

Education – Improvement Planning Document – 2026-29

Establishment Name: Clydeview Academy



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

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

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

Our aim for our students is that they will be:

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

Our values:

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.

We are dedicated to becoming the best versions of ourselves

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.
- Our school community encourages **open mindedness**, respecting difference and individuality, creating an environment where every opinion is heard.

Compassion and kindness are at the heart of our school



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.



Reward is earned, not given and is achieved through time and effort



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'.

Creativity exists within each of us and propels our desire to learn

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.



We take pride in being true to ourselves and the spirit of Clydevue



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.

We are strengthened by our connectedness and the Clydevue identity

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. Since August 2025 we also have a specialist ASN provision within the school known as The Cove. In 2026/2027 the Cove will have S1 and S2 students.

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.

Our Profile

Clydeview Academy

Telephone Number: 01475715050

Email: office@clydeviewacademy.inverclyde.sch.uk



3 Year Overview of Establishment Priorities

The improvement priorities for our establishment are noted on the following page. They have been expressed in using the school vision and are underpinned by the National Improvement Framework Priorities.

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

Session 2026-2027 

Session 2027-2028 

Session 2028-2029 

PEF Outcomes (PEF)

Tasks with direct alignment to Departmental/Faculty Improvement **

Overview of rolling three-year plan

	Session 2026-2027	Session 2027-2028	Session 2028-2029
Inspiring Learning Improvements in attainment, particularly in literacy and numeracy Closing the attainment gap between the most and least disadvantaged children and young people	- Learner conversations and high-quality feedback - PDSA – 2.3 Learning and Teaching Focus	Approaches to self and peer assessment	
	Literacy and Numeracy assessment judgements across curricular areas		
		- High quality Learning Intentions and Success Criteria - Plenaries - AI and its use within Learning and Teaching, attainment analysis and intervention planning	
	- Learning and Teaching – pupil led, active learning approaches, collaborative and learner participation - Embed differentiation strategies, high quality 20/60/20 planning and assessment - Curriculum Improvement Cycle - Sustainable Development Goals and Global Citizen Award - Pace and challenge for the highest attaining 20%		
Creating Opportunity Improvement in skills and sustained, positive school-leaver destinations for all young people Closing the attainment gap between the most and least disadvantaged children and young people Placing the human rights and needs of every child and young person at the centre of education	- Wider achievement and participation developed, tracked and celebrated. - Maintain SCQF Gold status - Learners have a clear understanding of the skills framework, can articulate progress and see the real-world links to local business and industry - Raising attainment for S4 and S5 leavers and ensure positive and sustained destinations improve		
Thriving Together 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	Consistent whole-school approach to wellbeing indicators including development of a shared language Launch of and embedding of Anti-bullying policy All staff confidently using data to implement timely, targeted interventions Partnership approaches to reducing barriers to learning linked to health and wellbeing, improving attendance and participation Universal and targeted Parental Engagement Approaches Whole school approach to bereavement, change and loss		
	Development and embedding of an equalities framework which promotes a culture of respect, inclusion and fairness Consistent relationship-based approaches which promote our vision and values Sustained implementation of <i>Keeping the Promise</i> Coordinated and whole school approach to improve attendance and support learners to re-engage and attend regularly Pupil voice is developed to be central to the improvement agenda. Learners actively shape change and decision-making Staff empowered to meet the needs of all learners and ensure inclusive learning experiences		

OUR VISION

Inspiring Learning
Creating Opportunity
and Thriving Together

CLYDEVIEW ACADEMY

SCHOOL IMPROVEMENT PLAN

2026-2029

OUR VALUES

Ambition ★ Respect
Determination ★ Creativity
Integrity ★ Commitment

Our School Improvement Plan (SIP) considers what we want to...

IMPROVE

We want to move something from X to Y by date Z.

We choose measurable projects which are also time bound.

CONSOLIDATE

We have done work here already and want to ensure that this does not fall back.

UNDERSTAND

We do not yet fully understand why something is happening, so we are going to devote energy and time into getting a grasp of what is going on so we are better placed to make an improvement in this area if appropriate.

WHAT WE WILL UNDERSTAND, CONSOLIDATE AND IMPROVE IN 2026-27

WHAT WE WANT TO UNDERSTAND

- 1

The Curriculum Improvement Cycle and how this will impact on curricular planning, assessment and moderation.
- 2

Parental Engagement and how Satchel One can be used as a tool to enhance communication with parents/carers.
- 3

Artificial Intelligence and its uses to enrich Learning and Teaching and Data Analysis.

WHAT WE WANT TO CONSOLIDATE

- 1

Differentiation strategies across all BGE Lessons.
- 2

Use of the Skills Framework and the digital reflection tool.
- 3

The language of the Wellbeing Indicators being used across the whole school including curricular areas.

WHAT WE WANT TO IMPROVE

- 1

The development of high-quality Learner conversations.
- 2

Pupil Voice developed through Pupil Participation Forums such as Pupil Parliament/ Pupil Council.
- 3

Attendance for all year groups and with specific targets for identified groups.

HOW WE WILL DO THIS

Pupil voice at the heart of everything we do

Use PDCA cycles to test, learn and improve

Collaborate across staff, learners, families and partners

Professional learning built on what we need

Regular monitoring, tracking and evaluation

How Good Is Our School (fourth edition) Review Cycle

Whole School Three Year Plan for Self-Evaluation (in addition to 1.3, 2.3, 3.1 and 3.2 annually)		
2026-2027	2027-2028	2028-2029
1.1 Self-evaluation for self-improvement	2.1 Safeguarding and child protection	3.3 Increasing creativity and employability
2.2 Curriculum	1.2 Leadership of learning	1.4 Leadership and management of staff
2.4 Personalised support	2.6 Transitions	2.7 Partnerships
1.5 Management of resources to promote equity	2.5 Family Learning	

Stakeholder's views

How were stakeholders views collected?

- How Good is Our School 4 Quality Indicator self-evaluation scoping papers
- SLT/PT/FH/teacher consultation regarding school improvement planning and departmental planning processes
- PT/FH consultation and evaluation of PDSA across two years and possible improvements
- Staff consultation at collegiate session examining whole school priorities for the three-year plan
- Parent Council updated and consulted on impact of parental engagement and how to improve this key area. Other areas were consulted upon throughout the year.
- Students consulted through assemblies, whole school and departmental questionnaires
- Student focus group feedback.
- Learning observations focused on our features of an effective lesson.
- Evaluations of Departmental Improvement Plans
- Evaluations of School Improvement Working Groups
- Evaluation of Pupil Improvement Groups
- Peer Review – across a number of departmental areas
- PT/SMT Focus Groups

How was PEF spend consulted on?

- Consultation with key stakeholders –
 - young people (pupil focus groups)
 - parents (Parent Council Engagement and Parental surveys)
 - staff (whole school and PT/FH discussions)
 - partners
- Consultation with the local authority and Scottish Attainment Advisor

Plan: Session 2026-29

Priority 1 – Inspiring Learning

All young people experience consistently high-quality, engaging, and appropriately challenging learning experiences in every classroom. (QI 2.3)

Our curriculum rationale ensures coherence, progression and relevance, focusing on equity, learner pathways and the development of skills for learning, life and work. (QI 2.2)

We continually seek to improve attainment and achievement for all by strengthening approaches to tracking, monitoring and targeted support, ensuring equity and closing the attainment gap. (QI 3.2)

Link to NIF Priorities

Improvements in attainment, particularly in literacy and numeracy

Closing the attainment gap between the most and least disadvantaged children and young people

National Improvement Framework Outcomes

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.

