

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; 62% of our pupils come from SIMD 1-3, with just over 47% 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.

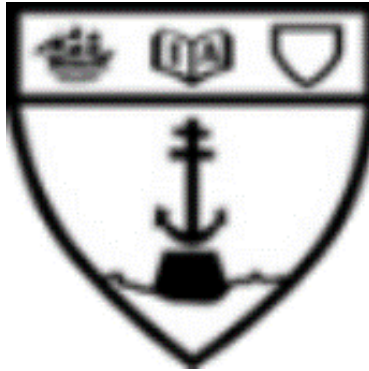
The current school roll is approximately 738: our capacity is 1118. 49 of our pupils registered as 'care experienced' and 62% of our pupils are identified as having Additional Support Needs. Approximately 38% of our pupils have a free meal entitlement, which led to a PEF allocation to the school of approximately £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 6 FTE Principal Teachers of Pupil Support. The PEF allocation has allowed us to engage with Mind Mosaic which supports 20 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 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, Instagram and the school website. We have a supportive Parent Voice. 87% of our parents have signed up to the Parents Portal.



Vision

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

Values

- Respect
- Responsibility
- Equality
- Success

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:**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

Flexible Pathways in the BGE:

Tailor Impact Zone support accordingly to ensure equity in attainment and support inclusive practices.

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

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.

To reduce the drop off rate from P7 to S1 from previous year by 1%.

PEF used to support closing the gap:

Alternative courses and outdoor learning - £10,000

Additional admin - £10,000

CLD /MCR worker - £55,330

Progress and Impact of outcome for learners

Progress and Impact of outcome for learners

BGE Attainment

A continued close focus on the progress of Literacy and Numeracy through BGE has culminated in another very encouraging set of results and, significantly, our best ever results for Level 3 and a significant closure of the gap.

Our targets for Level 3 Literacy and Numeracy were exceeded, due to continued close partnership working, scrutiny of progress and, a focus on high quality learning and teaching.

TPJ- % achieving Level 3						
Year	SIMD	Number of pupils	Listening & Talking	Reading	Writing	Numeracy
2025-26	All	148	94.6%	93.9%	91.2%	92.5%
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, 56% of pupils achieved Level 4 in Literacy and 40.5% achieved Level 4 in Numeracy. The figure for Literacy is slightly down on the previous year but does represent the second-best figures ever. The Numeracy results at Level 4 will be part of a renewed focus for the session ahead.

TPJ- % achieving Level 4						
Year	SIMD	Number of pupils	Listening & Talking	Reading	Writing	Numeracy
2025-26	All	148	56.8%	56.1%	56.1%	40.5%
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%

Flexible Pathways in the BGE

- Impact Zone courses and groupings were effectively planned using a robust staged intervention framework, with pupils appropriately targeted through TAC (Team Around the Child) and EST (Extended Support Team) meetings. This ensured that interventions were proactive, needs-led, and consistently applied.
- The Impact Zone course has demonstrated strong success, with a 100% pass rate in Kings Trust SCQF qualifications to date, doubling the accredited attainment from 24/25 and highlighting the programme's effectiveness in supporting positive achievement for targeted young people.

The introduction of a consistent timetable from August, alongside a more tailored and flexible curriculum offer, has led to improved pupil engagement and strengthened positive relationships across the school. This is evidenced through individual case studies, which highlight notable improvements in participation, wellbeing, and readiness to learn.

