Education – Improvement Planning Document   2024-25

Establishment Name: **Inverclyde Academy**

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Signatures:

Head of Establishment	Denise Crawford	Date	July 2024

Quality Improvement Officer	Alison McLellan	Date	

Our Vision, and Values

Vision

We work together with respect, supporting each other to achieve our full potential

Values

- Respect
- Responsibility
- Equality
- Success

3 Year Overview of Establishment Priorities

The improvement priorities for our establishment are noted on the following page. They have been expressed in the context of the National Improvement Framework
Our Improvement Priorities extend in a rolling programme over three years. Each priority has been coded accordingly:

          Session 2022-2023
          Session 2023-2024
          Session 2024-2025

National Priorities	Aug 22–Aug 25
Improvements in attainment, particularly in literacy and numeracy	Focus on high quality Learning, Teaching and Assessment for measurable and positive impact on learners Review and improve pupil pathways from BGE to Senior Phase. Improve the understanding of the moderation of BGE assessment tools by all staff.
Closing the attainment gap between the most and least disadvantaged children	Develop rationale to ensure it is attainment focused with clear policies and procedures for supporting pupils and ensuring bespoke educational experiences can take place where appropriate. Increase the quality of our BGE disaggregated data to ensure it meets the needs of our self-evaluation procedures.
Improvement in children and young people's health and wellbeing	Communicate our agreed school values to ensure a shared understanding across the community of desired learner characteristics. Engage in the Trauma informed Practice approach to support our community. Increase opportunities for pupil engagement in their learning.
Improvement in employability skills and sustained positive school leaver destinations for all young people	Further develop the opportunities for student leadership. Build on the initial success of the DYW programme with a focus on the further development of skills. Review and improve pupil pathways from BGE to Senior Phase.
Placing the human rights and needs of every child and young person at the centre of education	Increase pupil engagement in school planning and leadership, through their involvement a variety of planned opportunities linked to the Pupil Parliament.

Overview of rolling three year plan

National Priorities	Session 2022-2023	Session 2023-2024	Session 2024-2025
Improvements in attainment, particularly in literacy and numeracy Placing the human rights and needs of every child and young person at the centre of education	1.1 To develop an agreed, deliberate strategy to support teacher professional development as a 'visible teacher'	1.1 To develop moderation of planning, teaching and assessment practices incorporating visible learning approaches.	1.1 To set ambitious and achievable attendance targets for all pupils and specific cohorts of pupils.
			1.2 Embed learning, teaching and assessment strategies with focus on adaptations to learning to meet individual pupils' needs.
	1.2a Analysis of uptake data, SQA tariff points and leaver destinations to map and understand pupil pathways through Inverclyde Academy. 1.2b Using data gathered, carry out review of curriculum offer and Amber line in SP.	1.2 Improve Communication with young people (BGE) and their families in relation to progress.	1.3 To set ambitious and achievable targets for attainment and achievement in both BGE and Senior Phase. This will include specific cohorts.
		1.3 Develop consistent model for moderation of levels within BGE.	1.4 Review the impact of the curriculum changes (Senior Phase and S1)
	1.3 Develop consistent model for moderation of levels within BGE Numeracy.	1.4(previously 3.2) Ensure regular opportunities for learners to articulate where they are in their learning and what next steps.	1.5 Introduce a series of learning events for families – Literacy, Numeracy, STEM and HWB
Closing the attainment gap between the most and least disadvantaged children	2.1 Audit and establish consistent baseline standard of curriculum plans across S1/2.	2.1 Maintain a high-level focus on improving attendance for all pupils – establishing a multi-agency review group	Set ambitious and achievable attendance targets for specific cohorts of pupils within SIMD 1&2.

