

Education – Improvement Planning Document 2025-26

Establishment Name: **Inverclyde Academy**

CONTENTS

1. Establishment Vision, Values and Aims
2. 3 Year overview of priorities – based on the National Improvement Framework (We are in year 1)
3. Action Plan for session 2025-26 including PEF planning

Signatures:

Head of Establishment	Denise Crawford	Date	Aug 2025
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Quality Improvement Officer	Alison McLellan	Date	
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Vision

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

Values

- Respect
- Responsibility
- Equality
- Success

Overview of three year plan

National Priorities	Session 2025-2026	Session 2026-2027	Session 2027-2028
Placing the human rights and needs of every child and young person at the centre of education	We will increase the number of pupils actively involved in the Pupil Parliament, ensuring that its membership reflects the diversity of our school community. By embedding the remit of the Pupil Parliament across all aspects of school life, we will place young people at the centre of school improvement and decision-making.		
Improvement in children and young people's health and wellbeing	We will enhance the health and wellbeing of all learners by embedding a school values approach to positive relationships. This includes strengthening our curriculum delivery of Health and Wellbeing (HWB), increasing access to targeted support, and fostering a culture of care and inclusion.		
Closing the attainment gap between the most and least disadvantaged children and young people	We will further strengthen our use of whole-school tracking data, assessment evidence, and moderation processes to ensure that all learners have a clear understanding of their individual progress. This will support the setting of meaningful, personalised targets and interventions that drive improvement in attainment and contribute to closing the poverty-related attainment gap.		
Improvement in skills and sustained, positive school-leaver destinations for all young people	We will strengthen our school curriculum to ensure it provides a coherent, progressive, and engaging learning experience across all subject areas. Our aim is to build learners' knowledge, skills, and understanding in a holistic manner, fostering deeper engagement, creativity, and a lifelong love of learning. Extend our Gaelic Learners curriculum offer to all S1.		
Improvement in achievement, particularly in literacy and numeracy	We will improve the quality and consistency of learning and teaching by developing and embedding high-impact pedagogical approaches across the school. By strengthening professional practice, we aim to raise attainment for all learners. Embed our GME provision.		

Year one in more detail

National Priorities	School Priority	Summary of action
Placing the human rights and needs of every child and young person at the centre of education Improvement in children and young people's health and wellbeing Improvement in skills and sustained, positive school-leaver destinations for all young people	1. What we teach/learn	1.1 Review the impact of the curriculum changes in Senior Phase and S1. (GL/SMcC) 1.2 Audit and further develop our approaches to an inclusive curriculum. BGE curriculum offer (GL/ED) 1.3 Further development of the wider achievement offer for Senior Phase. (SMcC) 1.4 Further develop the PSE programmes, and implement changes required for updated Anti bullying policy. (ED) 1.5 Further develop our Gaelic curriculum for our Gaelic learners 1.6 Cluster approach to Science to improve – see Cluster plan.
Closing the attainment gap between the most and least disadvantaged children and young people Improvement in achievement, particularly in literacy and numeracy Placing the human rights and needs of every child and young person at the centre of education	2. How we teach/learn	2.1 Further embed learning, teaching and assessment strategies with focus on adaptations to learning to meet individual pupils' needs. 2.2 Increase the CLPL offer, in a structured manner – staff meetings/DMs. 2.2 Reduce the poverty-related attainment gap in Numeracy and Literacy at level 4, whilst keeping overall attainment high.

Closing the attainment gap between the most and least disadvantaged children and young people Improvement in achievement, particularly in literacy and numeracy Placing the human rights and needs of every child and young person at the centre of education	3. How we track and monitor progress.	3.1 Set ambitious and achievable attendance targets for all pupils and specific cohorts of pupils. 3.2 Set ambitious and achievable targets for attainment and achievement in both BGE and Senior Phase. This will include specific cohorts. 3.3 Cluster approach to ASG - see Cluster plan
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Stakeholders' views

How were stakeholders' views of school improvement collected?

Throughout the year, we consult parents, pupil, staff and other stakeholders on the school's 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 pupil 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 meetings 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 and 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 the SIP:

- An outline of the School Improvement Plan was sent out to all parents, staff and other stakeholders. 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 the 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 (including staff both teaching and support staff, parents and pupils) meet regularly.

Plan: Session 2025-26

Priority 1 – A focus on WHAT we teach/learn

Placing the human rights and needs of every child and young person at the centre of education.
Improvement in children and young people's health and wellbeing

National Improvement Framework Outcomes

4. High achievement and reduced attainment gap for all learners.

5. Skilled teachers and leaders delivering excellent, inclusive education.

1. Empowered and accountable education system supporting lifelong learning.

Education - achieving excellence and equity: National Improvement Framework 2025

How Good is Our School/Quality Improvement Framework ELC

2.2 Curriculum

3.3 Increasing creativity and employability

1.3 Leadership of change

Choose an item.