3. Inclusive curriculum and assessment for a sustainable future.

[Education - achieving excellence and equity: National Improvement Framework 2025](#)

How Good is Our School/Quality Improvement Framework ELC

2.2 Curriculum

2.3 Learning, teaching and assessment

3.2 Raising attainment and achievement

1.5 Management of resources to promote equity

UNCRC

Article 28: (Right to education):

Article 3 (Best interests of the child):

Values

Ambition

Determination

Creativity

Rationale for change based self-evaluation including data and stakeholder views

- Lesson observations, learning visits and quality assurance activities consistently highlight positive relationships, clear routines and purposeful learning environments where most learners are engaged, motivated and ready to learn. These strong foundations provide an opportunity to enhance learning experiences through increased learner participation, challenge and ownership of learning.
- Pupil focus groups identify active learning, collaboration, discussion and practical learning experiences as key factors that support engagement, confidence and understanding. Learners report that they learn best when they are actively involved in lessons and have opportunities to contribute to their learning.

- Self-evaluation evidence, faculty/departmental reviews and learner voice activities indicate variation in the consistency of highly effective learning and teaching practices across the school. Further work is required to embed pupil-led learning, collaborative approaches, differentiation and appropriate challenge to ensure all learners experience consistently high-quality learning.
- Evidence from learning visits and learner feedback highlights the need to strengthen approaches to feedback, learner conversations, co-construction of success criteria and reflective plenaries. Improving these areas will support learners to better understand their progress, identify next steps and take greater responsibility for their learning.
- Curriculum evaluations and attainment data highlight opportunities to strengthen literacy, numeracy, skills development and digital learning, ensuring learning experiences remain relevant, engaging and aligned with future pathways.

Expected outcomes for learners

Who? By how much? By when? What?

1. By **March 2029** **almost all learners** will experience **lessons that are pupil-led and engaging with a focus on active learning and collaboration**. (Data snapshots in March 2027 and March 2028)
2. **To increase the percentage** of **pupils in S1-S3** experiencing high quality feedback and learner conversations by **June 2027** and improve **learner confidence** regarding how to improve (baselines to be established).
3. By **June 2029** **almost all learners** will experience **a consistent approach to Learning Intentions, Success Criteria and plenaries** in **almost all** lessons. (Data snapshot taken in June 2028)
4. **By June 2028** **almost all learners in S1-S3** will experience **appropriate support and challenge in lessons**. (Data snapshot taken in June 2027)
5. **By June 2029** the **majority** of **senior phase pupils** will benefit from **AI informed data driven individualised interventions** to support progress in learning.
6. **Almost all learners in S3** will have **completed the global citizen award** by **May 2028**. (Data snapshot taken in May 2027)
7. Outcome to be confirmed post results
8. **By June 2028** **S3 ASN learners** will show an **improvement** in **4th level Literacy** and an **improvement** in **4th level Numeracy** (Data snapshot taken in June 2027) Baseline data to be established.
9. **By June 2027** **most S3 SIMD 1-2 and FME learners** will achieve **4th Level** in at least one core area of Literacy or Numeracy and **the majority** **4th Level** across both **core areas**. (PEF)
10. **By June 2027** **most S3 CEYP learners** will achieve **4th Level** in at least one core area of Literacy or Numeracy and the **majority** **4th Level** across both **core areas**.

Measure of Impact: What we will see and where?

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

1. **Pupil Questionnaires** will indicate that **over 90% of learners experience lessons that are pupil-led and engaging with a focus on active learning and collaboration**. A baseline questionnaire will be completed in September 2026 and re-used at key tracking points. Qualitative data collected at **Pupil Focus Groups** will also support the improvements being implemented.

2. **Pupil Questionnaires** will indicate **an increase in the number of young people experiencing high-quality feedback and learner conversations** and **an increased confidence rating regarding steps to improve learning**. Qualitative data collected at **Pupil Focus Groups** will also support the improvements being implemented.
3. **Learning Visit evaluations** will demonstrate an improvement in the consistency and quality of Learning Intentions, Success Criteria and plenaries.
4. **Pupil Questionnaires** and **Pupil Focus Groups** will evidence that learning meets their needs and helps them to make progress. **Learning Visit evaluations** will demonstrate an improvement in differentiation for all ensuring appropriate levels of challenge and support within lessons.
5. Pupils feedback during **Guidance based learner conversations** will demonstrate **increased confidence in target setting** for curricular areas.
6. Pupils will have successfully completed **12 Learning for Sustainability digital badges** creating a **Global Citizen profile**.
7. Tbc
8. **S3 ASN ACEL Data for Literacy and Numeracy** will show 4th level **percentages improve**
9. **S3 SIMD 1-2 and FME learner ACEL Data** will show **most will achieve 4th Level in at least one core area of Literacy or Numeracy** and **the majority 4th Level across both core areas**.
10. **S3 CEYP ACEL Data** will show **most learners achieve 4th Level in at least one core area of Literacy or Numeracy** and **the majority 4th Level across both core areas**.

PEF Spend

Acting DHT PEF - £13,791.50
 PT Student Achievement (additional hours) - £2960.00
 Acting PT Guidance – £12305.12
 Admin - £1500.00

Big Ideas	Tasks to achieve outcome/priority	Timescale	RAG	Those involved/responsible – including partners	Resources, staff development and events
Learning, teaching and assessment are designed to be pupil-led and engaging , with a clear focus on active learning approaches that promote collaboration and	1. Clydeview Learning and Teaching Toolkit (padlet) containing high-impact strategies to improve active learning used across all departments/faculties. Further develop sharing of best practice from strategies identified in the padlet.			Learning and Teaching Group	Every department/faculty represented on the L&T Improvement Group

Big Ideas	Tasks to achieve outcome/priority	Timescale	RAG	Those involved/responsible – including partners	Resources, staff development and events
purposeful learner participation . (Outcome 1, Measure 1)					Sharing best practice event – padlet strategies in action and impact
	2. Deliver CLPL focused on cooperative learning and learner-led approaches such as flipped learning.			Learning and Teaching Group	Sharing best practice event – 2027-2028
	3. Increase opportunities for structured collaborative and learner led approaches within lessons across all curricular areas. **			All curricular teaching staff	
High-quality feedback and learner conversations are a core feature of learning, teaching and assessment, enabling learners to reflect on their progress , set targets and take increasing ownership of their learning . (Outcome 2, Measure 2)	1. Develop a shared understanding of learner conversations and feedback and produce a whole school framework outlining expectations within subjects. Re-visit work completed previously on high quality feedback.			Learning and Teaching Group PTs/FHs Assemblies used to ensure pupil awareness and common language shared	Mapping Calendar – collated by admin staff Sharing best practice event – Proforma exemplars – August 2026 inset
	2. Departments/faculties continue to develop approaches to learner conversations and ensure consistency in practice within subject areas. Learners should be able to articulate their strengths, next steps and progress in learning. **			Departments/Faculties All curricular teaching staff	
	3. Embed consistent approaches to self-assessment and peer-assessment across curricular areas. **			Departments/Faculties All curricular teaching staff	
Develop a consistent approach to LI/SC with a focus on co-construction of	1. Develop Clydeview expectations for high-quality Learning Intentions and Success Criteria.			Learning and Teaching Group	