			Reduce the poverty-related attainment gap in Numeracy at level 4. Reduce the poverty-related attainment gap in Literacy across all aspects at level 3 and L&T at level 4
			Establish a PEF stakeholders group to support with decision-making and adaptations as required.
		2.2 Develop planned, targeted and co-ordinated approaches and interventions to improve attainment and achievement for learners who have been effected by poverty.	Set ambitious and achievable targets for S4 pupils living in SIMD 1&2 for 1+, 3+ and 5+ level 5 Set ambitious and achievable targets for S6 pupils living in SIMD 1&2 for 1+, 3+ and 5+ level 6
	2.2 Improve consistency and use of disaggregated data in Literacy and Numeracy.	2.3 Improve consistency and use of disaggregated data across all subjects in the BGE.	Further develop awareness and understanding of trauma- informed practice.
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	3.1 Establish school values and develop an understanding of these amongst our school community.	3.1 By focusing on Building Racial Literacy, ensure that the school's value of equality is supported. All policies and procedures to reflect our school values by highlighting consistency of approach to allow our community to model our values.	3.1 Develop an improved approach to tracking wellbeing and targeted support
			3.2 Raise awareness of protected characteristics and expectations of behaviour towards others.
			3.4 Audit and further develop our approaches to an inclusive curriculum.
	3.2 To develop an awareness in pupils of what makes a good learner (learning dispositions)	3.2 Trauma Informed Practice - Continue to improve the support offered to all pupils.	3.5 Further develop an approach to tracking wider participation and achievement.

		3.3 Implement the single agency pupil assessment and planning document	
Improvement in employability skills and sustained positive school leaver destinations for all young people Improvements in attainment, particularly in literacy and numeracy	4.1 Improve the % and quality of positive leaver destinations by improving efficacy of T&M systems introduced in 21/22. 4.2 Begin roll out of improved DYW curricular programme from P7-S6.	4.1 Review SP 'free choice' system across the past 3 years to begin to map out a column structure that better supports pathways leading to destinations. 4.2 Evaluate and improve on the P7-S6 DYW curricular programme to ensure effective and incremental delivery of Employability Skills throughout the learner journey. 4.3 Begin to link DYW programme to other key areas of school curriculum – STEM, Sustainability & Digital Skills.	4.1 Engage more partners to secure alternative pathways for pupils disengaged from school in line with the No Wrong Path agenda. 4.2 Further increase the opportunity for pupil leadership across all year groups by introducing SCQF and STEM Ambassadors from August 2024 as well as the Wider Achievement Curriculum Pathways. 4.3 Further develop DYW/ career events in BGE and Senior Phase including merging our annual Careers Fair with a Subject Options event for maximum impact and participation from pupils and families. 4.4 Incorporate skills, particularly meta-skills, into learning and teaching across the curriculum through curriculum pathways as well as Wider Achievement groups in S1 and S5/6. 4.5 Continue to raise awareness and develop our community's understanding of SCQF as we strive to complete our application to be a Gold Level School. 4.6 Under the 'Right to Education' section of '*The Promise Plan 21-24*', care experienced children and young

			people will be supported to ensure they go on to genuinely positive destinations, such as further education or employment.
Placing the human rights and needs of every child and young person at the centre of education	5.1 Improve pupil leadership framework to be more coherent and transparent. 5.2 Increase number and wider demographic of members of the pupil parliament	5.1 Increase leadership involvement of pupils, especially in BGE. 5.2 Link with associated primary schools to develop community level of involvement.	

Stakeholders' views

How were stakeholders' views of school improvement collected?
Throughout the year, we consult parents, pupil, staff and other stakeholders on the schools progress.

Pupils – Our Pupil Parliament meets four times a year to discuss what is working well and what could be further improved. In addition we hold monthly focus groups (24/7) focussing on specific aspects of improvement. The full school, pupils community also get the opportunity to express their views on learning and teaching and the wider life of the school community using questionnaires.

Parents – Our Parent Voice meet every 6 weeks to discuss school improvement, and general aspects of school business. The wider parent body were invited to complete a questionnaire, and attend online and in person meeting to discuss a variety of improvement agenda items. We also gather views using the comments section of social media sites hosted by the Parent Voice.

Staff and Partner agencies – We gather the views of staff and partner agencies, both formally and informally, throughout the year. Comments are gathered from DM minutes, questionnaires. Staff also engage in regular opportunities during INSET days and collegiate meetings to discuss and provide feedback on the progress of areas of school improvement.

Stakeholders' views on SIP
An outline of the school Improvement plan was then sent out to all parents, staff and other stakeholder. Following this a meeting was arranged in the school and other views were collected by email. Plans were adapted following feedback from these discussions.

The Pupil Parliament discussed the plan in detail. Following any agreed changes or additions, all pupils were engaged in the details at assemblies. The parliament meets regularly to discuss progress of plans and progress of tasks to achieve priorities.