Flexible Pathways in the Senior Phase:

- Over the course of session 2025–2026, Inverclyde Academy has continued to develop a more responsive and flexible Senior Phase curriculum, aimed at improving learner engagement, attainment and positive destinations. This has been underpinned by an expansion of vocational and skills-based pathways and includes the roll out of new courses such as L5 Creative Thinking, L5 Furniture Making, L5 Photography and N5 Engineering Science.
- Curriculum planning has been increasingly informed by learner voice and local labour market intelligence gathered from our strong partnership with SDS, ensuring that the offer remains relevant and aligned with pupils' aspirations in areas of joinery and engineering in which there is a significant skills shortage locally and nationally. As a result, there has been improved engagement across courses which provide practical, applied learning experiences, supporting a broader range of learner needs and pathways, contributing to improved readiness for post-school destinations.
- In addition, the school has continued to consider the use of blended learning approaches, including engagement with digital platforms to provide greater flexibility within the curriculum. In particular this year, we moved our Easter School provision to an online model using the e-Sgoil platform. We have also agreed to the expansion of the hybrid learning model for consortium being piloted across the authority and hope to have access to our first classroom owl for session 26/27.
- We continued our laser focus on enhancing career education and learner aspiration. However, expansion of our current offer was hindered by extended periods of time without a DYW Coordinator this session. As a result, we focused on sustaining our most successful events and hope to expand the offer next session.

Senior Phase attainment:

- During session 2025–2026, Inverclyde Academy has maintained a strong focus on ensuring that all pupils achieve Literacy and Numeracy qualifications, recognising these as key determinants of positive and sustained post-school destinations. This has been supported through the consistent implementation of monthly tracking processes with the PTs of English and Maths, allowing staff to monitor progress at regular intervals and respond more quickly to emerging concerns. As a result of this increased frequency of tracking, there is clear evidence that: data needed in August 2026
- Identification of pupils at risk of not achieving continues to be timely and consistent across departments, enabling targeted intervention. Staff confidence in using attainment data to inform learning conversations and next steps has increased, leading to more meaningful and focused support as evidenced in quarterly meetings with PTs and through improved quality of reports to parents.
- The introduction of the Senior Phase data dashboard was delayed and is now scheduled for roll-out in 26/27 with a view to further strengthening the school's approach to tracking and monitoring, enabling more targeted and measurable interventions, particularly for pupils at key transition points (e.g. S3 to S4 and S4 to S5).
- A greater proportion of learners are able to access appropriate pathways to achieve L5 and L6 qualifications. Pupils who may not succeed through traditional NQ routes are supported to achieve, contributing to increased equity in attainment outcomes as shown in August 2025. As a result further courses were rolled out (see above) with more planned for 26/27. Learner engagement and confidence have significantly improved, particularly for those accessing alternative pathways where we see high uptake and high levels of success. The curriculum is increasingly inclusive, allowing more learners to experience success and build towards positive destinations.
- Overall, the strengthened focus on rigorous tracking, early intervention and flexible pathways has contributed to more positive attainment trends across the Senior Phase, with improved consistency in how data is used to drive improvement.

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

56.3% of pupils in S4 are on track to achieve 5 or more awards at Level 5 (A-D), original target 44% (+13.5%).

72.9% of pupils in S4 are on track to achieve 3 or more awards at Level 5 (A-D), original target 64% (+10.2%).

86.1% of pupils in S4 are on track to achieve 1 or more awards at Level 5 (A-D), original target 85% (+2.8%).

19.2% of pupils in S5 are on track to achieve 5 or more awards at Level 6 (A-D), original target 13% (+10.6%).
43.2% of pupils in S5 are on track to achieve 3 or more awards at Level 6 (A-D), original target 33% (+25.8).
55.2% of pupils in S5 are on track to achieve 1 or more awards at Level 6 (A-D), original target 56% (+11.9%).

19.2% of pupils in S6 are on track to achieve 1 or more awards at Level 7 (A-D), original target 14% (-8%).

