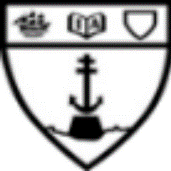
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| **Inverclyde Academy**  **Standards and Quality 2024/25** |  |

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| Context of the Establishment: |
| Inverclyde Academy is a six year multi-denominational secondary school situated in the south west of Greenock. The school serves the communities of Wemyss Bay, Inverkip, southwest, central and the east of Greenock. The Scottish Index of Multiple Deprivation (SIMD) identifies pupils from SIMD1 to SIMD 9 attend the school; 60% of our pupils come from SIMD 1-3, with just over 48% living within SIMD1.  We have welcomed families to our school community who have arrived in Scotland this year. Some of these children speak English, but are new to the Scottish Curriculum. Others (7 children) have little or no experience of the English language and another 36 require EAL support.  The current school roll is approximately 738: our capacity is 1118. Many of our pupils are care experienced with, at present, 45 of our pupils registered as ‘looked after’ and **62%** are identified as having Additional Support Needs. Approximately 38% of our pupils have a free meal entitlement, which led to a PEF allocation to the school of approximately £177,620.  The present complement of full time teaching staff is 56.6 which includes a school leadership team of a Headteacher, three DHTs, 12 Principal Teachers of Curriculum, and 8 FTE Principal Teachers of Pupil Support. The Scottish Attainment Challenge funding has funded the post of a Barnardo’s worker to the school (shared with a neighbouring school). At present there are **27** children in the school with access to a Barnardo’s worker. The PEF allocation has allowed us to engage with Mind Mosaic which supports 32 pupils. The school benefits greatly from a strong non-teaching support team comprising: a School Support Manager, Finance Officer, office staff, janitors, cleaning team, technicians, Home Link workers and pupil support assistants.  In Inverclyde Academy, we aim to provide a welcoming and friendly environment which celebrates the diversity of our community. This is achieved through working together with young people, their families and the community, based on a shared sense of direction. Our values have been recently updated to - Respect, Responsibility, Equality and Wellbeing – these are displayed throughout the school and were established in consultation with the full community.  At Inverclyde Academy, we aim to provide opportunities to develop skills for learning, life and work and create pathways which allow young people to move into positive destinations. We work proactively with a range of partners including local, regional and national employers and many other practitioners to modify and deliver an appropriately personalised curriculum. This takes account of the individual needs of our children and young people and consolidates the development of employability skills in our school as part of our commitment to ensuring our young people have the capabilities and necessary skills to sustain their chosen pathways post-school, particularly given the Scottish Government’s *Young Person Guarantee: No one left behind* agenda (Sept 2020).  The school communicates with parents/carers and the local community through regular online meetings and information events (when possible), regular emails, a weekly bulletin, text messaging, Twitter and the school website. We have a thriving and supportive Parent Voice. 87% of our parents have signed up to the Parents Portal. |