Staff members discussed the outline at department meetings. At the August In-service day we have a full discussion of the SIP and amendments are made appropriately.

How was PEF spend consulted on?
- Pupil Parliament discussed and engaged in the allocation of funds.
- Sub-groups in the pupil parliament group bid for PEF funds to undertake improvement activities. The parliament decided on the allocation of finances.
- Staff were consulted by email and at discussion in Department meetings.
- The Parent Voice group discussed the overview of the improvement plan, and the wider parent group were consulted by email.
- All parents were invited to join the improvement groups that would undertake the tasks to achieve the priorities.
- The school finance committee (include staff both teaching and support staff, parents and pupils) meet regularly

Plan – Session 2024-2025

Priority 1
Improvements in attainment, particularly in literacy and numeracy
Placing the human rights and needs of every child and young person at the centre of education

NIF Driver	HGIOS?4	UNCRC
Teacher professionalism Assessment of children's progress Performance information	1.2 Leadership of learning 2.3 Learning, teaching and assessment 2.2 Curriculum	Article 28: (Right to education): Article 3 (Best interests of the child):

Rationale for change based self- evaluation including data and stakeholder views
In order to raise attainment and achievement, we have a daily focus on improving attendance for all. We have identified that barriers to accessing education are wide-ranging and can be complex, both within and beyond the school gates. They are often specific to individual pupils and families. Good attendance begins with school being somewhere pupils want to be and therefore the foundation of securing good attendance is that school is a calm, orderly, safe, and supportive environment where all pupils are keen and ready to learn. Last session our certification level of S4 pupils was significantly lower than previous years. In addition, our have a lower conversion rate of L5 awards in S4 to L6 awards in S5 i.e. Average number of pupils attaining 5@L5 progressing to 5@L6 is only 30% **Attendance** Despite an increased focus and forensic analysis of attendance data, our average attendance in S1-6 is still below targets, at 87.2% over the past few years. Included in this figure are the pupils who follow a reduced timetable, authorised by Education Psychologists. We will continue to maintain a relentless focus on improving attendance and drill down into the poverty-related attendance gap this session to ensure improvement, especially in the new S2 and S4 cohorts that have the lowest average attendance rate. This will be supported by coordinated attendance interventions involving a team of staff including: Pupil Support Team, Wellbeing DHT, Impact Team. **Attainment** BGE – Focus on Improving L&T and Numeracy in S2 and S3 cohorts at levels 3 and 4. Senior Phase – Our ambition is to ensure all young people gain a qualification in literacy and numeracy by the time they leave school. Relentless focus and rigorous tracking and monitoring to improve attainment breadth & depth, particularly in S5 and S6. Regular analysis of data to ensure all pupils are making expected progress, in particular those with ASN, FME, EAL etc. Develop and implement a wider curricular offer, which includes alternative pathways and awards e.g. NPAs, SCQF level 4/5/6 awards.

Expected outcomes for learners - Who? By how much?   By when?   What?

Attendance
 To increase the average attendance of all pupils 1% by June 2025 (Not including those pupils support by a flexible timetable)

To increase the attendance of pupils living in SIMD1/2 as per table below

Attendance of Pupils in SIMD 1 & 2	All pupils (%)	Without alternative pathways (%)	Target (%)
S1	87.69	89.29	90
S2	81.81	88.11	89
S3	84.20	84.98	87.2

Attainment
BGE –
Focus on Improving Writing and Numeracy in S2 and S3 cohorts at levels 3 and 4.

 The percentage of pupils in S3 achieving Level 3 Writing/Reading and L&T will be 90% by June 2025
 The percentage of pupils in S3 achieving Level 3 Numeracy will be above 90% by June 2025
 The percentage of pupils in S3 achieving Level 4 Writing, Reading and L&T will be above 56% by June 2025
 The percentage of pupils in S3 achieving Level 4 Numeracy will be above 45% by June 2025

Senior Phase -
The percentage of pupils in S4 achieving 5+ L5 awards will be above 38% by August 2025
The percentage of pupils in S4 achieving 3+ L5 awards will be above 60% by August 2025
The percentage of pupils in S4 achieving 1+ L5 awards will be above 83% by August 2025

The percentage of pupils progressing from 5@L5 in S4 to 5@L6 in S5 will be above 80%

 The percentage of leavers gaining a qualification in literacy and numeracy will be 100% by August 2025.