Big Ideas	Tasks to achieve outcome/priority	Timescale	RAG	Those involved/responsible – including partners	Resources, staff development and events
success criteria with learners, ensuring they clearly understand what success looks like and can apply this to their learning. Strengthen practitioner skill in facilitating high-quality plenaries that consolidate learning, revisit success criteria and support learners to reflect on their progress and next steps. <i>(Outcome 3, Measure 3)</i>	2. Deliver CLPL focused on co-construction and learner ownership of success criteria.			Learning and Teaching Group	
	3. Develop departmental exemplification of effective co-constructed success criteria. **			Departments/Faculties All curricular teaching staff	
	4. Embed consistent plenary activities focused on reflection, progress (link to Success Criteria) and next steps. **			Departments/Faculties All curricular teaching staff	
Through effective 20/60/20 planning we ensure all learners are consistently supported, appropriately challenged and enabled to make strong progress. <i>(Outcome 4, Measure 4)</i>	1. Curricular staff continue to embed effective differentiation approaches. **			All curricular staff	Sharing best practice events Differentiation Support Guide published by the L & T Improvement Group
	2. Develop high quality exemplars of 20/60/20 lesson planning and share best practice at scheduled staff events.			SLT and PTs – identified as part of on-going learning visits	Sharing best practice event – February inset 2028
	3. Ensure all curricular areas identify strategies to challenge the highest attaining learners within planning, ensuring deeper learning activities are provided. **			Departments/Faculties All curricular teaching staff	Update to Planning of Learning, Teaching and Moderation Templates

Big Ideas	Tasks to achieve outcome/priority	Timescale	RAG	Those involved/responsible – including partners	Resources, staff development and events
	4. Ensure 20/60/20 planning is reflected in assessment materials. **			Departments/Faculties All curricular teaching staff	
All departments/faculties apply a PDSA approach to planning and implementing agreed strategies to address the identified area for development in learning, teaching and assessment. <i>Outcome and measure reflected in Departmental Improvement Plans</i>	1. Ensure all departments/faculties identify a QI 2.3 improvement priority based on faculty data and self-evaluation evidence. **			Departments/Faculties All curricular teaching staff	PDSA Resources – Clarify Canvas PDSA Record of Activity – completed individually Sharing best practice event –
Staff demonstrate a high level of confidence and skill in using AI to inform planning, enhance learning experiences and improve the quality of tracking and monitoring , ensuring data-driven interventions support learner progress <i>(Outcome 5, Measure 5)</i>	1. Share practical examples of AI use in lesson planning, differentiation and resource creation.			SLT – R McFadzean Learning and Teaching Group	
	2. Deliver a programme of AI-focused CLPL for all staff.				
	3. Pilot AI-supported approaches to tracking and monitoring.			SLT	
	4. Develop staff confidence in using AI to support attainment analysis and intervention planning.			SLT Learning and Teaching Group	
All staff actively engage with the Curriculum Improvement Cycle, using evidence and	1. All staff engage with the Curriculum Improvement Cycle as and when subject information is released. **			SLT Departments/Faculties	Education Scotland – CIC publications

Big Ideas	Tasks to achieve outcome/priority	Timescale	RAG	Those involved/responsible – including partners	Resources, staff development and events
professional dialogue to design and implement meaningful improvement initiatives that strengthen curriculum coherence, progression and learner outcomes. <i>Outcomes for learners will be included in the year 2 plan when more information becomes available</i>				All curricular teaching staff	
	2. All curricular areas evaluate curriculum rationale, learner pathways and progression in line with CIC publications and ensure timelines for implementation are adhered to. **				
	3. Continue to strengthen curricular links between departments and cluster primary schools and develop a common approach to skill development.			R McFadzean Cluster Primary HTs	Skills Framework
The Sustainable Development Goals are embedded across the curriculum, enabling all learners to demonstrate a secure understanding of their significance and confidently articulate their relevance to current and future global challenges <i>(Outcome 6, Measure 6)</i>	1. Embed sustainability themes within learner leadership and wider achievement opportunities.				
	2. Embed learner profiling opportunities focused on sustainability and global citizenship using the digital badge system. (S1-S3) **			Departments/Faculties All curricular teaching staff	SDG Digital badge profiling tool
	3. Re-visit audit of learning activities linked to SDG in light of the CIC.			Curricular teaching staff	
	4. Evaluate the impact of the Global Citizen Award for learners.			R McFadzean	
All curricular areas provide consistently high levels of challenge, pace and support to ensure the highest achieving 20% of learners attain their full potential.	1. Identify the highest achieving 20% of learners in each curricular area using tracking data and review at each tracking period. Monitor attainment, progress and learner engagement termly through tracking reviews. **			Departments/Faculties All curricular teaching staff	

Big Ideas	Tasks to achieve outcome/priority	Timescale	RAG	Those involved/responsible – including partners	Resources, staff development and events
(Outcome 7, Measure 7)	2. Facilitate department/faculty discussions focused on high-attainment strategies and effective practice. Develop targeted stretch and challenge strategies within learning and teaching. **			Learning and Teaching Group Departments/Faculties All curricular teaching staff	Differentiation Support Guide published by the L & T Improvement Group
	3. Deliver targeted intervention programmes for identified learners.			The Hub Pupil Support Staff SLT	
	4. Engage learners in aspiration and pathway conversations linked to future destinations.			Skills Development Scotland DYW Coordinator PTs Pupil Support SLT	
Through high-quality departmental practice and effective moderation , we improve literacy and numeracy attainment for targeted groups, ensuring accurate assessment judgements support progression, achievement and improved learner outcomes. (Outcomes 8-10, Measures 8-10)	1. Identify relevant Es and Os (Literacy/Numeracy) occurring in courses.			PEF Depute Numeracy – Technical, Science and Accounts Literacy – Social Subjects, Business and Art	Planning of Learning, Teaching and Moderation Templates
	2. Moderation activities across relevant departments to standardise understanding of levels and achievement of a level			PEF Depute Numeracy – Technical, Science and Accounts	

Big Ideas	Tasks to achieve outcome/priority	Timescale	RAG	Those involved/responsible – including partners	Resources, staff development and events
				Literacy – Social Subjects, Business and Art	
	3. Shared spreadsheet developed to record assessment data; accessed by maths teachers to inform Teacher Professional Judgement			PEF Depute	
	4. Moderation activity across all departments to standardise understanding of levels **			Departments/Faculties All curricular staff	
	5. All departments to identify a responsibility of all E and O to support assessment of Literacy or Numeracy **			Departments/Faculties All curricular staff	

Priority 2 – Creating Opportunity

We provide rich and relevant opportunities for all learners to develop creativity, innovation and the employability skills required for success in learning, life and work. (QI 3.3)

We ensure transitions are high quality and effective enabling learners to move confidently between stages and settings, delivering continuity of learning, removing barriers and supporting all learners to progress. (QI 2.6)

We build strong, purposeful partnerships with families, employers and the wider community to enrich learning and promote equity whilst providing all learners with access to wider opportunities that support their achievement and aspirations. (QI 2.7)

Link to NIF Priorities

Improvement in skills and sustained, positive school-leaver destinations for all young people

Closing the attainment gap between the most and least disadvantaged children and young people

