experiences, perceptions of safety and respect, and the reporting of gender-based violence over time.
15.	By May 2026, this outcome has been successfully achieved, with almost all learners in S1 engaging in planned project-based learning experiences across identified curricular areas. Departments have worked collaboratively to design learning opportunities that promote enquiry, creativity, collaboration and problem solving, ensuring young people are developing important transferable skills across their learning. Baseline evidence gathered throughout the session has demonstrated strong learner engagement and increasing confidence in applying key skills in different contexts. This work has strengthened

	interdisciplinary approaches to learning and provided a strong foundation for further development of skills-based learning across the Broad General Education.
16.	Progress towards this outcome is underway, with a clear focus on strengthening practice within collaborative and enhanced collaborative pathways. Key members of the Senior Leadership Team have undertaken Signs of Safety training, supporting a shift towards more consistent, strength-based approaches to assessment and intervention. In partnership with Social Work colleagues, school staff are beginning to implement these new approaches, with early work focusing on improving the quality and consistency of risk assessments for young people. The impact will be recorded through JST quality assurance procedures and will be reported on in May 2027.

Next steps

Outcome	Next Steps
3.	Launch refreshed merit and alert categories with staff and students and evaluate impact in May 2027.
4.	The next stage of improvement is to embed therapeutic approaches more consistently, further develop meaningful pupil voice, and work in partnership with external agencies to broaden support networks and improve outcomes for young people.
7.	In 2026-27 we ensure that flexible and personalised pathways are sufficiently robust to maintain engagement and maximise accreditation opportunities. Continued early intervention, close monitoring of attendance and regular review of individual pathways will be important in improving outcomes for CEYP.
8.	Going forward, there is scope to further strengthen the tracking and evaluation of CEYP pathways, ensuring that flexible provision continues to maximise opportunities for accreditation at Level 6, where appropriate, while maintaining a strong focus on individual circumstances, engagement and positive post-school destinations.
11.	In preparation for the 2028 evaluation, clear processes will be established to track and evidence the long-term impact of the award on learners' skills, attitudes and engagement. This will include gathering pupil voice, staff reflections and evidence of application across learning contexts. The 2028 evaluation will provide a structured opportunity to assess the sustained impact of the award and inform future development.
13.	By December 2026, evaluate the impact of the revised Anti-Bullying Policy and QR code reporting system through learner, parent/carers and staff feedback. This evaluation will measure improvements in awareness of reporting procedures, understanding of how bullying incidents are investigated and resolved, and confidence that concerns are addressed effectively. Findings will inform any further refinements to policy and practice, ensuring that reporting processes remain accessible, transparent and responsive to the needs of the school community.
14.	To strengthen work on gender-based violence and equality, the school will address identified areas for development with staff to ensure consistency of practice, confidence, and capacity in delivering preventative and responsive approaches. A whole-school student survey will be undertaken to establish a clearer baseline of learner perceptions and experiences, and to inform future planning and evaluation. Through the Equalities pupil working group we will embed meaningful pupil voice in the design and implementation of initiatives across the school community, ensuring that young people are active contributors to change. Outcomes and emerging priorities will be

	systematically reflected within the Equalities Policy to ensure coherence and alignment across all improvement priorities.
16.	The roll-out of training is ongoing and will continue over the next phase of improvement, with a focus on embedding shared understanding and practice across relevant staff groups (SLT and PTs Pupil Support - Guidance). It is anticipated that this will lead to more proportionate responses, clearer decision-making, and a reduction in requests for assistance resulting in no further action. Further evaluation will be required to evidence the impact of these changes on outcomes for young people, particularly in relation to the clarity and effectiveness of risk assessments.

Establishment priority 2

NIF Priority

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.

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):

Outcome:

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:

3. 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:

4. 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:

5. **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:

6. **By August 2026, all targeted S4 leavers** living in SIMD 1–2 will have achieved **SCQF Level 4 in Numeracy (or Mathematics) and Literacy**.
7. **By August 2026, all targeted S5 leavers** living in SIMD 1–2 will have achieved **SCQF Level 5 in Numeracy (or Mathematics) and Literacy**.
8. **By August 2026, all targeted S6 leavers** living in SIMD 1–2 will have achieved **SCQF Level 6 in Literacy**.