Focus on improving attainment in all BGE curricular areas:
The percentage gap of pupils in S3 achieving Level 3 in all curricular area vs Literacy and Numeracy will close by at least 5%
The percentage gap of pupils in S3 achieving Level 4 in all curricular areas vs Literacy and Numeracy will close by at least 5%

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?

Reduction in absence for targeted learners
    • Tracking & monitoring data (BGE dashboard) will show targets are met
    • Minutes of meetings focusing on pupil progress and attainment in BGE and Senior Phase will show improvement
    • Data which demonstrates that almost all pupils are making expected progress
    • Self-evaluation of learning and teaching will evidence improvement in our approaches to checking for understanding, and differentiation, Evidence will be gathered via analysis of pupil progress, pupils' views and learning visits
    • Engagement levels data demonstrates evidence of improved engagement for targeted cohort of pupils

If PEF spend is supporting – how much and what
• Mind Mosaic – £33,000 to support targeted pupils who are finding attendance at school a challenge (split across priority 1 and 3) • CLD - £47, 192 To support alternative and adaptive teaching (split across priority 1 and 3) • Magic Breakfast - £6,180 to remove an identified barrier and support attendance • Office support (10hrs) £3,000– to support attendance data • Health and Wellbeing (Rugby coach) - £17,975 –to support adaptive and alternative teaching (split across priority 1 and 3) • Supported study targeted towards pupils impacted by poverty. (£5,000) • Uniform Bank - £3,500 to remove an identified barrier and support attendance • Supportive resources including online resources (SUM Dog) - £2,000 to support adaptive learning.

Tasks to achieve priority	Timescale	RAG	Those involved/responsible – including partners	Resources and staff development
• Attendance policy and procedures further developed • Proactively use data to identify cohorts with, or at risk of, low attendance and develop strategies to support them. • Where absence becomes persistent, put additional targeted support in place to remove any barriers. Where necessary this includes working with **PEF funded partners.** (Mind Mosaic, MCR, CLD, Rugby coach) • Work with each identified pupil including those effected by poverty, and their parents to understand and address the	Aug 24- June 25		DHT Wellbeing SLT All teaching staff Fiona Walker, Lorna Mooney, Lynn Smith. Pupil Support team Parents Partner agencies Pupil Parliament	Attendance Policy Pupil Support CLPL Rigorous T&M procedures. PEF Office hours

Tasks to achieve priority	Timescale	RAG	Those involved/responsible – including partners	Resources and staff development
reasons for absence, including any in-school barriers to attendance. This includes **PEF funded interventions (Uniform bank, Magic breakfast)** • Develop and maintain a whole school culture that promotes the benefits of good attendance.				

• Embed LTA strategy with focus on checking for understanding & planning next steps using adaptive teaching approaches.
    • CLPL for all teaching and support staff
    • Provide supportive resources.
	Aug 24 – June 25		DHT BGE and Senior Phase
			HT
			PT Curriculum
			All teachers
				CLPL in Adaptive teaching strategies
				Supportive Resources
				Support for teacher planning
				Time – Inservice day

• Identify and implement additional interventions for pupils who are not making expected progress in BGE and Senior Phase.
    • CLPL on the use of the school tracking tool.
    • Targeted pupils supported by clear planning and interventions (Impact Zone)
    • Quarterly focus on attainment with School leaders.
    • Weekly meeting to support key dept.
    • Early intervention strategies improved.
    • PEF funded online resources to support alternative learning strategies (Sumdog)
	Aug 24 –June 25		DHT BGE and Senior Phase
			Impact Zone Team
				CLPL in T&M

Tasks to achieve priority	Timescale	RAG	Those involved/responsible – including partners	Resources and staff development
Plan and implement a series of family workshops (Literacy, Numeracy, STEM, HWB)	Aug 24-June 25		Curriculum PTs DHT BGE PT Pupil Support Pupil Parliament sub-group.	

Priority 2

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

NIF Driver	HGIOS?4	UNCRC
Teacher professionalism Assessment of children's progress Performance information	1.2 Leadership of learning 2.3 Learning, teaching and assessment 2.2 Curriculum	Article 28: (Right to education): Article 3 (Best interests of the child):

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

Analysis of the BGE dashboard data highlighted the widest gaps exist in Level 3 and level 4

- Listening and Talking (12.2% level 3, 22.6% level 4 gap)
- Reading (13.5% level 3, 14.7% level 4 gap)

Whilst gap in Numeracy level 3 isn't as wide (1.1%) the level 4 gap of 21.8% causes concern.