Our Vision, and Values

Vision



* Respect
* Responsibility
* Equality
* Success

Values

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

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| **Establishment priority 1**: | |
| NIF Priority  Improvements in attainment, particularly in literacy and numeracy  NIF Driver  Assessment of children's progress  Performance information | HGIOS/ELC QIs  1.1 Self-evaluation for self-improvement  2.3 Learning, teaching and assessment  3.2 Raising attainment and achievement    UNCRC  Article 3 (Best interests of the child):  *Article 28: (Right to education):* |
| **Expected Outcome:**   1. **Attendance**   To increase the average attendance of all pupils 1% by June 2025 (not including those pupils supported 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 |  1. **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.   1. **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%.  **PEF used to support closing the gap:**   1. Mind Mosaic – £33,000 to support targeted pupils who are finding attendance at school a challenge (split across priority 1 and 3) 2. CLD - £47, 192 To support alternative and adaptive teaching (split across priority 1, 2 and 3) 3. Magic Breakfast - £6,180 to remove an identified barrier and support attendance 4. Office support (10hrs) £3,000– to support attendance data 5. Health and Wellbeing (Rugby coach) - £17,975 –to support adaptive and alternative teaching (split across priority 1 and 3) 6. Supported study targeted towards pupils impacted by poverty. (£5,000)(split across Priority 1 and 2) 7. Uniform Bank - £3,500 to remove an identified barrier and support attendance 8. Supportive resources including online resources (SUM Dog) - £2,000 to support adaptive learning.   **Progress and Impact of outcome for learners**   1. **Attendance**   Attendance Dashboard was used to identify pupils/families who require support with attending school. Our Support Team implement a range of interventions for identified families. Partner agencies also supported identified families to improve attendance. Our ambitious targets for an increase in attendance for those pupils effected by poverty was exceeded this session for each identified year group. In addition, overall attendance across the school has increased by 2.58% on the previous year.   |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | | Attendance of Pupils in SIMD 1 & 2 | Session 23-24 | |  | Session 24-25 | | Comparison  For target | | All pupils  (%) | Without alternative pathways (%) | Target  (%) | All pupils  (%) | Without alternative pathways (%) | | S1 | 87.69 | 89.29 | 90 | 87.75 | 91.37 | Increase of 2.08%  Improvement of 1.37% on target. | | S2 | 81.81 | 88.11 | 89 | 85.70 | 89.03 | Increase of 0.92%  Improvement of 0.03% on target. | | S3 | 84.20 | 84.98 | 87.2 | 84.49 | 88.6 | Increase of 3.62%  Improvement of 1.4% on target. |  1. **Attainment**   **BGE**  A continued close focus on the progress of Literacy and Numeracy through BGE has culminated in another very encouraging set of results which include our highest-ever at Level 4 for Literacy and Numeracy. The four year pattern shows an overall continuous improvement in all measures.  89% of S3 pupils achieved Level 3 Literacy and 88% of the cohort achieved Level 3 in Numeracy. Whilst these are short of the target (90%), however they are still the highest result in Numeracy since pre-Covid. Analysis of data shows that the main reason for not meeting the target came from the recent (in school for less than a year) enrolment of EAL pupils.   |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | | **TPJ- % achieving Level 3** | | | | | | | | Year | SIMD | Number of pupils | Listening & Talking | Reading | Writing | Numeracy | | 2024-25 | All | 145 | 91% | 89% | 91% | 88% | | 2023-24 | All | 127 | 90.5% | 89.7% | 90.5% | 85.0% | | 2022-23 | All | 127 | 77.9% | 76.2% | 74.6% | 76.2% | | 2021-22 | All | 147 | 84.8% | 83.4% | 83.4% | 79.6% |   Overall, 57% of pupils achieved Level 4 (target 56%) in Literacy and 56% achieved Level 4 in Numeracy (target 45%), the first time that the majority of an S3 cohort have done so. This is attributed to high-quality moderation, regular attainment meetings, appropriate course revision (in Numeracy) and strategic pupil interventions.   |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | | **TPJ- % achieving Level 4** | | | | | | | | Year | SIMD | Number of pupils | Listening & Talking | Reading | Writing | Numeracy | | 2024-25 | All | 145 | 63% | 57% | 57% | 56% | | 2023-24 | All | 127 | 55.6% | 56.3% | 55.6% | 41.7% | | 2022-23 | All | 127 | 41.8% | 42.6% | 45.1% | 9.0% | | 2021-22 | All | 147 | 35.9% | 31.3% | 29.3% | 31.3% |  Senior Phase Based on current estimate data, 52.8% of pupils in S4 are on track to achieve 5 or more awards at Level 5 (A-D), original target 38%.  