9. 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

10. 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.
11. 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

PEF used to support closing the gap: [This may differ from your planned spend. Delete if no PEF spend]

PEF DHT £13000

PT Supporting Student Achievement £3000

PT Guidance Backfill £6000

Be-inn Unity - £18000

Ocean Youth Trust £3000

Leadership Academy £12000

Progress and impact of outcomes for learners:

(Please ensure you have explicitly indicated how your PEF spend impacted on the outcome)

Outcome	Progress and Impact
1.	Across departments, there is clear and developing evidence that responsive and adaptive teaching is improving the learning experience for the majority learners. The majority of staff now use formative assessment, effective questioning and in-the-moment adjustments confidently to meet learners' needs, and practice is strongest where teachers routinely check understanding, address misconceptions promptly and adapt explanations, tasks and pace in response to learner feedback and assessment evidence. As a result, an increasing number of learners are benefitting from teaching that is better matched to their needs and supports engagement, progress and confidence across curricular areas.
2.	Across departments, there is clear evidence that improved differentiation is beginning to have a positive impact on learners' experiences and outcomes. Learners in both the highest and lowest attaining 20% are increasingly benefiting from more carefully tailored support and challenge, with staff using tracking information more consistently to identify needs and respond through targeted teaching approaches. For learners requiring additional support, adapted resources, scaffolding, and increased access to one-to-one support are helping to build confidence, improve engagement, and increase completion of tasks. This is evidenced through improved quality of work, stronger portfolios, and increased participation in learning activities. For higher-attaining learners, access to extension tasks and independent learning opportunities is enabling greater depth of understanding and progression beyond core expectations, supporting increased challenge and aspiration. Learner feedback indicates that most pupils experience appropriate differentiation in lessons, with high levels of satisfaction reported across Senior Phase subjects. Where this practice is strongest, learners report clearer understanding of expectations and greater confidence in progressing their learning. (Analysis to be undertaken upon the release of Insight data)

3.	Analysis of S3 attainment data shows that 33 out of 40 SIMD 1–2 learners (82.5%) achieved Fourth Level in at least one core area of Literacy or Numeracy, exceeding the target of 70%. This represents strong progress and indicates that most learners within this cohort are successfully accessing learning at the expected level by the end of the Broad General Education.
4.	The Bothy initiative provided trauma-informed, attachment-focused support for some of the school's most vulnerable young people, including care-experienced learners, young carers and those experiencing social, emotional and mental health challenges. Across eight intervention groups, 43 young people participated in 272 sessions, achieving an average attendance rate of 95%. Participants demonstrated a substantial increase in connectedness scores, rising from an average of 46% at entry to 78% at exit, representing a 32-percentage-point improvement. These findings indicate significant improvements in engagement, belonging, resilience and learners' capacity to access support. Particularly strong outcomes were evident for care-experienced young people participating in the Cuppa and Catch-up programme, which achieved a 98% attendance rate and saw connectedness scores increase from 42% to 85%. Similar improvements were evident across all Bothy interventions, demonstrating the effectiveness of relational and trauma-informed approaches in supporting vulnerable learners.
5.	Tracking of parental engagement throughout session 2025–26 has enabled the school to identify families who have not engaged with key opportunities to support their child's learning. Analysis identified 224 learners whose parents/carers had no recorded attendance at parent evenings, information evenings, careers events or planned meetings. Of these learners, 92 (41%) were from SIMD 1-2. This highlights an ongoing challenge in securing meaningful engagement from some of our most disadvantaged families and suggests that universal approaches to parental engagement are not yet reaching all groups equitably. While attendance at parents' nights remains strong overall across the school, the data indicates that a significant proportion of non-engaged families are those facing greater socio-economic barriers.
6.	This target was largely achieved, with almost all targeted S4 leavers living in SIMD 1–2 attaining SCQF Level 4 in Literacy and Numeracy (or Mathematics) by June 2026. One young person did not achieve SCQF Level 4 in one of the required areas; however, they successfully attained SCQF Level 3.
7.	This target was fully achieved, with 100% of targeted S5 leavers living in SIMD 1–2 attaining SCQF Level 5 in both Literacy and Numeracy (or Mathematics) by August 2026. This represents a highly positive outcome and demonstrates sustained progress in closing the attainment gap for young people impacted by socio-economic disadvantage.
8.	34 of 35 targeted S6 leavers living in SIMD 1–2 attaining SCQF Level 6 in Literacy by August 2026. This represents 97% of the targeted cohort and demonstrates very strong performance in supporting young people affected by socio-economic disadvantage to achieve higher-level qualifications.
9.	SCQF levels 6 tbc as per August results
10.	Initial data shows learners who engaged in leadership working groups, activities, training and wider leadership experiences demonstrated increased confidence, motivation and leadership skills. Through participation, young people developed stronger communication, teamwork and problem-solving abilities and were able to take greater ownership of decision-making processes within the school community. Further data still being gathered from Benmore and Ocean Youth Trust evaluations.