TPJ - % achieving appropriate level (S3 data)

Year	SIMD	Number of Pupils	Listening & Talking	Reading	Writing	Numeracy
2023 - 2024	ALL	127	90.5%	89.7%	90.5%	85.0%
	1 - 2	78	85.7%	84.4%	87.0%	84.6%
	3 - 10	49	98.0%	98.0%	95.9%	85.7%
	GAP		-12.2%	-13.5%	-8.9%	-1.1%
2022 - 2023	ALL	127	77.9%	76.2%	74.6%	76.2%
	1 - 2	77	77.8%	76.4%	73.6%	73.6%
	3 - 10	50	78.7%	76.6%	76.6%	80.9%
	GAP		-0.9%	-0.2%	-3.0%	-7.2%
2021 - 2022	ALL	147	84.8%	83.4%	83.4%	79.6%
	2 - 2	85	79.5%	78.3%	78.3%	71.8%
	4 - 10	62	91.7%	90.0%	90.0%	90.0%
	GAP		-12.1%	-11.7%	-11.7%	-18.2%

TPJ - % achieving Level 4						
Year	SIMD	Number of Pupils	Listening & Talking	Reading	Writing	Numeracy
2023 - 2024	All	127	55.6%	56.3%	55.6%	41.7%
	1 - 2	78	46.8%	50.6%	50.6%	33.3%
	3 - 10	49	69.4%	65.3%	63.3%	55.1%
	GAP		-22.6%	-14.7%	-12.6%	-21.8%
2022 - 2023	All	127	41.8%	42.6%	45.1%	9.0%
	1 - 2	77	33.3%	34.7%	38.9%	2.8%
	3 - 10	50	57.4%	57.4%	57.4%	19.1%
	GAP		-24.1%	-22.7%	-18.6%	-16.4%
2021 - 2022	All	147	35.9%	31.3%	29.3%	31.3%
	1 - 2	85	22.9%	20.5%	18.1%	25.9%
	3 - 10	62	53.3%	48.3%	46.7%	40.0%
	GAP		-30.4%	-27.9%	-28.6%	-14.1%

Expected outcomes for learners - Who? By how much?   By when?   What?

BGE:

    To narrow the expected progress gap in S3 Level 3 and level 4 L&T and Reading by 3% by June 2024.

- Level 3 L&T 12.2% -> 9.2%, Reading 13.5%->10.5%
- Level 4 L&T 22.6%->19.6%, Reading 14.7%->11.7%

    To narrow the expected progress gap in S3 Level 4 Numeracy by 2% (from 21.8%-19.8%) by June 2025

Senior Phase:

    The percentage of pupils in S4 living in SIMD 1-2 achieving 5+ Level 5 awards will be above 26% by August 2025

    The percentage of pupils in S4 living in SIMD 1-2 achieving 3+ Level 5 awards will be above 45% by August 2025

    The percentage of pupils in S4 living in SIMD 1-2 achieving 1+ Level 5 awards will be above 72% by August 2025

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?

- Tracking and Monitoring tool, focusing on identified pupil progress and attainment in BGE and Senior Phase will demonstrate improved outcomes
- Minutes of Meetings with DHT and PT Curriculum will show targets are met
- Minutes of Meetings with PEF stakeholders group will show discussions and appropriate decisions being made in regards to PEF spend
- Pupil/parent/staff views and observations will evidence increased engagement levels and a reduction in referrals for targeted pupils

If PEF spend is supporting – how much and what
• Residential and in-school support (Tree of Knowledge) for targeted S3 pupils - £13,000. To support and challenge an identified cohort on pupils in the new S4 around their mindset and aspirations to attain and achieve best possible outcomes.