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. 4. High achievement and reduced attainment gap for all learners. 3. Inclusive curriculum and assessment for a sustainable future. Education - achieving excellence and equity: National Improvement Framework 2025		
How Good is Our School/Quality Improvement Framework ELC 3.3 Increasing creativity and employability 2.6 Transitions 2.7 Partnerships 2.3 Learning, teaching and assessment 2.4 Personalised support 2.2 Curriculum	UNCRC Article 28: (Right to education): Article 3 (Best interests of the child):	Values Determination Creativity Commitment Ambition
Rationale for change based self-evaluation including data and stakeholder views		
- Curriculum evaluations demonstrate that Clydeview Academy offers a broad and flexible curriculum which provides learners with a wide range of academic, vocational and wider achievement opportunities. Existing partnerships with colleges, employers and community organisations continue to enhance learner experiences and progression pathways. - Attainment, achievement and destination data shows that young people progress successfully into positive destinations. The school's commitment to widening learner pathways through SCQF accreditation, vocational learning and partnership working has contributed positively to learner outcomes. - Evaluation of the Clydeview Academy Skills Framework and learner profiling activities indicates that while learners are developing a broad range of skills, there is a need for greater consistency in helping young people recognise, track and articulate their skills development across all curricular areas. - Learner voice and curriculum reviews identify opportunities to strengthen links between learning, skills development, labour market information and future career pathways. Developing learners' understanding of how their skills connect to future employment and lifelong learning will support aspiration and informed decision-making. - Transition evaluations and partnership reviews highlight the importance of strengthening progression pathways between primary and secondary stages, within the senior phase and beyond school, ensuring all learners experience coherent and well-planned transitions. - Further development of systems for tracking wider achievement, leadership opportunities and skills development will help ensure equity of access and allow the school to better evaluate the impact of opportunities on learner outcomes.		
Expected outcomes for learners Who? By how much? By when? What?		
1. By April 2029 , the number of learners from targeted groups (SIMD 1-2, FME, Young Carer and CEYP) successfully completing wider achievement qualifications will have increased (baseline to be established 2026-2027) (Data snapshot taken in April 2028) (PEF)		

2. By April 2028, the percentage of learners in S1-S3 participating in school clubs and community activities will have increased. (baseline to be established September 2026) (Data snapshot taken in April 2027)
3. By April 2028, the percentage of targeted learners (SIMD 1-2, FME, Young Carer and CEYP) participating school clubs and community activities will have increased. (baseline to be established September 2026) (Data snapshot taken in April 2027) (PEF)
4. By June 2027, the majority of young people studying Level 6 NPA Theory and Approaches to Youth Work will have achieved a full award.
5. By June 2028, almost all targeted learners will have successfully completed at least 1 Level 4/5/6 award through the learning Hub. (Data snapshot taken in June 2027)
6. By February 2028, almost all S1-S3 pupils will be able to confidently articulate their skills development through the completion of a digital reflection profile. (Confidence baseline to be established September 2026) (Data snapshot taken in June 2027)
7. By March 2029, most S4-S6 learners will have a Pathway Portfolio completed. (Data snapshot taken in October 2028)
8. By April 2029, most Senior Phase pupils will be able to confidently articulate how subjects relate to skills for work and future employment opportunities.
9. By August 2027, the attainment of S4 leavers will have improved from an average of ? tariff points to ?. (Target to be confirmed once Insight data is released)
10. By August 2027, the attainment of S5 leavers will have improved from an average of ? tariff points to ?. (Target to be confirmed once Insight data is released)
11. By August 2027, all targeted S4 leavers (SIMD 1–2 and FME) will have achieved SCQF Level 4 in Numeracy (or Mathematics) and Literacy. (PEF)
12. By June 2027, a target group of SIMD 1-2 and FME learners will have achieved level 5 Numeracy (PEF)
13. By August 2027, all targeted S5 leavers (SIMD 1–2 and FME) will have achieved SCQF Level 5 in Numeracy (or Mathematics) and Literacy. (PEF)
14. By August 2027, all targeted S6 leavers (SIMD 1–2 and FME) will have achieved SCQF Level 6 in Literacy. (PEF)
15. By August 2027, all targeted learners (SIMD 1–2 and FME) will have achieved two or more SCQF Level 6 qualifications by the end of S5. (PEF)
16. By October 2026, the percentage of leavers in positive destinations will have increased from the 2024/2025 percentage of 98.4.

Measure of Impact: What we will see and where?

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

1. Attainment data for targeted learners shows an increase on the number of SCQF points due to wider achievement qualifications.
2. Tracking data for S1-S3 will show an increase in the number of students participating in school clubs and community activities.
3. Tracking data for targeted learners will show an increase in the number of students participating in school clubs and community activities.
4. Attainment data will show the majority of young people have achieved a Level 6 NPA.
5. Attainment data will show almost all targeted learners will have achieved at least 1 Level 4/5/6 award.
6. Pupil Questionnaires will demonstrate increased confidence in articulating skills.
7. Almost all S1-S3 learners will have a completed digital skill reflection profile.
8. Most S4-S6 learners will have a completed Pathway Portfolio.
9. Pupil Questionnaires will demonstrate increased confidence and understanding of the links between subjects and the world of work.
10. Attainment data will show an improvement in S4 and S5 leaver average tariff points.
11. Attainment data will show all targeted S4 leavers have achieved Level 4 Numeracy, Mathematics and Literacy.

12. **Attainment data** will show **target group of SIMD 1-2 and FME learners will have achieved level 5 Numeracy**
13. **Attainment data** will show **all targeted S5 leavers (SIMD 1–2 and FME) will have achieved SCQF Level 5 in Numeracy (or Mathematics) and Literacy.**
14. **Attainment data** will show **all targeted S6 leavers (SIMD 1–2 and FME) will have achieved SCQF Level 6 in Literacy.**
15. **Attainment data** will show **all targeted learners (SIMD 1–2 and FME) will have achieved two or more SCQF Level 6 qualifications by the end of S5.**
16. **Leaver data** will show the **percentage of leavers in positive destinations will have increased from the 2024/2025 percentage of 98.4.**

PEF Spend

Benmore - £8,100.00

Ocean Trust - £3,500.00

Big Ideas	Tasks to achieve priority	Timescale	RAG	Those involved/responsible – including partners	Resources and staff development
We ensure wider achievement is valued and systematically tracked, empowering learners to understand and articulate their skills and achievements across school and beyond <i>(Outcomes 1-3, Measures 1-3)</i>	1. Launch a refreshed whole-school wider achievement tracking and profiling system with termly updates. Monitor participation in wider achievement activities for targeted groups including SIMD 1 / 2, care-experienced learners and ASN learners.			Val Forsyth Jan Wilson Milliken Ewan Campbell Julie Sloan (SIMD 1 / 2)	
	2. Launch a centralised system for recording participation in clubs, leadership, volunteering and community activities.			Val Forsyth	Inset – August 2026
	3. Ensure wider achievement is a feature of Guidance learner conversations and tracking meetings.			PTs Pupil Support - Guidance	
	4. Create opportunities for learners to share and celebrate achievements through assemblies, social media and awards events.			DHTs PT Student Achievement	
Continue to build on our Scottish Credit Qualification Framework partnership to	1. Maintain SCQF Gold Award accreditation through annual quality assurance and partnership evaluation.			Leanne Murty/Chantelle Scott	