11.	The school successfully achieved its target of ensuring proportionate representation of young people from SIMD 1 and 2 backgrounds within leadership opportunities. By May 2026, learners from SIMD 1 and 2 constituted at least 25% of participants across leadership working groups, training programmes, change projects and wider leadership experiences. This outcome was secured through a deliberate and systematic approach to recruitment and participation. Equity considerations were embedded within the planning and formation of all pupil leadership groups, ensuring that representation was monitored and actively considered whenever opportunities were created. Staff used learner data to identify and encourage participation from young people who may previously have been underrepresented in leadership activities.
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Next steps

Outcome	Next Steps
1.	Building on current strengths, the focus will be on further embedding these effective practices more consistently across all classes and stages. There is a clear opportunity to refine and strengthen the explicit use of learning intentions, success criteria, skills and values, ensuring these are consistently shared and understood by learners to support greater clarity and ownership of learning. In addition, continued development of appropriately high levels of challenge for higher-attaining learners will help ensure all young people are fully stretched and supported to achieve their potential.
2.	Variability across courses means that the positive impact of differentiation strategies is not yet fully consistent for all learners. Continued focus on consistency will help ensure that all learners experience the full intended impact of these approaches across all subjects and stages.
5.	This data has provided a clearer evidence base for targeted intervention. In response, the school will prioritise more personalised approaches to engaging identified families, including enhanced outreach, flexible communication methods and targeted support through wellbeing officer. This will support our aim of reducing barriers to participation and strengthening home-school partnerships for those learners most at risk of poorer outcomes.

Establishment priority 3

<u>NIF Priority</u> 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.	<u>HGIOS/ELC QIs</u> 2.6 Transitions 2.7 Partnerships 3.3 Increasing creativity and employability 2.2 Curriculum 2.3 Learning, teaching and assessment <u>UNCRC</u> Article 28: (Right to education):
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3. Inclusive curriculum and assessment for a sustainable future.	Article 12 (Respect for the views of the child):
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Outcome:

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

Progress and impact of outcomes for learners:

(Please ensure you have explicitly indicated how your PEF spend impacted on the outcome)

Outcome	Progress and Impact
1.	The school continues to demonstrate strong performance in positive destinations, with 98.4% of leavers progressing to a positive destination in 2024/25, exceeding both local authority and national averages. This reflects the continued impact of a strategic and targeted approach to Developing the Young Workforce (DYW), learner pathways and wider achievement. Significant progress has been made in strengthening young people's understanding of skills for learning, life and work through the Clydeview Skills Framework, Skills-Based Learning and wider leadership opportunities. The introduction of a bespoke skills profiling system has further supported learners to record, evidence and articulate their skills and achievements, strengthening their readiness for applications, interviews and future pathways. Partnership working with Skills Development Scotland, West College Scotland and a range of external agencies has continued to support learners in making informed post-school decisions. Enhanced learner conversations, pathway planning and wider accreditation opportunities have further strengthened progression routes for young people across the senior phase.
2.	Significant progress has been made in developing learner understanding of skills and employability through the completion of skills profiles by almost all S3 learners. Through the introduction of the bespoke skills profiling system, learners have been supported to identify, record and reflect on their skills across curricular and wider achievement experiences. This work was further strengthened through the S3 Skills Afternoon, where young people engaged in targeted employability activities including CV building, interview preparation

	and practical skills-based tasks. These experiences supported learners to make clearer connections between their skills, personal qualities and future pathways. Learner feedback indicates growing confidence in articulating strengths and understanding how their skills can be applied within application forms, interviews and wider employability contexts. This work has strengthened the school's Developing the Young Workforce (DYW) offer and supports a more coherent progression into the senior phase.
3.	Significant staffing challenges impacted capacity to secure and coordinate relevant work placement opportunities for targeted leavers. The departure of the DYW Coordinator on maternity leave, combined with delays in recruiting a replacement, resulted in reduced capacity to establish employer partnerships and organise placements during much of the reporting period. Despite these challenges, there were examples of highly effective practice where placements were secured. One young person completed a successful placement with The Anchor, leading to further opportunities including mentor training, ASIST (Applied Suicide Intervention Skills Training) accreditation, a Saltire Award for volunteering and involvement in the delivery of Beyond the Pitch. The placement has also opened pathways into a summer internship programme focused on trauma-informed practice, demonstrating the potential of targeted work experience to support positive destinations and skills development. Another young person completed a highly successful placement within an early years setting, which directly contributed to their progression into a full-time college course as a Christmas leaver.
4.	Of the seven SIMD 1–2 learners attending the Wednesday college programme, one learner successfully completed both a work experience placement and the Level 5 Employability Award, while a second completed a work experience placement. Two learners transferred to schools outwith the authority during the session and were therefore no longer within the cohort for tracking purposes. Although the quantitative target was not achieved, the school's response demonstrates a strong commitment to learner-centred planning, wellbeing and equity. Staff worked flexibly with partners to ensure that learners facing significant barriers remained supported through alternative pathways that prioritised health, engagement and positive destinations. This highlights the importance of measuring success not solely through accreditation outcomes, but through the effectiveness of interventions in meeting the needs of vulnerable young people.
5.	Significant progress has been made in establishing a whole-school system for tracking wider achievement and leadership opportunities across S1–S6. A new leadership tracking framework has been developed, mapping a broad range of formal and informal leadership opportunities, accredited programmes and wider achievement pathways available to learners throughout their school journey. This system provides a clear baseline for wider achievement participation and allows the school to track learner engagement over time, including the participation of key groups such as SIMD 1 and 2 learners. It has strengthened the school's capacity to recognise achievement beyond the classroom and supports a more equitable overview of access to leadership and wider achievement opportunities.

