

Education – Improvement Planning Document 2026-27

Establishment Name: **Inverclyde Academy**

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Signatures:

Head of Establishment	Denise Crawford	Date	Aug 2026
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Quality Improvement Officer	Emma Picken/ Nicola Devine	Date	Aug 2026
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Vision

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

Values

1. Respect
2. Responsibility
3. Equality
4. 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.		
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		

Year two 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. 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. 1. Build on BGE curriculum development through planned cross-curricular opportunities, ensuring coherence and relevance of learning. 2. Strengthen numeracy curriculum development across S1–3 by refining the progression, of learning pathways. 3. 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. 4. Strengthen Gaelic Medium Education by establishing a clear BGE–senior phase pathway to drive continuous improvement and increase participation and attainment in GME.
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	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. 1. 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. 2. Teachers will enhance numeracy teaching approaches across S1–3 by strengthening the pace, challenge and progression of learning, ensuring the highest-attaining 20% are consistently stretched and securing improved attainment for all learners. 3. Strengthen commitment to equity by finalising and implementing a coherent Equalities Policy and Practice framework that sets high expectations for inclusion across the school community.

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.	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.
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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.

1. 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.
2. 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.
3. 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:

1. 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.
2. 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.
3. 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?

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

Plan: Session 2026-27

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?

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

Attendance literacy

Data from a targeted group of pupils across (47 pupils, S1-3) highlights that while most are not opposed to school, absence is strongly linked to health and wellbeing factors, including illness, sleep dysregulation, and worry. Stakeholder views show a clear gap in attendance literacy, with 85% of pupils indicating they would benefit from knowing more about their attendance. A further registration focus group identified that pupils value time with their house group, particularly opportunities to connect, encourage each other, and develop as a team; therefore, strengthening registration as a first-line wellbeing and communication space will build relationships and improve attendance awareness.

Curricular Review and Delivery:

We have an ongoing 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. Building upon previous audits of BGE DYW, 24/7 feedback from pupils and the input of our staff/ pupil working group, collaborative curricular working has been planned in a range of subject areas to meet the needs of all our learners as effectively as possible.

Continued curriculum review provides opportunities to strengthen personalisation and choice at key stages of the learner journey and to further develop our S3 curriculum so that all young people can access a wider range of achievement, accreditation and skills-based learning opportunities. Through these developments, learners will develop a stronger understanding of their skills, strengths and aspirations and how these connect to future learning, life and work. Ultimately, our young people will be empowered to make informed choices, contribute positively to their communities and play an active role in Scotland's future economy

Gaelic Medium Education:

With the increased in the numbers of pupils, and preparation for progression to Senior phase courses, we will continue to develop our Gaelic Medium Education (GME) provision and strengthen opportunities for young people to engage with Gaelic language and culture, supporting national priorities for Gaelic education and ensuring that learners have access to a broad, inclusive and culturally relevant curriculum.

Expected outcomes for learners			
Who?	By how much?	By when?	What?
Attendance literacy			
☑ By Dec 26 most pupils and families surveyed and as part of focus groups will report increased awareness of attendance, absence, and missed learning demonstrating improved understanding of the impact of attendance on progress.			
☑ By Dec 26, the quality assurance processes will demonstrate consistent and effective delivery of structured registration, including attendance check-ins, wellbeing support, and communication of attendance data by registration teachers.			

By April 27, most BGE Pupils, evidenced through pupil voice activities and focus groups, can clearly articulate the structure of registration, including the role of their house group in supporting attendance and wellbeing.

Curricular Review and Delivery:

7. By June 2027, almost all BGE learners will be able to identify and articulate their skills and explain how these relate to future learning, life and work.
1. By June 2027, all S3 learners will have access to an enhanced programme of wider achievement opportunities as part of the curriculum redesign
2. By June 2027, 90% of learners will report that the curriculum provides meaningful opportunities for personalisation and choice.
3. By June 2027, participation in wider achievement and skills-based learning opportunities will increase in S3.
4. By June 2027, almost all senior phase learners will report increased confidence in making informed decisions about their future pathways, including employment, training and further study.