Big Ideas	Tasks to achieve priority			Timescale	RAG	Those involved/responsible – including partners	Resources and staff development
provide coherent and flexible pathways , supporting progression within and across curricular areas and enabling all learners to achieve relevant qualifications (Outcomes 4-5, Measures 4-5)						Departments/Faculties SLT	
	2.	Increase learner uptake of SCQF qualifications and wider accreditation opportunities.				Pupil Support – Guidance and Hub offer/Cove offer	
	3.	Strengthen partnership working with CLD, college providers and external agencies to widen learner pathways.				Val Forsyth Jan Wilson Milliken PTs Pupil Support	
	4.	Ensure continued learner and parent/carers awareness of SCQF pathways through information sessions and pathway planning activities.				DHTs SCQF Ambassadors PTs Pupil Support – Guidance PT Pupil Support - ASN	Included in all Pathways presentations and materials Senior Phase Transition Planning
All learners demonstrate a clear understanding of the Clydevie Academy Skills Framework and can confidently articulate their progress in skills development, making meaningful links to pathways, local business/industry contexts,	1.	Clearly define and exemplify each skill within the Clydevie Academy Skills Framework. Develop learner-friendly progression pathways and statements linked to skills development (S1-S3).				DYW Improvement Group	
	2.	Embed skills language consistently across all curricular areas, learner conversations, profiling activities and reporting. **				Departments/Faculties All curricular teaching staff	Launch of definitions toolkit – Inset August 2027
	3.	Develop learner pathway portfolios for S4-S6, capturing qualifications, skills, wider achievement,				DYW Improvement Group	

Big Ideas	Tasks to achieve priority	Timescale	RAG	Those involved/responsible – including partners	Resources and staff development
and labour market opportunities.	volunteering, leadership and work related learning experiences.				
(Outcomes 6-8, Measures 6-9)	4. Embed the digital skills tracking system across S1-S3. Students produce individualised reflection profiles covering the skills developed in each subject area. **			Departments/Faculties All curricular teaching staff	
	5. Develop curricular links between skills development and local labour market information.			Skills Development Scotland DYW Coordinator Val Forsyth	
	6. Increase employer engagement opportunities to strengthen learner understanding of pathways and future careers.			DYW Coordinator in partnership with department/faculties	
All curricular areas raise attainment for all leavers, with targeted support for those leaving school at the end of S4 and S5 , ensuring they achieve qualifications that maximise their opportunities for positive and sustained destinations.	1. Identify all learners planning to leave at the end of S4 and S5 and ensure curricular staff are aware.			PTs Pupil Support PT Pupil Support ASN DYW Coordinator Skills Development Scotland	Develop system for tracking and communicating
	2. Develop targeted intervention plans for identified S4 and S5 learners at risk of leaving school with low attainment, including mentoring and supported study.			PTs Pupil Support PT Pupil Support – ASN Ross McFadzean Jan Wilson Milliken	Karen at MCR Pathways

Big Ideas	Tasks to achieve priority			Timescale	RAG	Those involved/responsible – including partners	Resources and staff development
						PT Supporting Student Achievement	
	3. Review curriculum pathways to maximise attainment opportunities for all learners.					SLT PTs/FHs	
	4. Increase engagement with college links, vocational programmes and alternative accreditation pathways.					Pupil Support teaching staff PTs Pupil Support	
	5. Hold learner and parent pathway planning meetings focused on attainment and positive destinations.					PTs Pupil Support Ross McFadzean PT Supporting Student Achievement DYW Skills Development Scotland	
	6. Track learner attainment and destination data termly to inform interventions and planning.					PTs Pupil Support Ross McFadzean PT Pupil Support – ASN (Hub offer)	

Priority 3 – Thriving Together

We are committed to creating a nurturing ethos where wellbeing underpins learning and teaching. By promoting positive relationships, sharing a commitment to inclusion and celebrating diversity, all learners and staff feel safe, valued and supported to thrive and achieve their full potential. (QI 3.1)

We promote a culture of continuous improvement through shared leadership, where innovation, enquiry and professional learning are valued. By working together and using evidence to inform change, we create sustainable improvements that enable all to thrive. (QI 1.3)

Link to NIF Priorities

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

1. Empowered and accountable education system supporting lifelong learning.

6. Positive relationships, behaviour, and attendance in a respectful culture.

3. Inclusive curriculum and assessment for a sustainable future.

[Education - achieving excellence and equity: National Improvement Framework 2025](#)

How Good is Our School/Quality Improvement Framework ELC

1.3 Leadership of change
3.1 Ensuring wellbeing, equality and inclusion
2.1 Safeguarding and child protection
2.4 Personalised support
1.5 Management of resources to promote equity
2.5 Family learning

UNCRC

Article 12 (Respect for the views of the child):
Article 3 (Best interests of the child):

Values

Respect
Integrity
Commitment
Ambition

Rationale for change based self-evaluation including data and stakeholder views

- Self-evaluation evidence, wellbeing surveys, learner focus groups and quality assurance activities demonstrate that Clydeview Academy has a strong inclusive ethos underpinned by positive relationships, nurturing approaches and a commitment to ensuring all young people feel safe, valued and supported. Staff have embraced trauma-informed, relational and nurture-based approaches which are having a positive impact on learner wellbeing and engagement.
- Evidence gathered through *Keeping the Promise*, wellbeing evaluations and targeted support reviews demonstrates the school's commitment to supporting vulnerable learners and reducing barriers to participation. Strong partnership working and staged intervention processes ensure learners receive appropriate support when required.
- Attendance data, participation data and wellbeing indicators show that while many learners engage positively with school life, a number of young people continue to experience barriers which impact attendance, engagement and attainment. Further targeted and individualised interventions are required to improve outcomes for these learners.

- Analysis of attendance, attainment and participation data highlights the importance of continuing to improve outcomes for care-experienced learners, young people affected by socio-economic disadvantage, those with additional support needs and learners experiencing disrupted attendance. Greater use of data at whole-school, faculty and individual learner level will support earlier intervention and improved outcomes.
- Learner voice activities, equalities evaluations and anti-bullying reviews identify opportunities to strengthen learner participation, equalities education and understanding of rights and responsibilities across the school community. Ensuring young people have meaningful opportunities to influence decision-making will further enhance inclusion and belonging.
- Parent and family engagement evaluations highlight positive relationships with many families while also identifying opportunities to strengthen engagement with targeted families whose children may benefit from additional support. Developing stronger partnerships between home and school will support improvements in attendance, wellbeing, attainment and achievement.
- The continued implementation of wellbeing indicators, equalities work, anti-bullying approaches, Keeping the Promise and relational practice provides a strong platform for further strengthening the school's culture of inclusion, respect and belonging for all members of the school community.

Expected outcomes for learners

Who? By how much? By when? What?

1. By **December 2027**, **almost all learners** can confidently articulate what each of the indicators means for a young person at Clydeview Academy.
2. By **June 2029**, the **number of equality-based bullying incidents for all year groups** should be **decreasing after an initial rise** as proactive strategies become embedded. (baseline to be established) (Data snapshot taken in June 2027 and June 2028)
3. By **June 2028**, **most learners** will feel **safe, that they are treated fairly, respected and included** by fellow students and staff. (baseline data to be collected using equality survey) (Data snapshot taken in June 2027)
4. By **June 2029**, **almost all learners in S1-S3** learn about equality and diversity across the majority of curricular areas. (Data snapshot taken in June 2028)
5. By **May 2027**, **almost all young people** are confident in the procedures to report bullying and understand how incidents will be dealt with.
6. By **June 2027**, **pupil self-reporting systems** will have resulted in **an increase in the number of bullying incidents** recorded from the 2025-26 baseline of 21.
7. By **June 2027**, **S1-S3 learners** will **reduce the number of overall referrals** from a baseline of **112 to 100**.
8. By **May 2027**, **most young people in S1-S3** will feel satisfied with the new merit and alert system.
9. By **August 2027**, **all S5 CEYP** will have attained **at least one L5 qualification**.
10. By **March 2028**, **all Promise Youth Team Ambassadors** will have **increased in confidence** and report improvements in a **sense of belonging**. (Baseline to be established) (Data snapshot taken in April 2027)
11. By **June 2027**, **almost all targeted learners (SIMD 1–2, FME, Young Carer 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 (PEF)
12. By **May 2027**, the **overall attendance percentage** for all young people will increase from **90.48% to 91%**
13. By **May 2028**, the **overall attendance percentage** for **all young people** will increase to **91.5%**
14. By **May 2029**, the **overall attendance percentage** for **all young people** will increase to **92%**
15. By **May 2027**, the **attendance of a targeted group of 15 pupils in S3** will have improved moving the overall year group attendance from **89.41% to 90%**
16. By **May 2027**, the **attendance of a targeted group of 15 pupils in S4** will have improved moving the overall year group attendance from **89.73% to 90.2%**
17. By **May 2027**, the **attendance of a targeted group of 15 pupils living in SIMD 1-2** will improve by **5%** (PEF)