	The framework is also supporting learners to build and reflect upon a progressive leadership profile, strengthening links between wider achievement, skills development and positive destinations. This work is contributing to a more coherent whole-school approach to recognising, valuing and evidencing achievement.
6.	Strong progress has been made in strengthening leadership pathways and wider accreditation opportunities for senior pupils. During session 2025–26, senior pupils successfully achieved accredited leadership awards at Level 6, supporting the school's commitment to recognising leadership as a key component of wider achievement. A significant milestone was achieved through Clydeview Academy securing the SCQF Gold Award, recognising the school's sustained commitment to wider accreditation, learner leadership and progressive pathways beyond traditional qualifications. This reflects the strategic work undertaken to embed leadership, volunteering and wider achievement within the learner experience. Leadership opportunities continue to expand across the school, with increasing alignment between leadership roles, accredited awards and the Clydeview Skills Framework. This is strengthening learner profiles, supporting the development of key employability skills and contributing positively to learner confidence and future pathways.

Next steps

Outcome	Next Steps
1.	Further strengthen early identification of learners at risk of not progressing to a positive destination through improved 16+ tracking. Continue to develop wider achievement and leadership pathways to strengthen learner profiles. Embed skills profiling and skills-based reporting more consistently across the school. Further strengthen DYW partnerships and labour market awareness to support informed learner decision-making.
2.	Continue to refine the skills profiling system to ensure consistency and accessibility across all year groups. Strengthen links between skills profiling, learner conversations and subject-based reporting. Further embed skills language across curricular areas to improve learners' ability to articulate skills in different contexts. Extend profiling into the senior phase to support UCAS, college, employment and apprenticeship applications.
3.	The newly appointed coordinator is now becoming established in post and is actively developing the community links, employer networks and local knowledge required to increase the range and relevance of placement opportunities available to young people. As part of our parental consultation activities, families have been invited to identify opportunities for mentoring, workplace visits and work placements within their own employment sectors. Alongside the continued development of employer partnerships through the DYW Coordinator role, this will support a broader and more sustainable network of opportunities for targeted learners in session 2026–27.
5.	Roll out the wider achievement and leadership tracking framework fully across all year groups next session. Strengthen staff ownership and consistency in updating wider achievement records. Use tracking data to monitor equity of access to leadership opportunities. Further align wider achievement tracking with skills profiling, learner conversations and destination planning.

6.	Increase participation in accredited leadership awards across the senior phase to widen access and strengthen equity. Embed the Saltire Award as a core expectation for all S6 leaders to recognise volunteering and leadership contributions. Further strengthen progression routes within leadership awards across SCQF Levels 5– Continue to build on SCQF Gold status by expanding wider achievement opportunities across all year groups.
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Data

Key Strengths:

BGE Literacy Numeracy

- In session 2025-2026, almost all learners achieved third level in literacy with most achieving third level numeracy by the end of S3. Most learners achieved fourth level in literacy, with the majority achieving level 4 in numeracy.
- Achievement of a level remains strong across all subjects with increasing numbers achieving fourth level by the end of S3. Continued moderation and focus on robust tracking procedures continues to ensure that we can target those not on track to achieve their milestones improving outcomes for young people.

Local benchmarking (cohorts)

Literacy & Numeracy

- Our Literacy performance across S4-S6 at levels 5, 6 & 7 is strong and consistently above our Virtual Comparator (VC) year on year.
- Our numeracy attainment continues to build on positive trends outperforming our VC at level 5 & 6. In 2025, learners in S5 significantly outperforms our VC at level 6

Improving Attainment for All

- Improving attainment for all data continues to show positive trends across S4-S6 outperforming our VC at all stages except form our highest attaining 20% in S4. Further bespoke pathways and increasing challenge will seek to address this.