Gaelic Medium Education

1. By June 2027, all learners in GME will experience increased opportunities to develop their Gaelic language skills and engage with Gaelic culture, with all learners reporting a positive learning experience.

If PEF spend is supporting – how much and what?

- Salary or a CLD worker to support skills agenda -£48,500.00
- Approximately **£15,000** to support skills curriculum (events, trips/visits)

Tasks to achieve priority	Timescale	RAG	Those involved/responsible – including partners	Resources and staff development
Further implementation of refreshed curricular approach incorporating IDL and PBL through S1 STEM subjects (focus on Sustainability)	April-June '27		All STEM subjects	Materials to facilitate outdoor learning/ ongoing staff planning time (informed by PBL training already undertaken).
S2 Curricular enhancement through collaborative learning in Humanities, Languages and Performing Arts to be undertaken in third term. (Focus on Heritage)	January- March '27		Humanities, Languages, Performing Arts	Developments taken forward per DIP
S2 Computational Learning pilot across 3 classes aimed at strengthening curricular connections, developing meta-skills and improving pupil engagement.	August '26- March '27		FH Science/ 3 S2 Practical classes (Science/ Technical/ IT) Turner Kirk Centre for Spatial Reasoning at Glasgow University	Glasgow University leading content, assessment and training for staff.
Formation of Curricular Review Team, comprised of staff from all curricular areas, to audit existing offer and collaborate on plans to further develop thematic links and to create a whole-school approach to the teaching of meta-skills	August '26- June '27		Volunteers drawn from all curricular areas	Time required to meet and to undertake CLPL activities including professional reading, focus groups, school visits
Staff working group to be created to audit, research, collaborate and create an enhanced wider achievement offer in BGE	August '26- June '27		DHT/ Curricular Design Team	Time required to meet and to undertake CLPL activities including professional reading, focus groups, school visits

Tasks to achieve priority	Timescale	RAG	Those involved/responsible – including partners	Resources and staff development
S2 "Masterclass" to be piloted in May 2027 aimed at increasing attendance and enhancing pupil engagement	Ongoing planning/ discussion with launch in August '26		DHT/ Curricular Design Team	Time required to meet and to undertake CLPL activities including professional reading, focus groups, school visits
Review of S3 Curricular offer to be undertaken to facilitate the inclusion of wider achievement options	August '26- December '26		DHT/Curricular Design Team	Time required to meet and to undertake CLPL activities including professional reading, focus groups, school visits
Addition of universal S4 Work Experience block in May 2027 in tandem with enhanced career planning in S3	August '26- May '27		DHT/ DYW staff/ PTPS	Regular planning meetings; liaison with DYW colleagues/ review of PSE material for S3 in advance of w/experience block.
Refreshed S5 DYW course framed upon skills-development and delivered through Duke of Edinburgh and King's Trust with focus on Enterprise, Health and Sustainability	August '26- May '27		DHT/ Timetabled staff/ King's Trust/ D of E/ CLD	Training already completed from King's Trust
Expansion of GME provision to meet needs of intake of S1 pupils	August '26- May '27		FH/ E Baillie	
Curricular alignment between GME offer and broad structure of Languages curriculum	August '26- May '27		FH/ E Baillie	CLPL ongoing/ link to Whinhill Primary, Dunoon Grammar
Redesign registration time to include structured check-ins and explicit teaching of attendance literacy and build readiness to learn.			ED Registration staff	

Tasks to achieve priority	Timescale	RAG	Those involved/responsible – including partners	Resources and staff development
			Pupils	
Upskill registration teachers to strengthen their role promoting whole school attendance literacy, wellbeing and house identity through tasks and learner conversations.				Time on inset day Learning walk Team building activity packs