Choose an item.

Choose an item.

UNCRC

Article 3 (Best interests of the child):

Article 12 (Respect for the views of the child):

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

In order to raise attainment and achievement, we have a responsibility to review our curriculum on a regular basis, particularly in the fast-moving context of local and national developments relating to community, culture and employment. Last year's audit of DYW, 24/7 feedback from pupils and the input of our staff/ pupil working group highlighted aspects of curriculum delivery that should be refreshed in order to meet the needs of all our learners as effectively as possible.

Our audits have indicated a requirement to make better cohesive links to community partners and to create space for pupils to engage with real-world problems in imaginative ways. Given the changing demographic (see Priority 2 below for data) of our school community, we must continue our review of our BGE curriculum to ensure it is responsive and agile enough to meet the needs of all learners - it is anticipated that this will result in improved engagement, behaviour, attainment and achievement.

Attendance:

While attendance has remained a key priority, the S1 cohort ended the academic year with an average attendance of **89.09%**, down from **91.73%** in P7.

This year's P7 cohort concluded with a slightly higher average of **92.7%**, reinforcing the need for proactive measures to build on their positive foundations during their S1 experience to increase their year-end attendance percentage from previous year's s1.

Attainment

To improve attainment, the outlined issues can be strategically addressed through a multi-layered approach as follows:

Broad General Education:

- Continued Focus on S3 Cohorts at Levels 3 and 4 by using formative assessments and moderation to ensure learners are progressing appropriately. Supporting learners to achieve secure levels before transitioning to the Senior Phase.
- Reducing the Attainment Gap at Level 4 in Literacy and Numeracy by deploying interventions such as group support and literacy/numeracy catch-up programmes to help close the gap for pupils from disadvantaged backgrounds or with additional needs.

Senior Phase:

2024-25 Attainment Data – S4

Awards	Level 3	Level 4	Level 5	Σ %
1 or more%	97.62%	92.06%	83.33%	12.13
3 or more%	94.44%	88.89%	62.7%	18.70
5 or more%	91.27%	83.33%	42.86%	20.46

2024-25 Attainment Data – S5

Awards	Level 3	Level 4	Level 5	Level 6
1 or more	99.21%	96.06%	81.10%	43.31%
3 or more	96.06%	88.19%	66.14%	17.32%
5 or more	89.76%	75.59%	37.01%	8.66%

2024-25 Attainment Data – S6

Awards	Level 3	Level 4	Level 5	Level 6	Level 7
1 or more	100.00%	99.37%	82.28%	57.59%	27.22%
3 or more	98.73%	91.77%	71.52%	38.61%	0.63%
5 or more	91.77%	81.01%	56.96%	25.95%	0.00%

BGE Curricular Review and Delivery:

- Align the BGE curriculum with BTC3 and Skills 4.0 to ensure relevance and skill development.
- Promote interdisciplinary learning and real-world skills, increasing pupil motivation and attainment.
- Involve local employers and organisations to co-deliver aspects of the curriculum.

- Enhance learner pathways and contextualise learning, especially in DYW and PSE.

Senior Phase Curricular Offer:

- The enhanced curricular offer in the Senior Phase has broadened the range of subjects and pathways available—including academic, vocational, and wider achievement options—learners are now more likely to engage with courses that align with their interests, strengths, and future aspirations.
- This increased personalisation supports motivation, attendance, and sustained effort and has enabled the school to better meet the needs of all learners, including those requiring additional support or seeking alternative routes to success.
- It continues to strengthen partnerships with colleges, employers, and community organisations, enriching the learning experience and enhancing opportunities for achievement beyond traditional qualifications.
- Ultimately, our increasingly inclusive options form empowers young people to make informed choices, leading to improved outcomes and positive destinations post-school.

Expected outcomes for learners			
Who?	By how much?	By when?	What?
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 above 90% by June 2026 The percentage of pupils in S3 achieving Level 3 Numeracy will be above 90% by June 2026 The percentage of pupils in S3 achieving Level 4 Writing, Reading and L&T will be above 50% by June 2026 The percentage of pupils in S3 achieving Level 4 Numeracy will be above 50% by June 2026 Closing the Gap: Last year, the attainment gap at Level 4 Literacy/ Numeracy grew wider than ever as more pupils achieved Level 4. This year we will target a reduction of 10% for the subsidiary areas of Literacy and for Numeracy whilst maintaining overall attainment targets for the majority of learners. Focus on improving attainment in all BGE curricular areas: Almost all pupils in all curricular areas will achieve Level 3 by the end of S3. The percentage gap of pupils in S3 achieving Level 4 in almost all curricular areas vs Literacy and Numeracy will close by at least 10% by June 2026 Flexible Pathways in the senior phase:			

- Continue to expand Vocational and Skills-Based Courses in-house and in partnership based on student interests and local labour market needs.
- Collaborate with Skills Development Scotland to design pathways that align with future employment trends.
- Develop Blended Learning Opportunities in partnership with e-Sgoil or other digital platforms to offer remote learning options and hybrid learning experiences.
- Enhance Career Awareness by increasing Guest Speakers and Workshops in lessons as well as at formalised events, making better use of alumni networks to showcase diverse career journeys and inspire current students.