- Attainment estimates for 2025–26 indicate strong and accelerating improvement across S4–S6, with several key measures significantly exceeding original 2025 outcomes. This reflects the continued impact of targeted interventions, improved curriculum pathways, and strengthened approaches to tracking, monitoring, and learner support across all subjects.
- In S4, performance at SCQF Level 5 is exceptionally positive. The figures indicate that the current S4 cohort is on course to deliver the strongest set of Level 5 results in the school's history, with performance significantly ahead of previous cohorts and well above established benchmarks.
- In S5, attainment at SCQF Level 6 continues to strengthen. Notably, the data suggests that 75% of pupils who achieved 5+ awards at Level 5 in S4 are now on track to achieve 5+ awards at Level 6 in S5, demonstrating exceptionally strong progression and indicating that the school is on course to achieve its best-ever Level 6 outcomes.
- In S6, 19.2% of pupils are on track to achieve 1 or more awards at Level 7, slightly below the original target of 14% and down by –8% points on 25/26. However, this is in line with the performance outcomes of that cohort at National 5 and Higher in previous years. While this represents an area for continued focus, the broader senior-phase picture remains overwhelmingly positive, with clear evidence of improved learner aspiration, increased uptake of advanced qualifications, and strengthened attainment pathways.
- Overall, the 2025–26 estimates provide compelling evidence that current strategies are delivering meaningful impact, reducing variation, and enabling more young people to achieve at the highest levels. The school is well-positioned to consolidate this progress and continue driving improvement into the next cycle.

Attendance

- Targeted work to reduce the attendance drop-off from P7 to S1 included curriculum development and experiential learning as well as targeted group work for learning and wellbeing. Taking a steer from pupil voice we improved the curriculum offer. Additionally, we ensured partnership working with agencies and families, tailored support plans, and individualised target setting through PSE and shared with home.
- As a result, the attendance drop-off from P7 to S1 reduced from 2.64% (Session 2024–25) to 2.13% (Session 2025–26), representing an improvement of 0.51%. While this demonstrates a positive impact and progress in supporting pupils through transition, the school did not fully achieve its ambitious target of a 1% reduction.
- This marginal increase has resulted in improved outcomes for learners, with an increased proportion of young people sustaining attendance as they transition into S1, supporting increased engagement, and continuity in learning.

Gaelic Learner Education (GLE)

Inverclyde Academy continues to develop its Gaelic Learner Education (GLE) in line with local and national priorities. The school has maintained a clear focus on ensuring continuity, progression and increased engagement in Gaelic learning across the Broad General Education (BGE) and early Senior Phase. All learners benefit from structured opportunities to develop their Gaelic language skills through planned teaching in S1 and S2. This supports increased confidence, linguistic competence and cultural awareness.

Gaelic Medium Education (GME)

The school has made significant progress in strengthening its Gaelic Medium Education provision, moving from an online model to a teacher-led approach within the school. This has improved the quality and consistency of learning and teaching and strengthened relationships and experiences for learners. The GME curriculum is now more fully aligned with the English Medium provision, with equitable curriculum time allocated across both pathways. Learners benefit from daily opportunities to develop their Gaelic language skills through targeted sessions during registration, in addition to three timetabled periods of planned learning each week.

The school has strengthened its curriculum offer through:

- ongoing delivery of Gaelic learning and teaching within BGE,
- developing enrichment opportunities such as culture-based activities to promote language use beyond the classroom.

Strong partnership working underpins the delivery of Gaelic education. The school works closely with Whinhill Primary School to ensure effective transition for learners progressing into secondary GME provision, with a continued focus on immersion and continuity. In addition, staff engage with national bodies and professional learning opportunities, including Education Scotland seminars, to enhance pedagogy and curriculum design within Gaelic education.

The school has also prioritised the development of CLPL opportunities to support delivery of high-quality learning and teaching. WE are working in partnership with Glasgow Gaelic school, and two other secondary who offer GME. There is a clear commitment to promoting Gaelic across the school community. This includes:

- increasing the visibility of Gaelic through signage and communication,
- engagement with parents and families to develop the provision, and collaboration with local and national Gaelic organisations and partners. As a result of these approaches, Gaelic provision is becoming increasingly embedded within the ethos and curriculum of Inverclyde Academy.