Based on current estimate data, 68% of pupils in S4 are on track to achieve 3 or more awards at Level 5 (A-D), original target 60%.  Based on current estimate data, 84.8% of pupils in S4 are on track to achieve 1 or more awards at Level 5 (A-D), original target 83%.  We had set a target of at least 80% of the pupils achieving 5@L5 in S4 would progress to 5@L6 in S5. We have go one over this target. Not only are all the pupils who achieved 5@L5 currently estimated to achieve 5@L6, but those pupils who achieved less than 5@L5 in S4 are also on track to achieve 5@L6 Attainment Outcomes The expansion of our qualification offer beyond National Qualifications has had a measurable impact on pupil attainment: • 194 additional qualifications at SCQF Level 5 • 119 additional qualifications at SCQF Level 6 • Total additional qualifications achieved: 365  **Numeracy and Literacy Outcomes**  Based on current estimate data, 98.4% of pupils are on track to achieve Literacy at L3+.  Based on current estimate data, 96.9% of pupils are on track to achieve Numeracy at L3+.  These are slightly below our target of 100%  **Wider Achievement Programme**  The introduction of a pilot of wider achievement opportunities broadened the attainment profile of our senior pupils and supported the development of transferable skills aligned with future pathways.   |  |  |  |  |  | | --- | --- | --- | --- | --- | | **Course** | **Pupils Achieved** | **Total Enrolled** | **Completion Rate** | **SCQF Level** | | **Powering Futures** | 13 | 16 | 81.25% | 6 | | **Barista Skills** | 11 | 20 | 55.00% | 5 | | **Cyber Security** | 9 | 19 | 47.37% | 5 | | **Young Enterprise** | 2 | 16 | N/A | 6 | | **STEM Leaders** | 7 | 18 | 38.89% | 6 | | **MVP** | 18 | 22 | 81.82% | N/A | | **MH & Wellbeing** | 10 | 30 | 33.3% | 5 |  1. **Focus on improving attainment in all BGE curricular areas:**   Staff CLPL, on the use of the refined authority spreadsheet, has enabled quick access to disaggregated data to be used to direct improvement. This supported the continued improvement of the use of BGE data across the school and help other department areas move in line with established expectations for progress in Literacy and Numeracy  This year has seen marked improvements in attainment over time across BGE curricular areas, with pupils in almost all S3 subjects improving their attainment compared to last year’s figures. Our targets have been exceeded with the gap between Literacy/ Numeracy and other subject areas closing by more than 5% for Level 3 and Level 4 in almost all subject areas. | |
| Next steps:   * To set ambitious and achievable attendance and engagement targets for all pupils and for specific cohorts of pupils. Specific cohorts will include,   + Care experienced young people,   + Young people who are on flexible pathways in the BGE.   + Strengthen parental engagement through targeted communication and events. * To set ambitious and achievable targets for attainment and achievement in both BGE and senior phase. All BGE curricular areas will further address the attainment gap between their subject(s) and Literacy/ Numeracy where applicable. * All departments will now use BGE data to set achievable, challenging and personalised targets informed by course revision and moderation. Expectations around BGE progress will be consistent and informed by Literacy and Numeracy data at point of entry in S1. This data-driven approach will enable timely support and tailored interventions to improve outcomes. Literacy and Numeracy will focus more closely on the closing of the attainment gap at all levels using quality disaggregated data at key points through the year. * Enhanced Moderation of Learning- A renewed focus will be placed on the moderation of learning across all subjects. This includes collaborative planning, peer review of assessments, and consistent application of standards to ensure accuracy and fairness in evaluating student performance. * These measures aim to sustain high performance in strong subjects and drive improvement in areas that did not meet the Level 4 improvement target. * Continue to monitor and evaluate the impact of enhanced pathways on pupil outcomes: * A tailored offer that fits in with Open Learning columns will now be developed and embedded in August based on pupil feedback, staff availability and attainment data. * Continue to develop staff capacity to deliver and assess wider achievement qualifications. * The SCQF Gold evidence submission will be made in August/September with a view to having achieved out new status in Autumn Term. | |