Senior Phase attainment:

- Continue to ensure all pupils achieve Literacy and Numeracy qualifications by embedding ongoing literacy and numeracy monthly tracking practices and widening the offer of alternative qualifications to achieve these (e.g. Comms & Lit, ESOL, etc).
- Enhance the rigorous Tracking and Monitoring in S4-6 using the data dashboard sheet and regular attainment reviews to identify underperformance early. The new dashboard should facilitate timely interventions, improving both breadth and depth of attainment.
- Continue to review and offer appropriate and relevant SCQF-accredited courses across the senior curriculum to meet needs and provide flexible pathways for learners, increasing engagement and attainment for those not on traditional academic routes.

Attainment Targets 2025-26 (% increase on 2025 targets in brackets)

The percentage of pupils in S4 achieving 5+ L5 awards will be above 43% (+5%) by August 2026

The percentage of pupils in S4 achieving 3+ L5 awards will be above 65% (+1%) by August 2026

The percentage of pupils in S4 achieving 1+ L5 awards will be above 85% (+2%) by August 2026

The percentage of pupils in S5 achieving 5+ L6 will be above 13% (+4%) by August 2026

The percentage of pupils in S5 achieving 3+ L6 will be above 32% (+7%) by August 2026

The percentage of pupils in S5 achieving 1+ L6 will be above 55% (-7%) by August 2026

The percentage of pupils in S6 achieving 1+ L7 will be above 28% (-) by August 2026

The percentage of leavers gaining a qualification in literacy and numeracy will be 100% by August 2026

Data-Driven Improvement

- Develop the efficacy of disaggregated data to monitor progress of vulnerable groups such as ASN, CE, FME & EAL pupils across all stages and subjects.
- Tailor Impact Zone support accordingly to ensure equity in attainment and support inclusive practices.

Attendance To reduce the drop off rate from P7 to S1 from previous year by 1%.
If PEF spend is supporting – how much and what?
Alternative courses and outdoor learning - £10,000 Additional admin - £10,000 CLD /MCR worker - £55,330

Tasks to achieve priority	Timescale	RAG	Those involved/responsible – including partners	Resources and staff development
Complete whole-school audit of BGE curriculum offer and present context for refresh to all stake-holders Ongoing review of DYW and strategic review of Humanities/ English/ PSE Whole-school working group supported to collaborate and connect on BGE	Aug 25- June 26		DHT BGE/ SP DHT/ PT Curriculum/ All teachers	
Targeted pupils supported by clear planning and interventions (Impact Zone)	Aug 25- June 26		L McIlmoyle Impact zone Team including partners	
Embed and improve wider achievement courses in senior Phase	April 26		DHT Senior Phase/ individual dept	Dms.
Review Impact Zone curriculum offer	April 26		L McIlmoyleone Team including CLD worker.	
Review option forms for senior phase	Feb 26		DHT Senior Phase	

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 & monitoring data (BGE dashboard) will show targets are met across all curricular areas
- DYW audit will highlight refreshed approach to delivery meets needs of all learners through design, ongoing review and pupil feedback.
- Strategic focus on Humanities, DYW, PSE and English resulting in refreshed curricular delivery in specific areas of S1 and S2 including emphasis on integrated IDL.
- Collaboration on Literacy tasks in Humanities/English will result in positive pupil feedback and improvements in Writing grades in S2.
- Minutes of meetings focusing on pupil progress and attainment in BGE and Senior Phase will show improvement in use of data
- Minutes of Cluster meetings will indicate strategic input of Science into upper-primary as part of continued transition improvements.
- 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
- Greater uptake in alternative/new courses on offer in Senior Phase.
- Increased attainment in senior phase due to improvement in coursing on appropriate pathways.

Priority 2 – Focus on How we teach/learn

Closing the attainment gap between the most and least disadvantaged children and young people
Improvements in attainment, particularly in literacy and numeracy

National Improvement Framework Outcomes

4. High achievement and reduced attainment gap for all learners.

5. Skilled teachers and leaders delivering excellent, inclusive education.

1. Empowered and accountable education system supporting lifelong learning.

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

How Good is Our School/Quality Improvement Framework ELC

1.2 Leadership of learning

2.3 Learning, teaching and assessment

2.4 Personalised support

3.2 Raising attainment and achievement

3.1 Ensuring wellbeing, equality and inclusion

Choose an item.