Next steps:

1. Improve efficacy of time allocated to registration to facilitate first line wellbeing approaches. This will strengthen the registration teacher role in developing whole-school attendance literacy, ensuring pupils understand missed learning.
2. Build on BGE curriculum development through planned cross-curricular opportunities, ensuring coherence and relevance of learning.
3. Strengthen numeracy curriculum development across S1–3 by refining the progression, pace and challenge of learning pathways.
4. Continue to expand flexible learning pathways to increase access to high-quality vocational, skills-based learning, enabling young people to enhance transferrable skills in a real-life work setting linked to curricular/destination pathways.
5. Strengthen Gaelic Medium Education by establishing a clear BGE–senior phase pathway to drive continuous improvement and increase participation and attainment in GME.

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:

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)

Awaiting Pd3 data (Feb 2026) to update progress on these targets.

The percentage of pupils in S4 living in SIMD 1-2 achieving 5+ Level 5 awards will be above 36% (+10%) by Aug 26

The percentage of pupils in S4 living in SIMD 1-2 achieving 3+ Level 5 awards will be above 58% (+13%) by Aug 26

The percentage of pupils in S4 living in SIMD 1-2 achieving 1+ Level 5 awards will be above 85% (+13%) by Aug 26

The percentage of pupils in S5 living in SIMD 1-2 achieving 5+ Level 6 will be above 3% (-) by August 26

The percentage of pupils in S5 living in SIMD 1-2 achieving 3+ Level 6 will be above 12% (-) by August 26

The percentage of pupils in S5 living in SIMD 1-2 achieving 1+ Level 6 will be above 39% (+4%) by August 26

Sense of belonging/ Values based approach

By June 2026 there will be an expectation that through the varied wellbeing surveys and PSE there will be Increase Average rating for Safe and Respected indicators to increase from 7 to 8

Percentage feeling safe increased from 73% to 75%

Response rate increased

PEF used to support closing the gap:

Alternative courses and outdoor learning - £10,000

Additional admin - £10,000

CLD /MCR worker - £55,330

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

Progress and Impact of outcome for learners

Closing the Gap

- This year, significant progress has been made to close the SIMD attainment gap for end of S3 literacy and numeracy. The table below shows that our initial targets were greatly overcome.

Level 3 Gap	Listening & Talking	Reading	Writing	Numeracy
2024-25	5%	6%	4%	6%
2025-26	2.4%	2.4%	3.3%	3.3%
Level 4 Gap	Listening & Talking	Reading	Writing	Numeracy
2024-25	35%	30%	28%	24%
2025-26	7.8%	7.8%	8.1%	4.4%

- There is clear evidence from learning observations that the school is already making strong progress in improving pedagogy in line with *the Features of the Inverclyde Academy Lesson*. Findings from the recent local authority review, highlight that in most lessons young people are reflecting on their learning and evaluating their progress effectively.
- Across the school, teachers are using plenary activities well to measure attainment and support learners in identifying next steps. Explanations and instructions are consistently clear, which is supporting almost all young people to engage confidently in purposeful learning activities. There is also strong evidence from lesson observations and the authority review of Q2.3 that most teachers are using effective questioning strategies to check for understanding, enabling them to respond appropriately to learners' needs and provide suitable levels of support and challenge.
- This demonstrates that the renewed focus on pedagogy is already beginning to impact positively on classroom practice. The planned next phase—through structured improvement cycles, targeted PRD, and enhanced quality assurance—will build on these strengths, ensuring greater consistency across all departments and further improving learner outcomes and attainment. 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.
- Teacher feedback through self-reflection also highlights an improvement on teacher confidence in areas.

Teaching area	June (school mean score)	<u>December (School mean Score)</u>	Improvement
Lesson Planning	3.6	4.01	0.41
Use of Assessment	2.84	3.06	0.22
Questioning	3.2	3.57	0.35
Feedback	3.05	3.22	0.17
Adaptation	3.17	3.44	0.27

Senior Phase:

- The school continues to demonstrate a strong and sustained commitment to raising attainment for all learners, with a clear and intentional focus on improving equity for pupils from the most deprived backgrounds. Within the current S4 cohort, 55.6% of pupils reside in SIMD 1–2 areas, representing a decrease of 2% from the previous cohort.
- Recent estimate data shows a notable upward trend in attainment for these learners, reflecting the impact of strengthened tracking, early intervention, and improved consistency in learning and teaching.
- The 2026 attainment figures for pupils living in SIMD 1–2 provide particularly strong evidence of progress, with substantial and accelerated improvement at SCQF Level 6.
- Several senior-phase measures now significantly exceed the original 2025 targets, demonstrating that the school's equity-driven strategies are delivering meaningful and measurable gains for young people facing the greatest socio-economic barriers.