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| **Establishment priority 2**: | |
| NIF Priority  Closing the attainment gap between the most and least disadvantaged children and young people  NIF Driver  Assessment of children's progress  Performance information | HGIOS/ELC QIs  1.1 Self-evaluation for self-improvement  2.3 Learning, teaching and assessment  3.2 Raising attainment and achievement    UNCRC  Article 3 (Best interests of the child):  *Article 28: (Right to education):* |
| **Expected Outcome:**  **BGE:**  To narrow the expected progress gap in S3 Level 3 and level 4 L&T and Reading by 3% by June 2025.   * 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  **PEF used to support closing the gap:**  Due analysis of the lack of impact of the previous year’s residential and in-school support from a partnership agency, the school did not commit to this spend this year.   1. CLD - £47, 192 To support alternative and adaptive teaching (split across priority 1, 2 and 3) 2. Supported study targeted towards pupils impacted by poverty. (£5,000)(split across Priority 1 and 2) 3. Supportive resources including online resources (SUM Dog) - £2,000 to support adaptive learning.   **Progress and Impact of outcome for learners**  The gap at Level 3 is at its narrowest point in recent years whilst attainment across the signifiers of Literacy and Numeracy is the best it has been (with exception of 2022-23 when attainment was relatively low.   |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | | **TPJ- % achieving Level 3** | | | | | | | | Year | SIMD | Number of pupils | Listening & Talking | Reading | Writing | Numeracy | | 2024-25 | All | 145 | 91% | 89% | 91% | 88% | |  | 1-2 | 80 | 89%\* | 88%\*\* | 88%\*\* | 86% | | 3-10 | 65 | 94% | 94% | 92% | 92% | | Gap |  | **-5%** | **-6%** | **-4%** | **-6%** | | 2023-24 | 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%** | | 2022-23 | 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%** | | 2021-22 | All | 147 | 84.8% | 83.4% | 83.4% | 79.6% | |  | 1-2 | 85 | 79.5% | 78.3% | 78.3% | 71.8% | | 3-10 | 62 | 91.7% | 90.0% | 90.0% | 90.0% | | Gap |  | **-12.1%** | **-11.7%** | **-11.7%** | **-18.2%** |   51% of SIMD 1-2 Learners achieved Level 4 for L & T; 80% of SIMD 3-10 learners achieved Level 4 for L & T  46% of SIMD 1-2 Learners achieved Level 4 for Reading; 74% of SIMD 3-10 learners achieved Level 4 for Reading   |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | | **TPJ- % achieving Level 4** | | | | | | | | Year | SIMD | Number of pupils | Listening & Talking | Reading | Writing | Numeracy | | 2024-25 | All | 145 | 63% | 57% | 57% | 56% | |  | 1-2 | 80 | 49%\* | 44%\*\* | 46% | 45% | | 3-10 | 65 | 84% | 74% | 74% | 69% | | Gap |  | **-35%** | **-30%** | **-28%** | **-24%** | | 2023-24 | 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%** | | 2022-23 | 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%** | | 2021-22 | 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%** |   Overall targets for Level 4 have been exceeded; however the size of the gap has become a new challenge as we move forwards. This will require a multi-layered approach including earlier intervention, improved liaison with parents/ carers, data-driven decision making and support in partnership with Impact Zone and external partners and CLPL for staff.  **Senior Phase attainment analysis:**  The school continues to demonstrate a strong commitment to raising attainment for all learners, with a particular focus on equity for pupils from the most deprived backgrounds. In the current S4 cohort, 57.6% of pupils reside in SIMD 1–2 areas. Recent estimate data above indicates a significant positive trend in attainment among these learners:     * Based on current estimate data, 42.4% of pupils in SIMD 1-2 in S4 are on track to achieve 5 or more awards at Level 5 (A-D). * Based on current estimate data, 62.5% of pupils in SIMD 1-2 in S4 are on track to achieve 3 or more awards at Level 5 (A-D). * Based on current estimate data, 81.9% of pupils in SIMD 1-2 in S4 are on track to achieve 1 or more awards at Level 5 (A-D).   These outcomes reflect the effectiveness of a range of targeted support interventions implemented across the Senior Phase. Key strategies contributing to this success include:   * Targeted tracking and monitoring of key groups of pupils identified as at risk of underachievement at each reporting phase, with progress closely monitored at department and pastoral level. * Literacy and numeracy interventions with tailored support in core subjects has helped close foundational gaps, particularly for pupils entering S4 below expected levels. This has included temporary, targeted extraction for additional support and close liaison with staff in the Impact Zone to ensure tasks were completed under the appropriate levels of supervision to meet SQA standards. * Parental engagement: regular communication from Pupil Support and PTs – often resulting in face to face meetings with young people and their families - has strengthened home-school partnerships, ensuring families are equipped to support learning at home. * Wellbeing and inclusion support from the school’s pastoral care team working closely with teaching staff to ensure that barriers to learning—such as attendance, mental health, or socio-economic challenges—are addressed proactively through positive engagement with families, use of external partners and access to long-term support where necessary. * Supported study and Easter School revision programmes: Additional learning opportunities were provided through after-school supported study sessions in many subjects each week and with an intensive revision programme during the Easter holiday period in readiness for SQA exams. * A final, targeted support programme was implemented in April & May of 2025, led by the Impact Zone team to use outreach methods to ensure those hardest to reach pupils had every opportunity to engage with QA qualifications in the school, at neutral locations and in the home before the end of the year.   Together, these interventions have created a supportive and aspirational learning environment, enabling young people from disadvantaged backgrounds to thrive and achieve positive outcomes despite wide-ranging barriers to learning. | |
| Next steps:  1. using knowledge of previous progress, set Numeracy and Literacy level targets forS1, S2 and S3 cohorts, with a specific focus and additional support targeted to closing the poverty related attainment gap at 4th level in S3.  2. We are committed to sustaining and building upon the progress made in raising attainment including: - Increasing the percentage of SIMD 1–2 pupils achieving 1+ National 5 awards to 85% by 2026. - Expanding support programmes for hard to reach young people by developing our digital learning offer/family support worker this will be supported by the PEF budget).  - Continuing professional development for staff focused on data-driven interventions. | |