UNCRC

Article 28: (Right to education):

Article 29 (Goals of education):

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

The changing profile of the school as outlined below, has highlight a priority for further work on adaptation to planned learning is required to ensure all pupils are able to access all learning experiences consistently across the school

	23/24	24/25	25/26
ASN	34%	58%	62%
EAL	18	21	37

All departments/faculties have had a focus on pedagogy over session 22/23/24 and this is evident in most informal and formal learning visits by PTs/FHs, and SMT. Staff surveys indicate that most are confident in planned adaptations to learning. Learning observations, attainment data and pupil voice feedback indicate that this is not consistent across the school. Further work is required to embed these and ensure consistent high quality learning experiences for all learners

Again, some dept have embedded clear posseseses for providing feedback but this is not consistent cross all depts. Research supports that effective feedback tends to focus on the task, subject and self-regulation strategies: it provides specific information on how to improve. Is a well-evidenced and has a high impact on learning outcomes.

Numeracy and Literacy attainment S3

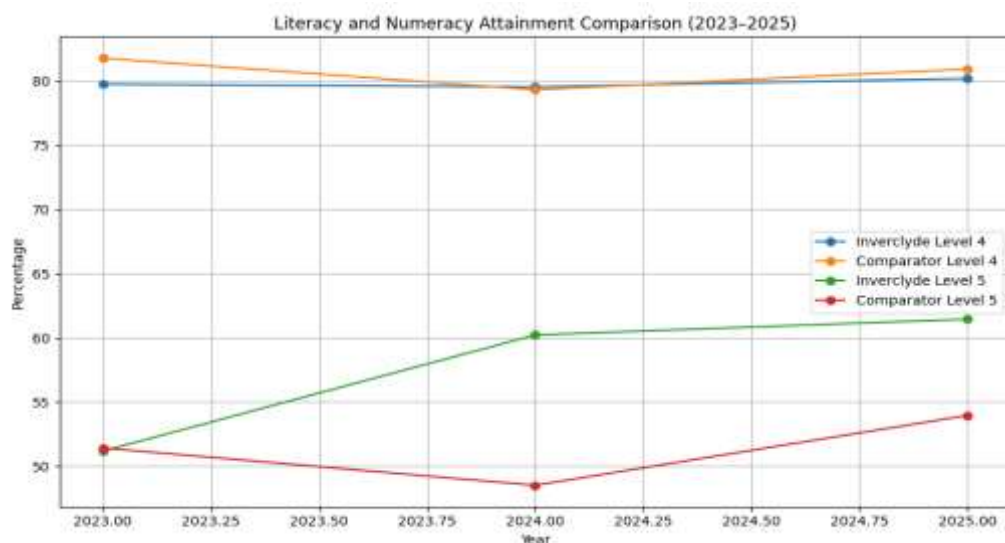
Whilst we have made progress in improving the Numeracy and Literacy attainment at Level 3 and Level 4, we have also seen an increase in the GAP between SIMD1-2 / 3-10 pupils at Level 4.

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%

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%

Attainment Chart



Over a three-year period, attainment in Literacy and Numeracy at L4 remained stable, with a slight increase from 79.76% in 2023 to 80.21% in 2025. Although the school slightly trailed behind the virtual comparator in 2023, it surpassed it in 2024 and remained competitive in 2025.

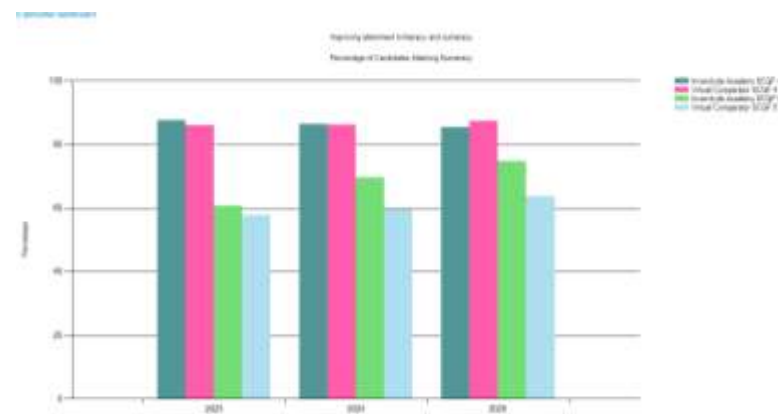
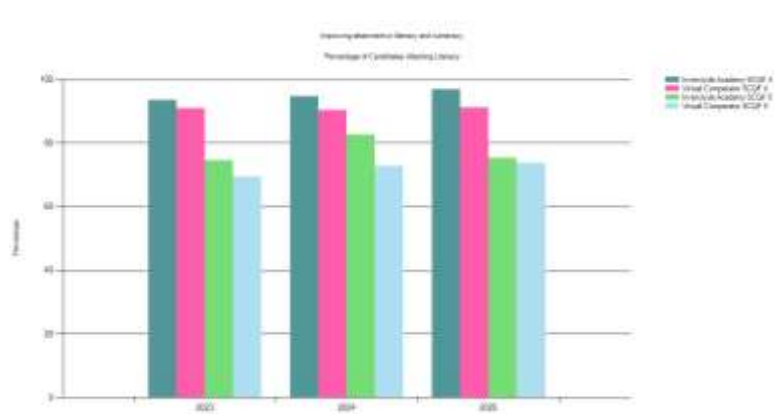
Attainment at L5 showed consistent improvement, rising from 51.19% in 2023 to 61.46% in 2025. This growth outpaced the comparator, which saw a modest increase from 51.43% to 53.96% over the same period.