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)

- **41.8%** of pupils in S4 living in SIMD 1-2 are on track to achieve 5 or more awards at Level 5+ – original target 36% (+5.2%)
- **62%** of pupils in S4 living in SIMD 1-2 are on track to achieve 3 or more awards at Level 5+ – original target 58% (+4.3%)
- **81%** of pupils in S4 living in SIMD 1-2 are on track to achieve 1 or more awards at Level 5+ – original target 85% (-3.5%)
- **26.5%** of pupils in S5 living in SIMD 1-2 are on track to achieve 5 or more awards at Level 6+ - original target 3% (+23.9%)
- **53.1%** of pupils in S5 living in SIMD 1-2 are on track to achieve 3 or more awards at Level 6+ - original target 12% (+42.71%)
- **69.4%** of pupils in S5 living in SIMD 1-2 are on track to achieve 1 or more awards at Level 6+ - original target 39% (+30.4%)
- In S4, performance at Level 5+ shows strong upward movement across two of the three key indicators. The proportion of pupils on track to achieve 5 or more awards at Level 5+ has risen by 5.2 percentage points, indicating effective early-stage interventions and improved curriculum engagement. Similarly, the percentage achieving 3 or more awards at Level 5+ has increased by 4.3 points, reflecting strengthened consistency in middle-attaining learners. The measure for 1 or more awards at Level 5+ sits at 81%, which is 3.5 points below the original target of 85%. While this represents a slight decline, it also highlights a clear area for targeted support to ensure that universal Level 5 access remains secure for all learners, particularly those requiring early identification and intervention.
- In S5, the data evidences exceptional progress, with all three Level 6+ measures showing dramatic gains far beyond the original 2025 benchmarks. Pupils achieving 5 or more awards at Level 6+ have increased by 23.9 points, demonstrating a significant uplift in senior-phase attainment and improved progression pathways. The proportion achieving 3 or more awards at Level 6+ has reached 53.1%, surpassing the 12% target by +42.71 points, signalling a transformational shift in learner performance and aspiration.
- The strongest improvement, however, is seen in the measure for 1 or more awards at Level 6+, exceeding the original target by 30.4 points, indicating that a far greater proportion of SIMD 1–2 pupils are successfully accessing a Level 6 course, reflecting the impact of strengthened tracking, targeted mentoring, and improved learning and teaching approaches.
- Overall, the data provides compelling evidence of significant positive impact, particularly in the senior phase, where attainment for pupils in SIMD 1–2 has improved at a scale that suggests meaningful change and shows that current strategies are delivering strong, measurable gains that the school is well-positioned to consolidate and extend into the new session.

Sense of belonging

- A strategic focus on anti-bullying, including staff training, the consistent use of values-based language, and the implementation of mentoring programmes, has led to a reduction in recorded bullying incidents this session.
- Engagement with pupil voice has strengthened, with survey completion rates increasing from 40% to 60%, providing a more representative picture of learners' experiences. Of those who responded, **91%** reported feeling safe (score of 7 or above) and 84% reported feeling respected (score of 7 or above). This builds on earlier data where **88%** of pupils reported feeling safe, an improvement from 73% in the previous year.
- A significant reduction in exclusions from 25 to 9, alongside a decrease in repeat exclusions from 5 pupils to 1, demonstrates the positive impact of targeted, relationship-based interventions and earlier staged support. Adaptations to the curriculum as well as restorative and reflection practices to support alternatives to exclusion have contributed to this.