18. By May 2027, the attendance of a targeted group of 15 pupils receiving FME will improve to 87% (PEF)
19. By May 2027, the overall attendance percentage of Care experienced young people will improve from 86.87% to 88%
20. By May 2027, the overall attendance percentage of young people looked after at home will improve from 82.55% to 84%
21. By May 2027, most of the young people with flexible timetable arrangements will access part of their education in the hub.
22. To increase the number of families from SIMD 1-2 engaging in parents' meetings, information sessions and events from 59% to 70% by June 2027. (PEF)
23. By December 2027, the majority of young people will feel that they are consulted on change, feel listened to and are aware of how their voices are heard. (Baseline to be established)
24. By May 2027 almost all learners from SIMD 1-2 and FME learners who have engaged in leadership working groups/activities/training/experiences will demonstrate improved confidence, motivation, leadership and relationships. (PEF)
25. By June 2028, most young people with an additional support need are confident that staff have an awareness of strategies to support their learning and feel that their needs are being met within curricular areas. (Data snapshot taken in June 2027)
26. By December 2028, most young people who have experienced bereavement, change or loss will feel supported by the Clydeview Community. (Baseline to be established). (Data snapshot taken in August 2027)

Measure of Impact: What we will see and where?

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

1. Pupil Questionnaires and focus group data will demonstrate that almost all learners can confidently articulate what each of the indicators means for a young person at Clydeview Academy.
2. SEEMiS Bullying and Equalities data will have increased.
3. Pupil Questionnaire/Survey and focus group data will show that most learners will feel safe, that they are treated fairly, respected and included by fellow students and staff.
4. Curricular audits and Planning of Learning, Teaching and Moderation Templates will be updated to show coverage of topics relating to equality and diversity.
5. Pupil Questionnaires and focus group data show that almost all young people are confident in the procedures to report bullying and understand how incidents will be dealt with.
6. Pupil self-reporting systems will have resulted in an increase in the number of bullying incidents recorded.
7. Referral data will show a decrease in the number of referrals given to S1-S3 students.
8. Pupil Questionnaires and focus group data will demonstrate that most young people will experience a consistent approach in the award of merits/alerts and feel satisfied that staff are using it consistently.
9. Attainment data will show all CEYP will have achieved a L5 qualification by the end of S5.
10. Pupil Questionnaires will demonstrate increased confidence and a growing sense of belonging.

11. **Attendance data** will demonstrate and **improvement in pedagogical attendance** rates as well as **overall attendance**. **Attainment data** will demonstrate **improvements and the achievement of milestones**, alongside **qualitative data** for **engagement**.
12. **Attendance tracking data** will show an **improvement for each of the attendance targets**.
13. **Flexible timetable monitoring** will show that most pupils have **a percentage of study within the school hub**.
14. **Tracking data** will show **an increase in parent/carers engagement**.
15. **Pupil Questionnaires** and **focus group data** will show the majority of young people feel that they are **consulted on change, listened to and are aware of how their voices are heard**.
16. **Pupil Questionnaires** and **wellbeing scales** will show that almost all learners from SIMD 1-2 and FME learners who have engaged in leadership working groups/activities/training/experiences will demonstrate **improved confidence, motivation, leadership and relationships**.
17. **Pupil Questionnaires** and **focus group data** shows that the majority of young people with and ASN feel their needs are being met in the classroom.
18. **Pupil Questionnaires** and **information from parents/carers** will indicate that most young people have felt **supported through bereavement, change or loss**.

PEF Spend

Wellbeing Officer – £34,000

The Anchor (2 days per week) - £14,500

Big Ideas	Tasks to achieve	Timescale	RAG	Those involved/responsible – including partners	Resources and staff development
We embed a consistent, whole-school approach to wellbeing , where all staff use the wellbeing indicators confidently and consistently, applying a shared language to support learners effectively within the Clydevue context. <i>(Outcome 1, Measure 1)</i>	1. Evaluate learner and staff understanding of the wellbeing indicators.			Wellbeing Improvement Group	Each department represented on the improvement group
	2. Departments/faculties audit and evaluate progress with delivery of the wellbeing indicators, identifying areas of strength and areas for development. **			Wellbeing Improvement Group Departments/Faculties	
	3. Staff/students/parents/carers/partners create a comprehensive learner-friendly definition for each of the indicators within the school and community context.			Wellbeing Improvement Group Parent Council	

Big Ideas	Tasks to achieve			Timescale	RAG	Those involved/responsible – including partners	Resources and staff development
						Partners – AfC, The Anchor, SDS, DYW, IEPS and ICOS	
	4. Ensure consistent visual displays relating to wellbeing indicators are evident across the school.					Wellbeing Improvement Group	Signage and Noticeboards for pupils and staff
	5. Collegiate sharing best practice sessions focus on applying the wellbeing indicators within classroom practice. **					Wellbeing Improvement Group Departments/Faculties	Inset May 2028
	6. Embed wellbeing indicators within tracking meetings, pastoral discussions, learner profiling activities and learner conversations.					PTs Pupil Support	
Through the effective development and sustained embedding of an equalities framework we promote a culture of respect, inclusion and fairness . All members of our school community understand and uphold the principles of equality and protected characteristics , ensuring a safe, supportive environment where diversity is respected and	1. Development of a Clydeview Equalities Policy					Equalities Improvement Group J Wilson Milliken	<i>Time for Inclusive Education</i> (TIE) Education Scotland Resources
	2. Launch of a Clydeview Equalities Policy					Equalities Improvement Group J Wilson Milliken	
	3. Continued promotion of UNCRC to maintain our Gold status.					Equalities Improvement Group Departments/Faculties	

Big Ideas	Tasks to achieve			Timescale	RAG	Those involved/responsible – including partners	Resources and staff development
discrimination is actively challenged. <i>(Outcomes 2-4, Measures 2-4)</i>						All staff and partners	
	4. Establish and embed pupil led equalities groups to promote a culture of respect and inclusion, ensuring everyone in the school community has an understanding of equality and protected characteristics. Groups should include:	a. Sex (incorporating Equally Safe at School) b. Race c. Sexual Orientation d. Disability				Equalities Improvement Group J Wilson Milliken	<i>Time for Inclusive Education (TIE)</i> <i>Equally Safe at School</i> <i>Education Scotland Equalities Survey</i>
	5. All teaching staff engage with annual CLPL on equalities legislation through the GTC Scotland Equality and Diversity Guidance and completing the GTCS professional learning Module 1 – Introduction to equality and diversity.					All Teaching Staff	GTCS professional learning Inset 3 – October 2026.
	6. All teaching staff engage with annual CLPL on equalities legislation through the GTC Scotland Equality and Diversity Guidance and completing the GTCS professional learning Module 2 – Reflecting on equality and diversity as teachers in a diverse Scotland.					All Teaching Staff	GTCS professional learning Inset/Joint Working - ?
	7. All teaching staff engage with annual CLPL on equalities and diversity through Inverclyde learns					All Teaching Staff	Inverclyde Learns Inset/Joint Working - ?