Tasks to achieve priority	Timescale	RAG	Those involved/responsible – including partners	Resources and staff development
Identify poverty-related attainment gaps in both literacy and numeracy and implement appropriate interventions such as • Tree of knowledge (PEF funded) • Residential trip (PEF funded) • Online resources	Aug 24 – June25		DHT Senior Phase/BGE PT Curriculum	
Involve a range of stakeholders in identifying key resources to support delivery of PEF interventions. Systematically track and monitor impact of all interventions quarterly with key stakeholders and adapt as appropriate.	Aug 24 –June 25		HT Parent group Pupil Parliament Finance officer PEF Admin Support	Participatory budget consultation to be arranged with pupils, staff and parents (£10,000)
Systematically track and monitor impact of interventions on attainment quarterly with PT Curriculum and adapt as appropriate.	Aug 24 – June 25		DHT Senior Phase/BGE PT Curriculum	
Develop awareness and understanding among all staff regarding the principles and practices of the inclusive classroom based on trauma informed practice	Aug 24 – Dec 24		PT Equality and Inclusion. Educational Psychology team	CLPL for all teachers and support staff

Priority 3	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	
NIF Driver School Improvement Parental engagement	**HGIOS?4** 3.1 Ensuring wellbeing, equality and inclusion 1.3 Leadership of change 1.5 Management of resources to promote equity	**UNCRC** Article 28: (Right to education): Article 3 (Best interests of the child):

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

Through collegiate discussions around our curriculum rationale and evidence collected for the S1 pilot, we have identified the need to improve our tracking and offer of wider achievement opportunities. This is an essential component part of curriculum planning which supports the overall development of learners' skills and increases motivation, confidence and sense of satisfaction, particularly for young people who may struggle with or are at risk of disengaging from formal learning. Providing opportunities for wider achievement can be motivating, encourage them to explore their skills and strengths and portray their distinct personalities or aptitudes. (Building the Curriculum 3 – BtC3). As a result of our pilot around pupil experiences, we have identified groups of young people, including those impacted by poverty, who would benefit from further opportunities for personal achievement in order to enhance their overall wellbeing. Moving forward we will not only track the participation in wider achievement opportunities we will also encourage and support the pupils to recognise the value of the meta-skill they are developing.

Over the past 3 years the demographic profile of the school community has significantly changed. In recognition of this the pupils added the value of 'equality' to our other values. To support this value we will continue to implement a range of planned activities across all year groups to raise awareness of all protected characteristics and expectation of our behaviour towards others.

Expected outcomes for learners - Who? By how much?   By when?   What?

- By June 25 we will evidence an increase of 20% in the number of S1 and S2 recording wider achievement on the school tracker.
- By Dec 24 pupil voice questionnaires will evidence a 15% increase in the number of S1 and S2 pupils stating they can recognise and record their own development in meta-skills (baseline data collected in Aug 24)
- By June 25 we will evidence an increased (10%) awareness of identified protected characteristics using pupil voice questionnaires for all pupils. (baseline data collected in Aug 24)
- By June 25 almost all targeted pupils, including those impacted by poverty, will demonstrate an increased engagement in school. This will be evidence in the pupil tracker.

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?

- The views of pupils, staff, parents and partners indicate that our values are making an explicit impact on the life and ethos of the school
- Our curriculum has been reviewed in order to ensure that equality and diversity are clearly addressed, in particular racial equality / anti-racist education
- Pupils report improved learning experiences and knowledge in relating to racial equality
- Most pupils can articulate their awareness and understanding of protected characteristics and how this informs their behaviour via

questionnaires and focus group discussion
- Increased number of accredited wider achievement opportunities
- Increased participation in wider achievement opportunities

Tasks to achieve priority	Timescale	RAG	Those involved/responsible – including partners	Resources and staff development
Equalities Education – continue to raise awareness of all protected characteristics and expectations towards others.	June 24 – June 25		DHT Wellbeing PT Pupil Support Pupil Parliament	Assemblies PSE development time Pupil Voice involvement Humanities dept
Further develop the school wellbeing tracker for all pupils. Using gathered data, implement universal and targeted support as required.	June 24-June 25		DHT Wellbeing PT Pupil Support PT Equalities and Inclusion Impact Team CLD Rugby coach Pupil Parliament	
Develop and implement new S1 course to support opportunities for IDL focussing on Meta-skills.	June 24 – June 25		DHT BGE Individual teams (team of 8 across various subject areas)	Resources to support new courses CLPL for staff involve PEF funded Wellbeing Support worker (7.5hrs)
Develop and implement a universal approach to tracking the wider achievements of S1. - A Microsoft form will be created to track pupil experiences of meta-skills. This will allow us to target support for pupils who are not participating in any wider achievement opportunities.	Aug 24 – June 25		PT Raising Attainment (Ami Cox) DHT BGE/Senior Phase	IT support Pupil Voice involvement Assemblies