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| **Establishment priority 3**: | |
| NIF Priority  Improvement in children and young people's health and wellbeing  Placing the human rights and needs of every child and young person at the centre of education  NIF Driver  School Improvement  Parental engagement | HGIOS/ELC QIs  3.1 Ensuring wellbeing, equality and inclusion  1.5 Management of resources to promote equity    UNCRC  Article 28: (Right to education):  *Article 3 (Best interests of the child):* |
| **Expected Outcome**   1. By June 25 we will evidence an increase of 20% in the number of S1 and S2 recording wider achievement on the school tracker. 2. 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) 3. 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) 4. 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.   **PEF used to support closing the gap:**   1. Mind Mosaic – £33,000 to support targeted pupils who are finding attendance at school a challenge (split across priority 1 and 3) 2. CLD - £47, 192 To support alternative and adaptive teaching (split across priority 1 and 3) 3. Health and Wellbeing (Rugby coach) - £17,975 –to support adaptive and alternative teaching (split across priority 1 and 3)   **Progress and Impact of outcome for learners**   1. **Wider achievement/involvement in Pupil Leadership**  |  | | --- | | Year % in Aug 24 % in June 25 | |  | | S1 New to school  N/A 67% | | S2 28% 45% | | S3 24% 42% | | S4 8% 16% | | S5 16% 16% | | S6 22% 39% |   Analysis shows an important aspect of this increase in pupil engagement is the involvement in the pupil Parliament.  The data below comes from a Pupil Leadership report, evidencing the school’s commitment to developing confident individuals and responsible citizens through inclusive leadership pathways. Continued efforts will focus on sustaining this growth, deepening understanding of leadership roles, and ensuring all pupils feel empowered to contribute to school improvement.   * Leadership Participation: 99 pupils (12.84% of the school roll) are now involved in leadership roles—up from just 25 last year. * Staff Engagement: 82.14% of full-time staff are actively supporting pupil leadership through committee involvement. * Equity and Inclusion:   + Care-Experienced Pupils: 2.02% of leaders identify as care-experienced.   + SIMD Representation: Pupils from across all SIMD deciles are represented, with notable engagement from SIMD 1, 2, and 8.   + Ethnic Diversity: While the majority of leaders identify as White - Scottish (85.86%), there is growing representation from African, Arab, and other ethnic backgrounds.   + Gender Balance: Female pupils make up 63.64% of leadership roles, with male pupils at 32.32%.  1. **Development of Meta-Skills**   Our 2024-25 S1 DYW course design allowed for an embedded approach to the development of meta-skills through 4 rotations around school focusing on sustainability, forensic science, AI and Day Dream Believers’ Solar Punk Island. Questionnaires from pupils showed that almost all pupils could recognise and record their developing skills.  All pupils in S1 achieved a CREST Award through the DYW Programme   1. **Protected characteristics**   Baseline assessment indicated that, whilst some children were aware of some protected characteristics, they had a limited awareness of the full range of protected characteristics and their understanding of their impact within the community was minimal.  The majority of pupils were involved in a more recent assessment which highlighted that almost all pupils can now identify all protected characteristics.  Pupils demonstrate an understanding of how these characteristics relate to real-life experiences in our community.   1. **Increased Engagement in School**   A number of strategies, supported by the Impact Zone and additional partnerships, effect improvement in this area   * + Of the 40 targeted S4 pupils (32% cohort), 80% achieved 5 or more qualifications at level 3 +. Overall 95% of targeted group achieved at least 1 or more qualification on exit. | |
| Next steps:   1. Broaden Participation Across Year Groups:    * Participation is strong but could be more evenly distributed across year groups and demographics.    * Action: Introduce year-specific Parliament roles or shadowing opportunities for younger pupils (S1–S2) to build early engagement. 2. Gender Imbalance:  * Explore Barriers to Male Participation and promote Male role models * Conduct focus groups or short surveys with male pupils to understand why they may be less likely to engage in leadership roles. * Look for patterns in confidence, awareness, or perceived relevance. * Highlight stories of current or former male pupil leaders in assemblies, newsletters, or social media. * Invite male staff or alumni to speak about leadership and its benefits.  1. Next session, the S1 DYW course will being redesigned further, building on the evidence gathered this year. 2. Develop a whole school wider achievement tracker to measure participation and engagement in all aspect of the school. 3. To develop whole school understanding and implementation of the new Authority wide Anti Bullying policy 4. Continue to develop the pupil leadership opportunities around school value Equality. 5. Continue embedding equalities education across the curriculum with real-world contexts and community links. 6. Implement the new Authority Anti-Bullying Policy with a focus on: 7. Raising awareness of prejudice-based bullying and continue to promote reporting and logging of bullying 8. Promoting respect and inclusion through restorative and preventative approaches. 9. Develop staff CLPL (Career-Long Professional Learning) around equalities and inclusive practice 10. Continue to adapt and improve the Impact Zone offer of support and track if interventions are successful 11. Introduce the authority Be Well Survey to give more regular and detailed data that can be compared to develop practice 12. Add further partnership working that can support families and pupils with engagement | |
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| **Establishment priority 4**: | |
| NIF Priority  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  School Improvement  Performance information | HGIOS/ELC QIs  2.6 Transitions  3.3 Increasing creativity and employability  2.7 Partnerships    UNCRC  Article 28: (Right to education):  *Article 3 (Best interests of the child):* |