Breadth & Depth (cohorts)

- In S4 achievement at SCQF Levels 3+ & 4+ is stable over time and broadly aligned with both our Virtual Comparator and the national picture. Attainment at level 5 outperforms our VC year on year at 1-6+ qualifications. Overall, S4 learners achieve a secure breadth of qualifications that provides a strong foundation for progression into National 6 courses in S5.
- In S5 achievement at national 5 (1-6+) and national 6 (1-5+) outperforms our VC year on year showing strong levels of progression from S4.
- In S6, learners outperform the VC at Advanced Higher level for both 1 and 2 advanced Highers.

Attainment V Deprivation

- In S4, our 2025 data shows that we have outperformed our VC across most. 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 2025 we have outperformed our VC in almost all deciles falling marginally behind our VC in decile 4. There is a positive trend across all deciles over the last 5 years.
- In S6 (based on S4 cohort), in 2025 we have outperformed our VC in most. Trends remain positive across the last 5 years

National Benchmarking (leavers)

Destinations

- Our positive destination figure sits above all our comparators for session 24/25. The work of our guidance team, SDS, DYW and subject teachers continue to support pathways beyond school.

In Literacy (leavers),

- Literacy results for all leavers, S4-S6 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. There is however a slight dip falling marginally below the VC
- **In Numeracy (leavers),**
- Leaver attainment in numeracy at SCQF level 5 continues to outperform our VC over the last 4 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 2025 as a result of our S6 cohort. We will continue to develop strategies to engage and motivate S6 through targeted support.

Attainment over time - The average complementary tariff score for all leavers:

- In 2025, the average complementary tariff scores for the middle and highest attaining learner’s across S4-S5 outperformers our VC and shows a positive trend over the last 5 years. In S6 the average tariff points fell marginally below our VC for our lowest 20% and middle 60%.

Key Priorities:

- Continue to devise interventions to raise attainment in numeracy
- Devise strategies to continue to improve attainment for leavers

Quality Indicators

1.3 Leadership of Change Very Good
Key Strengths: • Our CA leadership academy residential experience is built around the school values and provides a values-based leadership experience for young people and staff. The programme, led by pupils and staff was delivered in June 2026 positively impacting upon all those participating. Feedback indicates that both staff and pupil leaders, along with staff and pupil participants, have built their confidence and leadership capacity empowering them to become agents of change within our community and devise projects that will benefit our school. • Our staff residential values-based leadership experience was delivered in May over 2 nights and 3 days. The experience has had a profound effect on those attending strengthening their values-based approaches empowering them to lead aspects of class and whole school experiences to the benefit of our community. • Departmental improvement planning is clearly aligned to the SIP. We have worked collegiately with PTs to review and adapt our approaches to improvement planning to ensure that we continue to focus on meaningful and manageable priorities that will improve outcomes for young people. All departments confidently use the outcomes and measures approach to improvement planning. PTs have been supported with CLPL to ensure that priorities are measured, sense checked and focus on improving outcomes for young people. • Departmental reviews provide opportunities to work collegiately with departments to support their self-evaluation processes. SLT and peer PTs worked with 3 departments across this academic year to identify what is working well and next steps. The final reports produced supports the sharing of good practice across the school and helps shape the departments priorities. • Through the use of the QI machine, departments reflect on challenge statements linked to our improvement priorities. All staff contribute to professional dialogue around the statements and the returns help shape our approaches to sharing good practice and the identification of next steps. • Pupils are involved in leading school change and improvement. Examples include focus groups, improvement groups, our S6 Ambassador programme, our S3 and S6 leadership teams and subject ambassadors. In addition, learners have been involved in evaluating the quality of learning and teaching across all departments. All of these contribute towards improvements for the school. • Our curriculum continues to evolve and adapt to the needs of our learners. Additional subjects introduced this session such as Practical metal Working, Creative Thinking and Project Based

Learning have been successful in improving outcomes for young people. The success of project based learning has resulted in an additional period being introduced next session for our S2 learners.

- We have rigorous approaches to quality assurance (QA). QA calendars outline the expectations for departments and link directly to the improvement priorities set. Evidence is collated on an ongoing basis and this is reviewed throughout the year with the HT, link SLT and PTs. The whole school QA calendar links directly to our school improvement plan allowing us to sense check our progress and gather the necessary data to measure our progress towards identified priorities.

Key Priorities:

- Continue to further embed our vision, values and aims to improve outcomes for young people.
- Continue to develop our values-based leadership programmes and evaluate impact on our school community.
- Continue to develop our wider curriculum offer through the HUB and partners.
- Continue to engage in CIC work.
- Implement, monitor and evaluate the revised approach to improvement planning.