The upward trend in L5 attainment reflects enhanced support for senior phase learners, particularly in S5 and S6. This improvement suggests that the targeted interventions and wider curriculum adjustments outlined in Priority 1 have positively impacted pupil outcomes, especially in literacy and numeracy.

When separated, the data shows that L4 Literacy consistently outperforms the VC, with a steady increase from 93.44% in 2023 to 96.84% in 2025. L5 Literacy has also shown a stronger performance than the VC across all three years.

L4 Numeracy perform similarly to VC, but slightly trailing in 2025. L5 Numeracy, on the other hand, shows a significant advantage, especially in 2025 (74.68% vs. 63.67%).

Therefore, Inverclyde Academy demonstrates stronger performance in Literacy across both levels, and notable improvement in Level 5 Numeracy, particularly in 2025. The Virtual Comparator maintains relatively stable results but lags behind in higher-level attainment.



Senior Phase Attainment in SIMD 1-2:

S4 only

Awards for SIMD 1-2	Level 3	Level 4	Level 5
1 or more	95.77%	90.14%	84.51%
3 or more	94.37%	88.73%	57.75%
5 or more	94.37%	84.51%	36.62%

S5 only

Awards for SIMD 1-2	Level 3	Level 4	Level 5	Level 6
1 or more	100.00%	96.10%	79.22%	38.96%
3 or more	98.70%	90.91%	61.04%	10.39%
5 or more	94.81%	77.92%	31.17%	2.60%

Sense of belonging/ Values based approach

Creating a safe, inclusive, and nurturing environment remains central to our school's values-based approach. In the wellbeing survey December 2024, 40% of pupils responded, with 73% of those reporting that they feel safe in school. Among BGE pupils, the average scores, out of 10, for feeling nurtured (7.47), respected (7.19), and included (7.92) indicate areas of strength but also highlight opportunities for growth. Almost all of the bullying and equalities concerns logged are in S1- S3 year groups. We will continue to promote positive relationships across the school and have pupils leading the launch of the refreshed Anti Bullying Policy highlighting the increased ways in which pupils can report bullying and the Anti bullying charter.

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

By March 26, there will be a renewed focus by all teachers on pedagogy (Features of an Effective Lesson) through PRD processes and targeted CLPL. The focus will be on adaptation of planned learning, appropriate feedback, and effective use of assessments to inform interventions to ensure we are meeting the needs of all learners and all are able to access the curriculum. This will be structured into 3 improvement cycles – one per term. Our quality assurance processes will be updated to ensure that departmental observations focus specifically on our features, and PRD processes will link directly to improvements in pedagogy. This, along with more directed sharing of good practice will continue to support our continuous improvement in pupil attainment across all curricular areas.

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 2026

The percentage of pupils in S3 achieving Level 3 Numeracy will be above 90% by June 2026

The percentage of pupils in S3 achieving Level 4 Writing, Reading and L&T will be above 50% by June 2026

The percentage of pupils in S3 achieving Level 4 Numeracy will be above 50% by June 2026

Closing the Gap

Last year, the attainment gap at Level 4 Literacy/ Numeracy grew wider than ever as more pupils achieved Level 4. This year we will target a reduction of 10% for the subsidiary areas of Literacy and 5% for Numeracy whilst maintaining overall attainment targets for the majority of learners.