| **Expected Outcome**   * 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 Oct 24, 100% of care-experienced leavers will have secured a positive destination.     **PEF used to support closing the gap:**   * MCR pathways - £25,00 to support the engagement of pupils * Alternative pathway support - £10,000   **Progress and Impact of outcome for learners** Wider Achievement Programme A full programme of S1 wider achievement was delivered weekly, focusing on project-based learning including Solar Punk Island, Sustainability, Forensic Science and Artificial Intelligence. All S1 pupils achieved a Crest award.  S5/6 wider achievement awards were piloted with 42.4% (78 pupils) achieving an additional award by June 2025.  The introduction of a pilot of wider achievement opportunities broadened the attainment profile of our senior pupils and supported the development of transferable skills aligned with future pathways.   |  |  |  |  |  | | --- | --- | --- | --- | --- | | **Course** | **Pupils Achieved** | **Total Enrolled** | **Completion Rate** | **SCQF Level** | | **Powering Futures** | 13 | 16 | 81.25% | 6 | | **Barista Skills** | 11 | 20 | 55.00% | 5 | | **Cyber Security** | 9 | 19 | 47.37% | 5 | | **Young Enterprise** | 2 | 16 | N/A | 6 | | **STEM Leaders** | 7 | 18 | 38.89% | 6 | | **MVP** | 18 | 22 | 81.82% | N/A | | **MH & Wellbeing** | 10 | 30 | 33.3% | 5 |  **SCQF Development**An SCQF committee was established with 15 pupils from S2–S6 and evidence for Gold Level SCQF accreditation is nearly complete. After being advised by the SCQF Framework to bypass our Silver Award, we have made significant progress toward achieving the SCQF Gold Award. A dedicated pupil team from S2–S6 actively promoted SCQF awareness at parental engagement events throughout the year. In line with SCQF guidance, we redesigned our options booklets and processes, ensuring alignment with national frameworks. We are now in the final stages of submitting our evidence and anticipate achieving the Gold Award early in the new session.  **Scottish Apprenticeship Week**  The impact of the Scottish Apprenticeship Week is now having a measurable impact on young people’s understanding. Of the 66 pupils sampled,97% found the input from the DYW Coordinator in PSE helpful. This was also reflected in pupil’s general understanding of apprenticeships from 1-5 averaging at 3.32.   Partnerships and Engagement  * West College Scotland: Continued collaboration has enabled pupils to access vocational qualifications and taster sessions in areas such as construction, hair and beauty, and hospitality to achieve vocational qualifications and skills. The review of the S4 offer with the LA has led to a change to next year’s offer which will now be a full day out of school in S4 to enhance the depth of experience and improve the level of qualifications achieved. * Skills Development Scotland: SDS has continued to deliver personalised career guidance and support for all pupils with a clear focus of additional support for those at risk of not achieving a positive destination. * DYW Coordinator: This essential partnership has continued to support the coordination of work placements, employer engagement activities, workplace visits and employer engagement events in school such as the Women in STEM Business Breakfast. This role is now integral to the effective tracking and monitoring. * A new Careers Fair was also launched to coincide with the S3 Options Evening, featuring over 20 local and national employers, colleges, and training providers. Feedback from pupils, parents, and partners was overwhelmingly positive. * MCR Pathways: With £25,000 of PEF funding, this mentoring programme has provided targeted support for care-experienced and disadvantaged pupils, improving engagement and aspirations. * Local Employers and Industry Partners: At least three significant employers have joined the school’s partnership network this year, offering work placements, apprenticeships, and input into the curriculum. These include:    + Ogilvie Construction was a vital partnership this session offering three S5 pupils an extended work placement on a local authority construction site as well as classroom based work collaborating with various employees from their organisation.   + Our relationship with Babcock plc has been strengthened this year with three of our senior pupils securing a full-time MA after completing the pre-apprenticeship course with them this session. They are also now attending all engagement events throughout the year.   + We have an increasingly secure partnership with JP Morgan having secured Graduate Apprenticeships with them for the third year in a row. They are also attending all engagement events and we have made links to them in our school community e.g. parents.   + Community partnerships: have supported wider achievement activities, including volunteering, environmental projects, and enterprise challenges.   **Positive Destination Data Overview**  We have focused on strategic initiatives aimed at improving positive destinations for school leavers again this session. This has included analysing comparative data, implementing targeted interventions, and tracking outcomes aligned with national priorities such as The Promise and the SCQF Framework.   |  |  |  |  |  | | --- | --- | --- | --- | --- | | Year | Cohort size | Positive destinations | CEYP Cohort Size | Positive destinations | | 2023/24 | 145 | 93.1% |  | 100% | | 2022/23 | 125 | 94.4% |  | 87.5% | | 2021/22 | 145 | 91.03% |  | 88.9% |   Despite a slight decrease of 1.3% in SLDR data in 2023/24, the school remains committed to continuous improvement. Notably, outcomes for **care-experienced young people** improved significantly, reaching our target of 100% positive destinations in 2023/24. | |
| Next steps:   * *Carry forward - IA STEM Approach document fully developed with key responsibilities of new ambassador team outlined and implemented.* * Continue tracking wider achievement and SCQF understanding. * Strengthen early intervention strategies for pupils at risk. * Expand alternative pathways and employer partnerships. | |
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National Improvement Framework Quality Indicators