2.3 Learning, teaching and assessment

Very Good

Key Strengths:

- Relationships and classroom ethos remain a significant strength across Clydeview Academy, with departmental reviews consistently identifying calm, purposeful learning environments where young people feel supported, respected and increasingly engaged in their learning.
- The quality of teaching across the school is increasingly consistent, supported by the implementation of the Clydeview Lesson framework, clear use of Learning Intentions and Success Criteria, strong classroom routines and growing confidence in differentiated learning approaches.
- Departments demonstrate increasingly robust approaches to assessment, planning, tracking and monitoring, with high-quality assessment calendars, learner progress roadmaps and effective use of attainment data allowing staff to identify learners requiring support and implement timely interventions.
- Whole-school improvement activity has strengthened curriculum coherence through the embedding of the Clydeview Skills Framework, learner conversations, skills-based reporting and increasing alignment between curriculum planning, assessment and wider learning experiences linked to Learning for Sustainability and the Sustainable Development Goals.
- Departmental lesson observations are carried out twice a year with all members of staff involved. Evidence from observations are collated and support departments in identifying what is working well and next steps.

Key Priorities:

- Continue to strengthen learner agency by increasing opportunities for young people to take greater ownership of their learning through improved learner conversations, self-assessment, co-construction of learning and greater involvement in evaluating their progress.
- Improve consistency in formative assessment and feedback practices across departments, ensuring all learners receive clear, specific and high-quality feedback which supports understanding of progress and next steps in learning.
- Further develop high-quality pedagogy by increasing consistency in effective plenaries, higher-order questioning, differentiation and responsive teaching strategies to ensure all learners experience appropriately challenging learning opportunities.
- Implement the whole-school Literacy and Numeracy Across Learning Assessment Plan to ensure a consistent and robust approach to assessing learners' literacy and numeracy skills across all curricular areas. This will strengthen teachers' confidence in making professional judgements,

provide a broader range of assessment evidence, and support earlier identification of learners requiring additional challenge or intervention.

- Build greater consistency in embedding whole-school priorities within classroom practice, ensuring stronger and more explicit connections between daily learning experiences, the Clydevew Skills Framework, school values and global citizenship themes including the UN Sustainable Development Goals.

3.1 Ensuring wellbeing, equity and inclusion

Very Good

Key Strengths:

Wellbeing

- The school has established a highly inclusive, relationship-centered culture, where almost all staff and learners demonstrate a shared and well-developed understanding of wellbeing.
- Staff consistently apply trauma-informed, nurturing and restorative approaches, resulting in a calm, respectful learning environment and measurable reductions in negative behaviour incidents.
- Learners benefit from strong, trusting relationships with staff, and are known as individuals, contributing to high levels of engagement and readiness to learn.
- Highly effective pastoral systems, including GIRFEC-aligned interventions and Team Around the Child planning, ensure timely, well-coordinated and impactful support.
- The school provides innovative and flexible provision (e.g. support hub), leading to successful re-engagement of previously disengaged learners and improved attainment opportunities.
- Pupil voice is a significant strength, with learners actively shaping school improvement through well-established, meaningful consultation and leadership opportunities.
- The school has achieved Gold UNCRC accreditation, evidencing that children's rights are embedded effectively in ethos, curriculum and practice.

Fulfilment of Statutory Duties

- The school demonstrates robust and systematic compliance with statutory duties, with clear procedures, staff confidence and shared understanding across the community.
- Staff engage in regular, high-quality professional learning to maintain up-to-date knowledge of legislation and safeguarding responsibilities.
- Child protection and safeguarding arrangements are well understood and consistently applied, contributing to a safe and secure environment for learners.
- Attendance remains a key priority and is supported through robust tracking, early intervention and strong partnership working with families. Attendance procedures focus on identifying and addressing barriers at an early stage, with targeted interventions resulting in improved attendance of targeted groups if young people impacted by poverty and contributing to better wellbeing and attainment outcomes.

Equity and Inclusion

- The school has created a highly inclusive ethos, where most learners feel valued, respected and treated fairly, and are supported to achieve their potential.
- There is strong, effective support for targeted groups (including ASN, care-experienced and those affected by poverty), resulting in improved engagement, participation and outcomes.
- Multi-agency partnership working is a key strength, ensuring that learners and families receive holistic, coordinated and impactful support.
- The curriculum provides valuable opportunities to explore equality, diversity and inclusion, enabling learners to challenge discrimination and promote positive relationships.

- Staff make effective use of learner information and support strategies, enabling them to differentiate learning and meet a wide range of needs confidently.
- Equity is embedded within school improvement planning. Pupil Equity Funding has been used strategically to provide targeted interventions for young people affected by poverty, care experienced learners and those requiring additional support. Enhanced tracking and monitoring, supported study, mentoring, attendance projects and partnership working have contributed to improved literacy, numeracy, attendance, attainment and positive destinations for targeted learners, helping to reduce aspects of the poverty-related attainment gap.
- Staff work effectively with a wide range of partners including Action for Children, Be-Inn Unity, Educational Psychology, ICOS, Skills Development Scotland and Developing the Young Workforce to provide coordinated support for learners and families. These partnerships ensure that wellbeing, inclusion and achievement are addressed holistically, particularly for those facing the greatest barriers.
- Most young people participate fully in the life and work of the school, including leadership opportunities, wider achievement activities and extra-curricular programmes. Targeted tracking has increased participation amongst learners affected by poverty, additional support needs and care experience, ensuring equity of opportunity.