Senior Phase:

Literacy & Numeracy Targets: Improvement Targets for 2026

	% L4 Literacy	% L5 Literacy	% L4 Numeracy	% L5 Numeracy
Targets for 2026	98	77.5	86.5	75

Overall Attainment: Improvement Targets for 2026 (% increase on 2025 targets in brackets)

The percentage of pupils in S4 living in SIMD 1-2 achieving 5+ Level 5 awards will be above 36% (+10%) by August 2026

The percentage of pupils in S4 living in SIMD 1-2 achieving 3+ Level 5 awards will be above 58% (+13%) by August 2026

The percentage of pupils in S4 living in SIMD 1-2 achieving 1+ Level 5 awards will be above 85% (+13%) by August 2026

The percentage of pupils in S5 living in SIMD 1-2 achieving 5+ Level 6 will be above 3% (-) by August 2026

The percentage of pupils in S5 living in SIMD 1-2 achieving 3+ Level 6 will be above 12% (-) by August 2026

The percentage of pupils in S5 living in SIMD 1-2 achieving 1+ Level 6 will be above 39% (+4%) by August 2026

If PEF spend is supporting – how much and what?

Additional staffing to allow for staffing flexibility and the ability to share good practice through observations. -£44,310

PT enhancement to support pupil voice in the process of improvement - £9,630

Tasks to achieve priority	Timescale	RAG	Those involved/responsible – including partners	Resources and staff development
Implement newly refreshed learning and teaching policy.	Oct 25		All staff Subject ambassadors (pupils)	Staff meeting, DMs PT Leadership day
Develop an agreed understanding of what must be included in planning template for lessons. A consistent approach will be embedded across the individual depts.	Dec 25		Individual dept	Staff meeting, DMs
Further develop feedback procedures, to support pupil understanding of their individual progress.	Feb 25		All staff	CLPL sessions
Develop an agreed understanding of what must be included in planning template for lessons. A consistent approach will be embedded across the individual depts.	May 25		All staff	CLPL sessions
Continue to engage in high quality moderation activities at cluster, school and local authority level. Extend to different depts..	May 26		Humanities, Science, English and Mathematics depts	Cluster events, and authority event
All dept will have clear feedback strategies linked to support interventions	Dec 25		Individual dept	DMs
Improved early-intervention strategies shared with staff through CLPL	Aug 15 – June 26		All staff	
Revise our Positive Relationships Policy in line with the revised Local	Aug 2025 –		SLT	Local Authority CLPL

Tasks to achieve priority	Timescale	RAG	Those involved/responsible – including partners	Resources and staff development
Authority Positive Relationships Policy and Scottish Government guidance on behaviour.	Nov 2025		PTs Guidance House Captains (pupil)	
Revise our Anti-bullying Policy in line with the Local Authority Anti-bullying Policy.	Aug 2025 – Nov 2025		SLT PTs Guidance House Captains (pupil)	Local Authority CLPL

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?
Literacy and Numeracy Analysis of Improved tracking processes (see Priority 3) will identifying baseline data and planning interventions for those young people not making expected progress. Planned interventions will be identified in collaboration with pupils, families and class teachers. Analysis of the BGE dashboard data highlighted the widest gaps in S3 exist in Level 4 Numeracy and Level 4 Numeracy and Writing (24/25 data) BGE: To narrow the gap in S3 Level 4 Writing by 6% (from 16% - 10%) by June 2026 To narrow the gap in S3 Level 4 Writing by 10% (from 35% - 25%) by June 2026 To narrow the gap in S3 Level 3 Numeracy by 8% (from 18% - 10%) by June 2026 To narrow the gap in S3 Level 4 Numeracy by 10% (from 34% - 24%) by June 2026 Learning observations (second period) During formal observations we will record that almost all lessons observed involved appropriate adaptation to learning to meet the need of the pupils, and appropriate feedback. Pupil voice meeting will indicate that pupils have a clear understanding of their attainment levels in all subjects, and the supportive interventions required for progression.

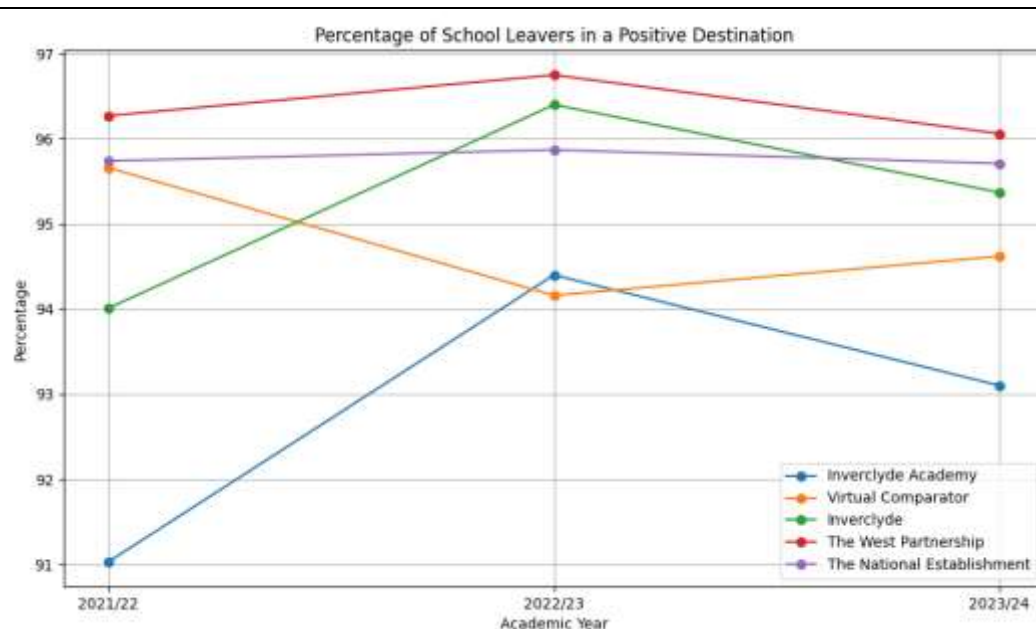
Sense of belonging/ Values based approach