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| 1.3 Leadership of change **Good** |
| Key Strengths:   * Senior leaders carefully guide the strategic direction and pace of change. Staff are committed to and empowered to lead change which results in positive outcomes for young people. * Staff have a clear understanding of the social and economic context of the school community. This knowledge is used to inform strategic planning for improvement. * The school community has ownership of the vision and values. They are translated into daily practice within the school and provide a baseline for identifying improvement priorities.   Key Priorities:   * Review approaches to communicating learner progress to parents. * Develop assessment, moderation, monitoring and tracking procedures in the BGE in line with the rigorous and robust procedures implemented in the Senior Phase. * Continue to develop the Pupil Parliament as a vehicle for gathering pupil voice and encouraging pupil participation so that all young people within the school community feel that their voice is being heard. |

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| 2.3 Learning, teaching and assessment **Good** |
| Key Strengths:   * The school’s values are clearly evident in the school and demonstrated within lessons. * The Pupil Parliament is providing a vehicle for pupils to shape improvements within the school and directly on Learning and Teaching through the Leaders of Learning group. * The comprehensive approach to GIRFEC and information sharing is enabling teachers to meet the needs of learners to allow them to engage with their learning. * The comprehensive tracking system established in the Senior Phase, and newly developed system in the BGE stages. * With Strong practice of moderation in Literacy Numeracy between Primary colleagues, English and Maths.   Key Priorities:   * Continue to develop the work of the Pupil Parliament to ensure all pupils feel involved in their voice being heard, and views acted upon. * Continue to build on improvements seen in lesson observations to support the development of planning for learning to consistently ensure high expectations of Learning and teaching. * Develop a consistent use of adaptation of teaching to meet individual learner’s needs. |