Priority 4	Improvement in skills and sustained, positive school-leaver destinations for all young people

Priority 4 Improvement in skills and sustained, positive school-leaver destinations for all young people
Placing the human rights and needs of every child and young person at the centre of education

NIF Driver	HGIOS?4	UNCRC
School Improvement Performance information	3.3 Increasing creativity and employability 3.1 Ensuring wellbeing, equality and inclusion 2.7 Partnerships 2.6 Transitions	Article 28: (Right to education): Article 3 (Best interests of the child):

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

Partnership Working:
Despite efforts since the pandemic, we have not yet realised our ambition of securing a regular group of partner agencies and organisations with whom we can work to offer pupils alternative pathways, work placements and work experiences. To date, the options we have secured tend to be based on existing relationships or connections made via other means e.g. MCR Mentors. The reduction and now absence of a DYW Coordinator has made this task far more difficult to achieve. However, we feel strongly that this needs focused attention to ensure consistency of approach and to solidify the alternative offer we can make each year. These partners will also play a lead role in improving our annual Careers Fair as we look to expand it this year.

Pupil Leadership:
Whilst we have strong leadership in the senior phase through Senior Leaders, House Captains and S6 Committees, we recognise that we need to expand this to include a wider range of pupils and to broaden the impact across the curriculum. Therefore, we hope to introduce a range of new opportunities this year on which we can grow. These pupils will also have a direct role in the Careers Fair, Options Event and Parents' Nights throughout the year.

Skills based curriculum:
Building on the work completed over the past two years on enhancing our curriculum offer, we recognise that we now need a golden thread of skills to run through the work of the school in order for pupils to gain maximum impact. We have agreed to focus on the meta-skills agenda developed by SDS and have created Wider Achievement opportunities in S1, S5 and S6 to focus on these skills and allow pupils to access wider accreditation.

SCQF Gold Status:
Having achieved our SCQF Bronze status before covid, we were going to apply to become a Silver school. However, initial feedback from SCQF indicates that the significant work already undertaken would make us more likely to achieve Gold this session and so a group will be assembled

to carry this work forward with a key focus on promotion of SCQF awareness and understanding with parents and partners as well as working collaboratively with other schools.

'The Promise Plan 21-24':
Through disaggregation of our T&M data, we intend to focus closely on our care experienced young people to ensure that a fully enhanced and supported offer is being made through our work in school, with DYW and with our partners at SDS to maximise the opportunities for this particular group.

Expected outcomes for learners - Who? By how much?   By when?   What?

- By May 2025, approximately 3% of pupils in S3-6 will have access to an alternative pathway with a partnership provider.
- By April 2025, all pupils in S5/6 will have achieved at least one wider achievement award through the new school programme.
- By April 2025, feedback from pupils on SCQF will show that almost all pupils have an understanding of the framework.
- By April 2025, wider achievement skills will have been tracked across S1 and S5/6 to analyse the impact of wider achievement awards on pupils.
- By August 2025, 100% of care-experienced leavers will have secured a positive destination.

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?

- At least three new partners will have signed up to work with pupils from Inverclyde Academy.
- An SCQF committee will be established in the Senior Phase.
- New Careers Fair implemented with positive feedback from parents, pupils and partners.
- Full programme of S1 wider achievement implemented.
- Full programme of S5/6 wider achievement awards implemented.
- Wider achievement skills tracker implemented in S1 and S5/6.
- Receive accreditation as a Gold Level SCQF school.
- IA STEM Approach document fully developed with key responsibilities of new ambassador team outlined and implemented.
- SLDR data sustained at 95% or better but with improvements in care-experienced outcomes returning to 100% from 88% in 22/23.