Key Priorities:

- Develop targeted outreach support to build relationships with young people experiencing EBSNA to increase engagement and attainment.
- Development of a more systematic, whole-school approach to tracking and analysing wellbeing data, ensuring clear links to interventions and measurable impact.
- There is a need to ensure greater consistency in the understanding and delivery of wellbeing indicators across all curricular areas.
- Opportunities for outdoor learning should be broadened, enabling more learners to benefit from its positive impact on wellbeing.
- Quality assurance processes for child protection and safeguarding recording should be further strengthened to ensure consistency and robustness.
- Full implementation and evaluation of recently developed policies (e.g. anti-bullying, bereavement), with clear evidence of impact on learners.
- Enhanced coherence and progression of equalities education, ensuring clear mapping across the curriculum.
- Processes for tracking and reviewing learner information (e.g. Confidential Register, SEEMiS) should be refined to improve accuracy, accessibility and impact.
- Strengthened planning and target-setting for learners with ASN, ensuring SMART, measurable outcomes linked to wellbeing indicators.
- Greater emphasis is needed on evaluating the impact of targeted interventions and support staffing, ensuring evidence-based improvement.
- Opportunities should be expanded to further empower the voice and participation of key groups, including care-experienced learners and young carers.

3.2 Raising attainment and achievement/Securing children's progress

Very Good

Key Strengths:

- The school continues to demonstrate a strong commitment to reducing the poverty-related attainment gap. All targeted S4 and S5 SIMD 1–2 leavers achieved expected literacy and numeracy qualifications, while almost all S6 SIMD 1–2 learners attained SCQF Level 6 Literacy.
- Most SIMD 1–2 learners achieved Fourth Level by the end of S3 in at least one core area, with the majority achieving Fourth Level across both literacy and numeracy. Targeted mentoring, learner tracking, supported study and partnership working continue to improve outcomes for disadvantaged learners
- Pupil Equity Funding continues to be targeted strategically to address the poverty-related attainment gap through a combination of enhanced tracking, mentoring, supported study, attendance interventions and wellbeing support. This targeted approach has contributed to improved attendance, attainment and achievement for identified learners.
- The work of the Support Hub has been instrumental in supporting young people experiencing barriers to learning. Personalised interventions have reduced pedagogical avoidance, improved attendance for vulnerable learners and increased engagement with learning, leading to improved attainment and wider achievement.
- Robust tracking and monitoring of PEF learners enables early identification of barriers and timely intervention. Regular learner conversations and progress reviews ensure support is adapted quickly to meet individual needs.
- Attainment in literacy and numeracy remains strong across the Broad General Education, with S3 attainment continuing to perform well across both measures.
- Departmental review evidence demonstrates increasing consistency in tracking and monitoring processes across curricular areas, supporting earlier identification of learners requiring intervention.
- Roadmaps and learner profiling are becoming increasingly embedded across departments, strengthening learner understanding of progress, next steps and pathways.
- A range of targeted interventions, including supported study, mentoring, Easter School and Achievement Zone, continue to support improved attainment outcomes across the senior phase.
- The Clydeview Skills Framework continues to underpin learning across the school, with increasing opportunities for learners to develop, track and articulate their skills for learning, life and work.
- Skills-Based Learning in S2, S3 Skills Afternoon and wider achievement tracking are strengthening learner engagement and supporting a broader understanding of achievement.
- Positive destination data remains a key strength, with 98.38% of leavers progressing to a positive destination, reflecting the impact of curriculum pathways, DYW partnerships and wider achievement opportunities.
- Departmental self-evaluation demonstrates growing staff confidence in the use of attainment data, moderation and professional dialogue to support continuous improvement.

Key Priorities:

- PEF supported interventions implemented early to reduced poverty related attainment gap in numeracy.
- Continue to strengthen consistency in learner conversations across all curricular areas, particularly within the Broad General Education.
- Further develop moderation practices to ensure confidence and consistency in teacher professional judgement, particularly around achievement of a level.
- Strengthen approaches to stretch and challenge for higher-attaining learners to improve A/B attainment at National 5 and Higher.
- Further embed skills-based reporting and profiling to support learners in recognising and articulating their skills and achievements.