Increase in “feeling safe” to 75% and increase in percentage of responses.

Increased average of highlighted indicators to 8 and above.

Increase in reported incidents on Bullying and Equalities Log as highlighting methods of reporting and educating what new policy states and defining what Bullying looks like.

Priority 3 – how we measure progression, to ensure Improvements in attainment, particularly in literacy and numeracy Improvement in skills and sustained, positive school-leaver destinations for all young people	
National Improvement Framework Outcomes 4. High achievement and reduced attainment gap for all learners. 4. High achievement and reduced attainment gap for all learners. 6. Positive relationships, behaviour, and attendance in a respectful culture. Education - achieving excellence and equity: National Improvement Framework 2025	
How Good is Our School/Quality Improvement Framework ELC 1.1 Self-evaluation for self-improvement 3.2 Raising attainment and achievement 1.5 Management of resources to promote equity Choose an item. Choose an item. Choose an item.	UNCRC Article 29 (Goals of education): Article 3 (Best interests of the child):
Rationale for change based self-evaluation including data and stakeholder views	
Positive Destinations Positive Destinations data showed improvement from 91.03% in 2021/22 to 94.4% in 2022/23, surpassing the VC. However, in 2023/24, the percentage declined slightly to 93.1% demonstrating a fluctuating pattern of success that requires a continued focus for improvement. While progress has been made in improving/sustaining leaver destinations each year, continued efforts are needed to match or exceed the performance of other establishments to support sustained improvement and achieve better outcomes for all young people on exit.	

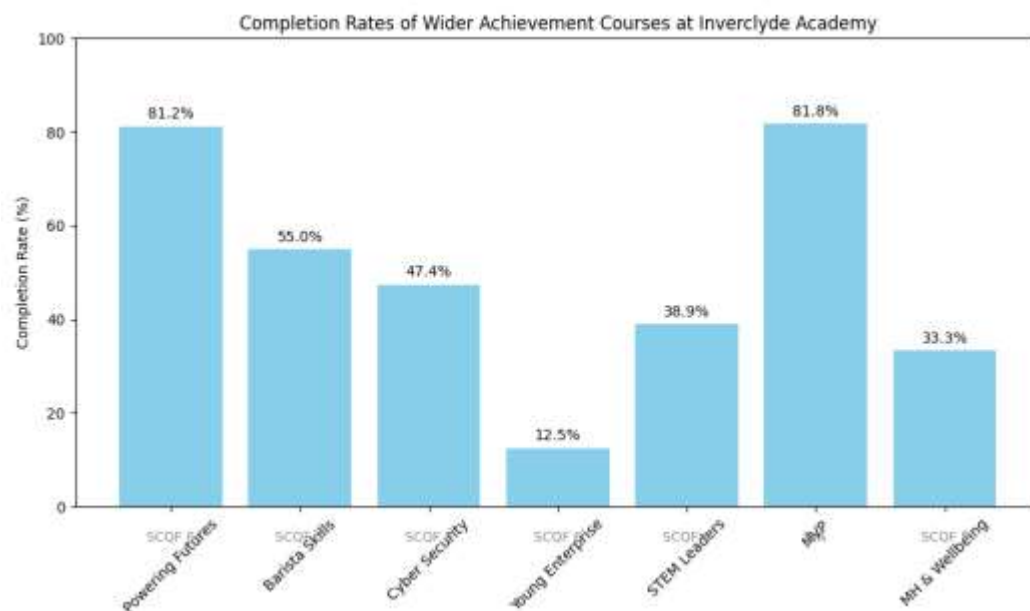


Wider achievement in Senior Phase

The Wider Achievement initiative piloted in 24/25 aimed to broaden the attainment profile of senior pupils and support the development of transferable skills aligned with future pathways. A range of courses was offered, encompassing both SCQF-accredited and non-accredited programmes. The initiative garnered mixed results but had a demonstrably positive impact on the 42.4% of S5/6 pupils achieving an additional SCQF recognised award by June 2025. Positive impacts included:

1. Increased Participation: A significant proportion of S5/6 pupils engaged in wider achievement opportunities. This reflects strong uptake and engagement beyond the traditional academic subjects.
2. Broadened Attainment Profile: The introduction of a diverse range of courses, including SCQF-accredited and non-accredited programmes, broadened the attainment profile of senior pupils who gained recognition in vocational, leadership, and wellbeing skills.
3. Development of Transferable Skills: Courses such as STEM Leaders, Cyber Security, Barista, and Young Enterprise promoted digital literacy, employability and teamwork. Whereas, MVP and Mental Health & Wellbeing supported leadership, empathy, and resilience.
4. Strong Completion Rates: The high completion rates in key programmes such as Powering Futures (81.25%), indicate strong engagement and effective delivery of a highly respected course at SCQF Level 6.
5. Inclusive Opportunities: The variety of courses catered to diverse interests and strengths, supporting equity in achievement and enabling all pupils to experience success in different ways and through different means.

As a result, we have now created space in the S5/6 curriculum to try to embed these courses in the coming years and are moving to add a Wider Achievement aspect to the S5/6 Options process for Session 26/27.



Attendance

Improving pupil attendance remains a key priority. Last session, we achieved a positive shift with overall attendance increasing by over 2%, reflecting the impact of targeted interventions and strengthened pastoral support. However, analysis of the 2024 cohort data indicates that 12.79% of pupils had attendance below 75%, a level strongly correlated with poorer outcomes and increased risk of disengagement. Drilling down to the poverty-related attendance gap we can see that 15.84% of pupils in SIMD 1& 2 were below 75% attendance last session. This is an increasing pattern from 2022 Data and 2023.

Reducing the proportion of pupils in these categories is essential to closing the attainment gap and supporting wellbeing. We still understand that we have a significant group of children.

% OF COHORT	LESS THAN 75	75-90	MORE THAN 90
all pupils	12.79%	30.38%	56.83%
SIMD 1&2	15.84%	36.65%	47.51%
SIMD 3+	8.82%	22.59%	68.60%

Expected outcomes for learners

Who? By how much? By when? What?

Positive Destinations:

When assessed on Insight in February, the overall positive destinations figure should exceed 95% in 24/25 and we aim to sustain this going forward into 25/26. Care Experienced target for 24/25 is 100%.

Wider Achievement:

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Attendance

To reduce the number of pupils under 75% by 1% by June 2026.

To reduce the number of pupils in SIMD 1&2 under 75% by 1.5% by June 2026

If PEF spend is supporting – how much and what?

Family support worker – £31,120

MCR worker- (Already listed above)

Mind Mosaic – £22,200

Tasks to achieve priority	Timescale	RAG	Those involved/responsible – including partners	Resources and staff development
Continue to work closely with SDS partners to strengthen career guidance and support services to help students make informed decisions about their future.				
Strengthen work from DYW Team on partnerships with local employers and colleges to provide more opportunities for work-based learning and pathways to apprenticeships.				
Implement targeted early interventions for students at risk of not achieving a positive destination such as SDS/DYW participation in TAC meetings and use of ESW via ASG process for CE young people.				
Increase parental engagement and participation to support students' transition planning in S1/S3/exit.				
Identify and implement additional interventions for pupils who are not making expected progress in BGE and SP				CLPL on use of school tracking tool

Tasks to achieve priority	Timescale	RAG	Those involved/responsible – including partners	Resources and staff development
Improved use of tracking periods to actively engage pupils in progress discussions				
Set ambitious and achievable targets for attainment and achievement in BGE and Senior Phase. • Collate and analyses baseline data from assessments. • Implement intervention strategies for underachieving pupils. • Conduct regular tracking meetings to review progress. • Quarterly for all dept • Monthly for Numeracy and Literacy	Aug 25 – June 26		Individual depts	
Develop a BGE progress resource that links to Senior phase options for parental engagement.	Dec 25			
Continue to monitor and evaluate destination data regularly with full DYW Team to identify trends and adjust strategies accordingly at earliest opportunities with Pupil Support taking	Aug 25 – June 26			

Tasks to achieve priority	Timescale	RAG	Those involved/responsible – including partners	Resources and staff development
more active role in supporting SDS/DYW with connecting with those hard to reach young people and their families.				

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?
Attendance - Improved attendance across all year groups by will be measured using data from SEEMiS with targeted gains for key individuals/cohorts. - Monthly attendance reports generated from SEEMiS; analysis by year group, cohort and individual pupil; guidance staff meetings and pastoral tracking; ongoing dialogue and evaluation with family support worker. - 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