Big Ideas	Tasks to achieve			Timescale	RAG	Those involved/responsible – including partners	Resources and staff development
	8. Audit curriculum areas to ensure protected characteristics and equalities themes are meaningfully represented. **					Equalities Improvement Group Departments/Faculties	
	9. Ongoing monitoring of pupils' perceptions of inclusion, safety and belonging					PTs Pupil Support - Guidance J Wilson Milliken	Wellbeing Survey
Through the effective launch and sustained embedding of the Clydeview Anti-Bullying Policy, we ensure a safe, inclusive and respectful environment where all stakeholders understand their responsibilities and where data on incidents and trends is used to inform timely and effective action. (Outcomes 5-6, Measures 5-6)	1. Launch anti-bullying policy with staff/pupils/parents/carers/partners					Anti-bullying Ambassadors DHTs	Assembly resources August Inset 2026
	2. Incorporate anti-bullying lessons throughout the PSE Curriculum					PTs Pupil Support - Guidance	PSE Resources
	3. Guidance for staff on recording, monitoring and responding to bullying incidents is regularly refreshed and the impact monitored					J Wilson Milliken	
	4. Monitor the effectiveness and impact of pupil self-reporting systems					J Wilson Milliken PTs Pupil Support SLT	
	5. Termly analysis of SEEMiS records to monitor bullying incidents, repeat behaviours and trends (groups, locations, times) over time.					J Wilson Milliken PTs Pupil Support SLT	

Big Ideas	Tasks to achieve	Timescale	RAG	Those involved/responsible – including partners	Resources and staff development
	6. Continued development of the anti-bullying ambassador role ensures promotion of policy, practices and support measures (peer mentoring)			?	
We ensure our vision and values are evident in a consistent, relationship-based approach across the school. Through nurturing and trauma-skilled approaches, we support all young people to build resilience, develop healthy relationships and engage fully in their learning. (Outcomes 7-8, Measure 7-8)	1. Embed new merit and alert categories.			All staff	
	2. All school staff engage with annual CLPL on Trauma Skilled Practices through the Inverclyde Learns professional learning Module 2			J Wilson Milliken	Inverclyde Learns Inset – Joint Working?
	3. All school staff engage with annual CLPL on Trauma Skilled Practices through the Inverclyde Learns professional learning Module 3			J Wilson Milliken	Inverclyde Learns Inset – Joint Working?
	4. All school staff engage with annual CLPL on Trauma Skilled Practices through the Inverclyde Learns professional learning Module 4			J Wilson Milliken	Inverclyde Learns Inset – Joint Working?
	5. All staff take part in <i>Promoting Positive Behaviour</i> theory training.			K Donnachie + 1 additional trainer	3 x 2 hr sessions across the year August Inset February Inset May inset
Through the sustained implementation of Keeping the Promise, we create a safe, inclusive and nurturing environment where care-experienced learners are supported through strong relationships, have their voices heard and achieve positive outcomes	1. Refresh staff CLPL training to raise awareness of The Promise and the commitments made around education and improving outcomes and our responsibilities as ‘good parents’.			K Blance/L Ward	Joint Working 2 – February 27
	2. Refresh staff CLPL training to address how best to understand and support Care Experienced Young People and complete the e-module and quiz.			K Blance/L Ward	?
	3. Launch of The Promise Youth Team Ambassador Programme and establish means of communicating progress across the Clydevew Community.			K Blance/L Ward	

Big Ideas	Tasks to achieve			Timescale	RAG	Those involved/responsible – including partners	Resources and staff development
(Outcomes 9-10, Measures 9-10)	4.	Continued rigorous tracking of attendance and attainment data. Increased focus on participation data for all CEYP with mentors ensuring young people are able to take up both extra-curricular and community based opportunities.				Departments/Faculties SLT J Wilson Milliken	
	5.	Develop targeted mentoring and wellbeing reviews for identified learners.				K Blance/L Ward J Wilson Milliken L Murty/CMcKinnon/J Burnett/SJ Gorman	
	6.	Achieve the Keeping the Promise Award				K Blance/L Ward	
	7.	Ensure all SLT staff and PTs Pupil Support undertake <i>Signs of Safety</i> training				SLT PTs Pupil Support	
All staff confidently use attainment, attendance and participation data to identify need and implement targeted, timely interventions , improving outcomes for care-experienced learners, those in SIMD 1 / 2, FME, ASN (including young carers) and learners experiencing disrupted attendance.	1.	Staff CLPL ensures all teaching staff can confidently use data to inform learning and teaching. Information provided regarding suitable support strategies per targeted group as well as individualised strategies reflected in the Confidential Register.				E Campbell SLT Corporate Parenting Team ICOS	
	2.	Departments and faculties review learner data after each formal tracking period ensuring that supports are implemented and additional support sought from Pupil Support or PEF resources. SLT				Departments/Faculties SLT	

Big Ideas	Tasks to achieve	Timescale	RAG	Those involved/responsible – including partners	Resources and staff development
(Outcome 11, Measure 11)	review intervention data for year groups and targeted groupings. **			Pupil Support PEF Depute	
	3. Curricular staff aware of how to analyse subject or pedagogical absence per individual pupil and ensure Pupil Support Guidance and Year Heads made aware if this is impacting attainment through wellbeing concern.			J Wilson Milliken	August Inset – 5 minutes
	4. Develop staged intervention pathways for learners at risk of underachievement or disengagement.			SLT PEF Depute PT ASN PTs Pupil Support - Guidance	Scottish Government Publication
	5. Develop system for monitoring and tracking participation in wider achievement, clubs and leadership opportunities for targeted groups ensuring that involvement is sustained and barriers to after school commitments are removed.			Wellbeing Improvement Group PTs Pupil Support – Guidance PEF Depute	
Through a coordinated, whole-school approach, all staff use effective learning and teaching alongside strong relationships to improve attendance ,	1. Pupil Support staff work with young people and families to identify barriers to attendance and engagement, establish action plan and share with curricular staff.			PTs Pupil Support	

Big Ideas	Tasks to achieve	Timescale	RAG	Those involved/responsible – including partners	Resources and staff development
ensuring learners with a lower-than-expected attendance rate are supported to re-engage and attend regularly. (Outcomes 12-20, Measure 12)	2. Staff CLPL – strategies for effectively supporting a young person facing barriers to attendance.			PTs Pupil Support – Guidance Wellbeing Officer	August/October Inset - 2027
	3. Curricular departments develop accessible and achievable resources for non-attenders to complete. **			Wellbeing officer Departments/Faculties Pupil Support Staff	
Through coordinated, individualised interventions and strong partnership working, we reduce barriers linked to health and wellbeing, improving attendance and ensuring all learners are supported to participate in school life. (Outcomes 12-21, Measures 12-13)	1. Use of new whole school attendance tracking spreadsheet implemented ensuring more regular data downloads and enhanced targeted pupil information and interventions.			J Wilson Milliken Colin McLaren PTs Pupil Support	
	2. Enhanced procedures implemented for the role of JST in single/multi-agency planning for young people whose face significant barriers to attendance.			J Wilson Milliken M Nelis PTs Pupil Support SLT	JST Practice Guidance JST Parent/Carer Information
	3. More robust processes introduced for adapted timetables and authority improved flexible timetables to ensure attainment is maximised through the hub offer and re-engagement with learning increases incrementally.			PTs Pupil Support SLT Pupil Support Staff	
	4. Develop impact measures (wellbeing and attendance) for young people working with			J Wilson Milliken	