- Continue to refine whole-school tracking systems to ensure earlier intervention and stronger analysis of attainment over time.
- Further develop wider achievement tracking to ensure all learner achievements are recognised, valued and used to support future pathways.
- Develop staff confidence in using AI to support planning, tracking and interventions

Other quality indicators evaluated from 3-year plan (Schools)

HGIOS

2.1 Safeguarding and child protection

Very Good

2.2 Curriculum

Very Good

Key Strengths:

- There is a strong and well-established culture of safeguarding and child protection, underpinned by clear procedures which are consistently implemented across the establishment.
- Leadership of child protection is highly visible, proactive and effective, ensuring strong accountability, clarity of roles, and compliance with statutory guidance.
- Staff demonstrate a high level of professional knowledge, vigilance and confidence in identifying and responding to safeguarding concerns.
- There are robust and secure systems for recording, storing and sharing information, including effective use of SEEMiS pastoral notes, chronologies of significant events, and confidential registers.
- Safeguarding information is widely communicated and easily accessible to staff, pupils, parents/carers and partners, supporting a strong shared understanding of expectations and procedures.
- Partnership working with relevant agencies is well embedded and effective, supporting coordinated responses to children and young people's needs.
- Clear systems for visitor management, site security, and induction processes ensure that safeguarding is prioritised at all entry points to the establishment.
- There is effective monitoring of attendance, exclusions, and CEYP, with evidence of targeted support and improving outcomes for learners.
- Risk assessment processes across curricular, pastoral and health and safety contexts are well developed and routinely applied.
- Staff training in child protection, Child Sexual Exploitation, Child Criminal Exploitation and PREVENT is consistently delivered on an annual basis, supporting a trained and informed workforce.
- There is an increasingly systematic approach to monitoring CP files and chronologies, with clear progress towards embedding this within formal QA calendars, strengthening consistency, oversight (through JST, and quality assurance across safeguarding documentation.
- There is a developing approach to information sharing with pupils and families, with safeguarding messages becoming more routinely embedded within school communications, including newsletters, supporting a stronger shared understanding of child protection and wellbeing procedures.
- The continued development of our curriculum is having a positive impact on outcomes for learners. Additional pathways, coursing and wider achievement opportunities better meet

the needs of our young people. Project based learning, values days and skills electives allows a level of personalisation and choice developing key transferable skills in young people.

Key Priorities:

- Further strengthen consistency and quality assurance of pastoral notes and significant event recording, ensuring full alignment with child protection chronologies and clear evidencing of outcomes.
- Enhance pupil voice and participation in safeguarding and wellbeing education, ensuring learners are more actively involved in shaping approaches to safety and risk awareness.
- Strengthen understanding and consistent application of SEEMiS recording systems, particularly around significant events, thresholds, and appropriate categorisation.
- Further develop evaluation and analysis of safeguarding data and trends, ensuring this is used more systematically to inform strategic planning and improvement.
- Improve consistency in medical, accident and health-related record keeping systems, including double-signing procedures, logging of medication disposal, and accident tracking.
- Embed more robust monitoring of latecoming, and flexible timetable impact, with clearer identification of trends and targeted interventions.
- Strengthen review processes for health management plans, risk assessments, and wellbeing plans, ensuring regular updating and clear accountability.
- Further develop quality assurance of safeguarding practice within PRD processes, ensuring consistent inclusion of child protection responsibilities in professional review and development discussions.
- Continue to broaden our curriculum offer, specifically through the Hub.

Key Achievements of the Establishment

- We were awarded the Gold SCQF Ambassador School award as a result of increasing pathways and securing positive destinations for young people.
- Creation of our online skills tracker further strengthens our approach to the delivery of our skills framework allowing young people to track and evidence the application of skills across the curriculum.
- Our staff leadership residential involved 17 member staff attending our values based experience over 3 days. Designed and delivered by staff and partners the experience has been hugely impactful on those involved further strengthening relationships and a values based approach to our school community.
- A large number of our young people have been successful in a wide range of local and national sporting competitions. Many have led in their respective disciplines at the Scottish Schools Athletics Championships.
- The Clydevue Garden continues to develop and involve many young people in outdoor learning. Working in partnership with Inverclyde Shed and Invergrow the school and community volunteers have planted a heritage orchard and have further plans to plant hedgerows & wildflower around the area. Produce from the garden has been shared with home economics and our school kitchen.
- Several of our young people achieved the platinum music leader award. The award was designed specifically for this group due to the level they had achieved and to recognise the contribution they make to music leadership.

- We have successfully led a number of immersive experiences for young people enhancing their curricular knowledge and understanding as well as building confidence through trips to Paris, New York, London, Jupiter Art land, and the Ocean Youth Trust.
- Our Period Ambassadors led a sharing good practice event for the local authority. The group have successfully shared their approach to supporting period poverty across our community.





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