- Professional learning for staff, focused on meeting the needs of learners, PRPB (Promoting Positive Relationships and Behaviour) approaches, and the use of visual supports within BGE lessons, has contributed to improved classroom environments. This is reflected in a significant increase in merits awarded to young people, rising from 35,844 to 43,899.
- Learning observations conducted both internally and as part of the authority review identified increased levels of engagement among young people within classes, reinforcing the positive impact of this on learning and teaching experiences.
- At the same time, there has been a marked reduction in low-level behaviour incidents, with demerits decreasing from 9,110 to 5,938 when compared to the same point last year. Referral rates have also reduced significantly, from 4,249 to 2,454. This reduction can be attributed to more appropriate course placement and targeted support, suggesting that pupil needs are being met more effectively both universally and targeted.
- Further triangulation with staff will be undertaken to continue to validate these improvements and inform ongoing planning and refinement and effectiveness of CLPL on adaptation and PRPS approaches.

Next steps:

1. As suggested in the school review, teachers will engage in targeted CLPL on learning adaptations to strengthen a consistent, high-quality approach to meeting learners' needs to ensure adaptations are applied consistently and have measurable impact on learner progress, especially those pupils who are affected by poverty receive high-quality support which enables them to access learning successfully and achieve improved attainment outcomes.
2. Increase confidence in use of formative BGE assessment and moderation strategies to ensure consistency in the quality of learning, teaching and assessment that inform next steps in learning to support earlier identification of emerging gaps in learning and provide timely interventions which accelerate progress for SIMD 1-3 learners.
3. Enhance numeracy learning and teaching across S1-S3 through improved progression, challenge and targeted support, with a specific focus on increasing attainment and reducing the attainment gap for learners affected by poverty.
4. Embed a whole-school equity and inclusion framework which promotes high expectations, removes barriers to learning and strengthens wellbeing, attendance and engagement, resulting in improved outcomes for children and young people

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

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:

The Senior Phase 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 year s and are moving to add a Wider Achievement aspect to the S5/6 Options for Session 26/27.

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

PEF used to support closing the gap:

- 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)
- 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

Positive Destinations:

- Positive Destinations data from the February 2026 Insight update shows that 94.2% of leavers achieved a positive destination, representing a 1.09% point increase on 2023/24 and remaining 0.6% points above the school's five-year average.

- Outcomes for Care Experienced young people is a key priority for 2026/27. The school will implement enhanced monitoring, strengthened multi-agency planning, and targeted support to progress toward our ambitious target of 100% of Care Experienced leavers achieving and sustaining a positive destination.
- In the most recent SLFU data for session 24/25, shows that the young people had largely made positive and sustainable choices on exit due to the high quality support received from the extended DYW Team.

Return	Higher Ed	Further Ed	Train	Employ	Vol Work	Pers/ Skills Develop	Unemp Seeking	Unemp Not Seeking	Not known	Total Leavers	Positive	Other	% Point Change
Initial	28.4	41.9	3.2	19.4	0.6	0.6	1.3	4.5	0.0	155	94.2	5.8	-4.5
Follow Up	26.5	36.1	1.9	24.5	0.6	0.0	5.8	3.9	0.6	155	89.7	10.3	

- When 24/25 is compared to 23/24 in the SLFU data, our % point has increased by **4.8% which is the highest in the authority**, demonstrating the positive impact our work has made on the young people over the past year.

Total Leavers	Higher Ed	Further Ed	Train	Employ	Vol Work	Pers/ Skills Develop	Unemp Seeking	Unemp Not Seeking	Not known	Positive
10	-0.4	8.5	-1.5	-1.7	0.6	-0.7	0.3	-5.8	0.6	4.8

- This data reflects the significant impact of strengthened employer partnerships, enhanced transition planning, and increased access to personalised pathways.
- Early identification of need, alongside coordinated multi-agency planning, ensured that young people were supported into appropriate, aspirational destinations.
- Overall, the data demonstrates a strong and improving picture of post-school transitions, demonstrating the effectiveness of our DYW strategy and the positive impact on young people's sustained destinations.