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| 3.1 Ensuring wellbeing, equity and inclusion **Very Good** |
| Key Strengths:   * Positive, supportive relationships are increasing learner engagement leading to improved outcomes for young people. * High quality information is shared regularly with staff regarding pupil wellbeing, additional support needs and suggested strategies. * Well-structured PSHE programme delivered by pupil support teachers, provides clear progression from S1-S6. * S6 PSE programme is tailored to positive and sustained destinations. * A range of effective provisions to support the mental wellbeing of young people. * Pupils requiring particular support benefit from the enhanced provision through the Impact Zone. * Highly effective planning and partnership work evident via the EST structure. * High quality support for young people at points of transition.   Key Priorities:   * Continue to provide regular opportunities for pupils to use the wellbeing tracker to reflect and comment on their progress across the wellbeing indicators. * Identify additional universal interventions to improve attendance. * Seek further opportunities for teachers to plan support with pupil support assistants to maximise the impact on pupil progress. * Explore opportunities to improve engagement of home learners who are supported remotely. |

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| 3.2 Raising attainment and achievement/Securing children’s progress **Good** |
| Key Strengths:   * The school has a rigorous tracking system in place in the senior phase that is supporting close monitoring of young people’s progress towards National Qualifications. This data is used very well to enable staff to intervene at an early stage where support is required. * The school is effectively tracking progress in literacy and numeracy from S1 through to the senior phase. This data is used well to monitor progress over time of individuals, groups and cohorts. * Strong attainment at one or more to five or more at SCQF level 3 and level 4 across S4-S6. * Equity of opportunity for young people across the school * Well managed use of Pupil Equity Funding that is impacting positively on young people..   Key Priorities:   * Continue to further develop tracking and monitoring of young people’s progress in the BGE including progress over time. * Continue to build staff confidence in applying national standards when making professional judgements about achievement of a level across all curricular areas. * The school should seek to track participation in wider achievements more fully across the BGE and Senior Phase. * Continue to increase pathways and opportunities for learners to achieve at SCQF levels 5 and 6. |

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| **Other quality indictors evaluated from 3 year plan:** | |
| 3.3 Increasing creativity and employability | |
| Key Strengths:   * Leadership of the DHT, Senior Phase, in creating a clear vision backed up by policy and practice. * Creation of the Careers Zone and the creation of the team who support its work. * The quality of support and advice given to all pupils and their families by the Careers Zone team. * Rigorous approaches taken to tracking all pupils in order to secure Positive Destinations. * Partnership work to create both improved pathways and post school opportunities.   Key Priorities:   * Need to review the progression of curriculum content and learning experiences in DYW from P7 cluster work all the way through to S6 including clarification around use of PSE classes to deliver DYW. |

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| **Key Achievements of the Establishment** |
| As part of our LA Review this session, we invited a range of parents and partners in to the school to participate in focus groups with the review team. We were overwhelmed by the positive response from those invited both in terms of attendance and in their high levels of support shown in the meetings. It was reassuring to hear so much positivity from our school community and beyond.  We are proud of our school’s young people welcoming new pupils from various countries into our community. They have ensured these new families are supported and valued. At a recent awards ceremony is was observed that our diverse community was represented.  In the recent Learner Survey, 99% of those who responded stated that ‘they are learning and getting better’ in some or all of their lessons. |