If PEF spend is supporting – how much and what

- MCR pathways - £25,00 to support the engagement of pupils
- Alternative pathway support - £10,000

Tasks to achieve priority	Timescale	RAG	Those involved/responsible – including partners	Resources and staff development
4.1 Engage more partners to secure alternative pathways for pupils disengaged	May 2025		DYW Coordinator Impact Zone staff All DHTs	PEF funding if required for transport

Tasks to achieve priority	Timescale	RAG	Those involved/responsible – including partners	Resources and staff development
from school in line with the No Wrong Path agenda.				
4.2 Further increase the opportunity for pupil leadership across all year groups by introducing SCQF and STEM Ambassadors from August 2024 as well as the Wider Achievement Curriculum Pathways.	May 2025		S. McCready STEM PTs Wider Achievement teachers Pupil Parliament	Assemblies
4.3 Further develop DYW/ career events in BGE and Senior Phase including merging our annual Careers Fair with a Subject Options event for maximum impact and participation from pupils and families.	December 2024		DYW Coordinator L. Hansen (SDS) PTPS Team Curriculum PTs S. McCready G. Livingstone	PEF funding for refreshments
4.4 Incorporate skills, particularly meta-skills, into learning and teaching across the curriculum through curriculum pathways as well as Wider Achievement groups in S1 and S5/6.	May 2025		A. Cox (PT: WA) Wider Achievement teachers S. McCready G. Livingstone	
4.5 Continue to raise awareness and develop our community's understanding of SCQF as we strive to complete our application to be a Gold Level School.	May 2025		S. McCready	CLPL for all staff. Parent events
4.6 Under the 'Right to Education' section of 'The Promise Plan 21-24', care experienced children and young people will be supported to ensure they go on to genuinely positive destinations, such as further education or employment	August 2025		S. McCready DYW Coordinator L. Hansen (SDS) PTPS Team DHT WHB	

Priority 5 Placing the human rights and needs of every child and young person at the centre of education		
NIF Driver School Improvement Performance information	**HGIOS?4** 1.2 Leadership of learning 1.3 Leadership of change	**UNCRC** Article 28: (Right to education): Article 3 (Best interests of the child):

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

Across the cluster we are focusing on the growth of empowerment and engagement of all our young people.

As a school we will continue to expand opportunities for pupil leadership within the BGE and Senior Phase, and closely monitor pupil led parliament and sub committees, to ensure a proportionate membership to match the profile of the school. As well as this, we continue to ensure that young people impacted by poverty and those at risk of being impacted by poverty are supported in their leadership pathway through peer support.

We continue to look for ways to reduce the cost of the school day and also to empower the voice of our young people who are impacted by poverty and those who are at risk of being impacted by poverty. An equity group will ensure that all those young people impacted by poverty have their voice heard and funds set aside to improve outcomes for young people will have been spent appropriately.

The school has recently been selected to support Gaelic provision for Secondary School pupil within Inverclyde. We are in the initial stages of this provision with one child selecting to access this provision.

Expected outcomes for learners - Who? By how much?   By when?   What?

- By June 2025 the number of S1-3 young people (including those effected by poverty), engaging in pupil voice change projects will increase by 25%.
- By June 2025 the number of Senior pupils engaging in change projects will increase to 10%.
- By June 2025 the cluster will have hosted at least two pupil-led cluster meetings to allow pupils to share good practice and develop leadership skills.

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?

- Minutes of meetings outlining strategic actions associated with pupil voice and the outcome and evaluations of those actions.
- Reducing in the amount of Bullying incidents
- An increase in the number of pupils will state that they feel empowered and have ownership of school improvement (Pupil Questionnaire)
- An increase in the number of pupils being supported by the Gaelic provision.

Tasks to achieve priority	Timescale	RAG	Those involved/responsible – including partners	Resources and staff development
Cluster leadership group - This group will have responsibility for developing aspects of improvement such as • Equalities (Racial Literacy, Celebrating our culture, LGBT+,) • The Promise • Respectful School (Anti Bullying, MVP)	June 24 – June 25		Cluster primary school pupils Senior Pupil Leadership Team IA Pupil Parliament Virtual HT IA Pupil Parliament PT Raising Achievement (Pupil Voice) Staff as required	As required
The school will empower pupil to lead sub groups in areas such as • Cost of the school day (Period Poverty, Uniform Bank, Thrift Shop, Take what you need box.) • Magic Breakfast • School Communication	June 24 – June 25		Senior Pupil Leadership Team IA Pupil Parliament PT Raising Achievement (Pupil Voice) Staff as required	As required
The school will hold regular meetings to support the provision for Gaelic. We will seek external support to enhance the provision throughout the year, involving the pupil/s and parents in the improvement planning.	June 24 -25		DHT – GL Working group	