Wider Achievements:

- The school successfully maintained meaningful wider achievement opportunities for senior phase learners despite significant organisational challenges. Participating young people developed valuable skills for learning, life and work through a range of vocational, enterprise and creative programmes, supporting their overall attainment and preparation for future pathways.
- Programmes such as Barista Skills generated particularly positive outcomes, enabling learners to gain recognised accreditation and experience success beyond traditional academic qualifications. This contributed to a broader and more inclusive attainment profile for participating young people.
- Leadership and volunteering opportunities provided through the Subject Ambassador Programme enabled young people to make a positive contribution to school improvement activities while achieving Saltire Volunteering Awards. As a result, participants developed increased confidence, leadership capacity and skills which support positive destinations beyond school.

Attendance

- Improving pupil attendance remained a key priority, with a particular focus on reducing the proportion of pupils attending below 75%, as this is strongly linked to poorer attainment and increased risk of disengagement. Targeted interventions included the introduction of a Family Support Worker role, which strengthened home-school relationships through daily and weekly contact with families, home visits for pupils experiencing EBSA, and regular individual check-ins with learners. Pupils were supported to set personalised attendance targets, informed by pupil voice and individual barriers to attendance. PTPS also implemented tailored individualised support plans.
- As a result, the proportion of pupils with attendance below 75% reduced from **12.79% (Session 2024–25)** to **11.45% (Session 2025–26)**, representing an **improvement of 1.34%**, above the ambitious target of a 1% reduction. For pupils in SIMD 1 and 2, the proportion below 75% decreased from **15.84% to 14.11%**, an **improvement of 1.73%**, which hits above our 1.5% target (These figures include six pupils recorded at 0% attendance, as they were removed from the school roll on the first day of term. Excluding these cases would have significantly exceeded the stated target.)

• 15.06.2026	• 24/25	• 25/26	• Target	• Actual Progress
• Pupils Under 75%	• 12.79%	• 11.45%	• Improve By 1%	• Improved by 1.34%
• SIMD 1&2 Under 75%	• 15.84%	• 14.11%	• Improve by 1.5%	• Improved by 1.73%

Next Steps:

1. Implement a strengthened whole-school approach to improving attendance, with a specific focus on increasing the proportion of pupils achieving 80% attendance or above. We will strengthen data-informed approaches to track progress and evaluate the impact of interventions across the session.
2. Continue to implement a robust system for monitoring participation, progress and completion of wider achievement awards to ensure equality across age, stage and disaggregated groups of young people.
3. Strengthen targeted support for Care Experienced learners to improve sustainability of positive destinations through deepened multi agency planning and coordinated support at all key transition points.
4. Develop a longitudinal cluster attendance analysis to identify patterns and pupils at risk of low attendance to inform targeted planning approaches.
5. Embed consistent tracking and early intervention using the BGE and Senior Phase dashboards to strengthen data-driven decision-making across all subjects.

National Improvement Framework Quality Indicators

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.

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 in the Senior Phase is improving targeted outcomes for learners.
- Emerging practice of moderation in Literacy and Numeracy between Primary colleagues, across range of depts.

Key Priorities:

- Continue to develop the work of the Pupil Parliament to ensure all pupils feel involved in their voice being heard.
- Continue to ensure consistency of learning and teaching.
- Develop the use of effective adaptation in lessons with a focus on the top 20% of pupils.

- Share the good practice of moderation activities to ensure consistency within the BGE and sharing of levels with pupils.

3.1 Ensuring wellbeing, equity and inclusion

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.
- S6 PSE programme is tailored to positive and sustained destinations.
- A wide 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:

- Further develop a well-structured PSHE programme delivered by pupil support teachers, to provide clear progression from S1-S6.
- 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 with a particular focus on S3 and S4.
- Seek further opportunities for teachers to plan support with pupil support assistants to maximise the impact on pupil progress.
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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
- Increased attainment of levels of Numeracy and Literacy in S3
- 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.
- Focus to raise attainment of the top 20% of pupils in S4/5
- 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.