Big Ideas	Tasks to achieve	Timescale	RAG	Those involved/responsible – including partners	Resources and staff development
	partners such as: Action for Children, The Anchor, The Wellbeing Officer, ICOS, Lomond View Academy.			M Nelis IEPS and JST Partners	
Develop a Universal Parental Engagement strategy to improve and sustain meaningful parental engagement. Enhance targeted support for identified families, ensuring strong home–school partnerships that positively impact wellbeing, attendance and attainment . (Outcome 22, Measure 14)	1. Introduce <i>Satchel One</i> to staff and ensure appropriate training is undertaken for a launch of the resource in August 2027.			R McFadzean	Satchel One Training – Joint Working 3
	2. Staff embed <i>Satchel One</i> as a home learning and communication tool. **			All staff	
	3. Satchel One launched with Parents/Carers.			R McFadzean	
	4. One to one communication and support to increase engagement of target group of parents in SIMD 1 and 2 (identified from 25/26 engagement tracker).			J Sloan	
We ensure pupil voice is central to the school's improvement agenda , enabling learners to actively shape change and influence decision-making at all levels. This is supported through a well-developed pupil parliament/council model that provide structured, meaningful opportunities for	1. Review and relaunch the Pupil Leadership Strategy with clear leadership pathways.			SLT	
	2. Develop pupil-led working groups focused on wellbeing, equalities, learning and DYW.			J Wilson Milliken	
	3. Introduce regular “You Said, We Did” communication to demonstrate impact of pupil voice across wider school initiatives			Pupil Improvement Groups and Pupil Forum	
	4. Provide leadership and communication training for pupil leaders and representatives.			Staff lead of Senior Leadership Team and House Captains	

Big Ideas	Tasks to achieve	Timescale	RAG	Those involved/responsible – including partners	Resources and staff development
learners to contribute to school life and decision-making. <i>(Outcomes 23-24, Measures 15-16)</i>	5. Develop Pupil Forum/Parliament/School Council activities to ensure Pupil Voice is evident in school decision making			Staff leadership opportunity	
Through effective systems of information sharing and support, we ensure class teachers are empowered to plan inclusive learning experiences that meet the needs of all learners, including those from The Cove, enabling successful inclusion and improved outcomes for those young people with an additional support need. <i>(Outcome 25, Measure 17)</i>	1. Launch refreshed Confidential Register after consultation with all staff/pupils.			PT Pupil Support – ASN Pupil Support Staff	
	2. Introduce regular inclusion planning meetings between The Cove staff and curricular staff.			K Donnachie PTs Curriculum	
	3. Provide regular CLPL on inclusive pedagogy, differentiation and ASN strategies.			Pupil Support - ASN	
	3. Use learner and parent feedback to evaluate the effectiveness of inclusion approaches.				
Develop a whole-school approach to bereavement, change and loss to ensure all young people, staff and the Clydevew community are supported effectively through significant life events, promoting wellbeing, resilience and inclusion.	1. Launch the Clydevew Academy Bereavement, Change and Loss policy			Bereavement Improvement Group Pupil Group – Assemblies Rev Jonathan Fleming Laura Wilson – Ardgowan Hospice	Joint Working 1 <i>Care for the Family</i> resources

Big Ideas	Tasks to achieve	Timescale	RAG	Those involved/responsible – including partners	Resources and staff development
(Outcome 26, Measure 18)	2. Professional learning for all staff on bereavement Change and Loss including the impact of Grief on children and young people.			Rev Jonathan Fleming	Joint Working 1 and February 2027 inset Additional SLT and Pupil Support CLPL
	3. Strengthen Targeted Support for Young People – through pupil support groups and developing opportunities for peer support.			Bereavement Improvement Group Laura Wilson – Ardgowan Hospice	
	4. Create accessible wellbeing resources and signposting for pupils and families.			Bereavement Improvement Group	
	5. Develop systems for communication across the wider school and ensure existing school procedures are adapted to support partnerships with families.			Bereavement Improvement Group Admin Staff	

OUR VISION

Inspiring Learning
Creating Opportunity
and Thriving Together



CLYDEVIEW ACADEMY SCHOOL IMPROVEMENT PLAN



2026-2029

3 PRIORITIES – 1 SHARED JOURNEY

Working together for every learner, every day.



OUR VALUES

Ambition ★ Respect
Determination ★ Creativity
Integrity ★ Commitment

1

INSPIRING LEARNING



High quality teaching. Meaningful learning.
Confident, successful learners.

WE WILL:

- ★ Deliver consistently high quality teaching, learning and assessment.
- ★ Use data and evidence to plan next steps and raise attainment for all.
- ★ Differentiate to meet the needs of every learner and close the attainment gap.
- ★ Build literacy, numeracy and health & wellbeing at the heart of learning.
- ★ Empower learners through voice, choice and feedback.

WHAT THIS LOOKS LIKE

- ✓ Lessons engage, challenge and support all learners
- ✓ Learners know what they are learning and why
- ✓ Feedback helps learners improve
- ✓ Attainment improves for all, especially our most and least challenged learners



2

CREATING OPPORTUNITY



Rich experiences. Strong skills.
Positive destinations.

WE WILL:

- ★ Provide a broad, balanced and progressive curriculum that inspires and includes all.
- ★ Grow skills for learning, life and work – including digital, employability and leadership.
- ★ Offer a wide range of pathways and subject choices.
- ★ Build strong partnerships with families, businesses and our community.
- ★ Create opportunities that support ambition, aspirations and achievement.

WHAT THIS LOOKS LIKE

- ✓ Learners experience a wide range of subjects, activities and enrichment
- ✓ Pathways match learners' interests and goals
- ✓ Strong links with partners enhance learning
- ✓ More learners achieve positive destinations



3

THRIVING TOGETHER



A caring community.
Everyone included. Everyone valued.
Everyone thriving.

WE WILL:

- ★ Build a culture of respect, kindness and belonging.
- ★ Listen to our learners and involve them in decisions.
- ★ Support wellbeing, resilience and positive mental health.
- ★ Promote equity, inclusion and celebrate diversity.
- ★ Work together to keep our environment safe, nurturing and sustainable.

WHAT THIS LOOKS LIKE

- ✓ Learners feel safe, valued and included
- ✓ Positive relationships across our community
- ✓ Learners are confident to share their views
- ✓ Wellbeing and attendance improve
- ✓ Our school community volunteers, supports and celebrates together



CONNECTED FOR IMPACT



High quality learning
opens doors to
opportunity...

- ★ Engaged learners
- ★ Strong attainment
- ★ Bright futures



Opportunity builds
confidence, skills
and aspiration...

- ★ New experiences
- ★ Real world skills
- ★ Ambitious choices



A thriving community
supports everyone
to succeed and belong...

- ★ Wellbeing
- ★ Belonging
- ★ Positive relationships

Together we ...



Inspire



Create



Thrive

OUR COMMITMENT: EVERY LEARNER ★ EVERY DAY ★ EVERY OPPORTUNITY

OUR VALUES GUIDE US EVERY DAY

- ★ Ambition
- ★ Respect
- ★ Determination
- ★ Creativity
- ★ Integrity
- ★ Commitment