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?	
Curricular Review and Delivery: - Using data gathered from Microsoft forms (baseline Aug – interim Dec- final March) most learners will indicate an increased confidence in identifying and articulating their skills, experience a curriculum that offers meaningful personalisation and choice, engage more fully in wider achievement opportunities and make informed decisions about future pathways, resulting in improved learner engagement and positive destinations. - Increased percentage of learners reporting confidence in discussing their skills and future learning, training and employment option - Curriculum plans demonstrate increased thematic and interdisciplinary links, providing learners with more connected and relevant learning experiences - When comparing the updated BGE curriculum plans to the current BGE curriculum plans, A coherent whole-school meta-skills framework is evident across all curricular areas, with a shared language and consistent approach to skills development. This will also be seen in most BGE lessons by June 27 - Increased participation rates in wider achievement programmes, awards and employer-engagement activities Gaelic Medium Education	

1. Gaelic Medium Education will have a stronger and more visible profile across the school, supported by coherent curricular pathways, high-quality learning experiences and effective partnerships with local and national stakeholders.
2. Gaelic will have a more visible profile across the school and will be recognised by the majority of learners, parents, staff and partners

Attendance literacy

1. Clear, measurable data of over 80% of pupils and families through survey data, pupil voice, and focus groups, showing that more they have an awareness of their attendance and how this relates to missed learning.
2. Consistent, high-quality registration practice evident across the school through QA activities, with staff delivering structured check-ins and discussions about absence and wellbeing.
3. Shared Language of staff related to attendance relating to days missed.

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**Equalities**

Robust data demonstrates significant improvement in relationships, behaviour, and sense of belonging through a strategic focus on anti-bullying and values-based approaches, with bullying incidents reducing, exclusions decreasing from 25 to 9, and repeat exclusions from 5 pupils to 1. Pupil voice has strengthened, with survey participation rising from 40% to 60%, and high reported levels of safety (91%) and respect (84%), alongside improved engagement evidenced through learning observations, 2.3 review feedback and increased merits (35,844 to 43,899). However, to sustain and deepen this progress, ongoing self-evaluation highlight the need for a more coherent and explicit whole-school Equalities Policy and Practice framework to ensure consistency, equity, and high expectations for all learners in our school context. Staff training in this area will further enhance approaches to adaptation, antibullying and PRPB.

Learning, Teaching and Assessment

Over the past two years, self-evaluation activity relating to HGIOS 4 Quality Indicator 2.3: Learning, Teaching and Assessment has consistently identified this area as being good. This judgement has been validated through a range of evidence sources, including routine quality assurance activities, stakeholder feedback and the recent local authority review. There is a strong alignment between staff self-evaluation and pupil feedback, providing confidence in the overall picture of learning and teaching across the school.

While significant strengths are evident across the school, self-evaluation has also highlighted opportunities to further improve consistency and impact in order to progress towards a very good evaluation.

Strengths

- Lesson planning is a significant whole-school strength and is embedded across almost all departments.
- Pupils report clear lesson structures, effective lesson starters and a strong understanding of learning intentions and success criteria.
- Adaptation and differentiation are developing strengths, with pupils reporting that learning is generally pitched at an appropriate level.
- Positive relationships and effective questioning continue to support engagement and understanding.

As part of our commitment to continuous improvement, all teaching staff have undertaken individual self-evaluation focused on aspects of their pedagogy. Staff have identified specific elements of learning, teaching and assessment practice that they believe would benefit from further development in order to enhance learner engagement, challenge, differentiation, formative assessment and outcomes for young people.

This reflective and evidence-informed approach has provided the school with a clear understanding of both individual and collective professional learning needs. As a result, we are well placed to deliver targeted professional learning and collegiate development opportunities that respond directly to identified priorities. By building on existing strengths and addressing areas for improvement, we aim to further strengthen the quality and consistency of learning, teaching and assessment across the school and move confidently towards a very good evaluation in QI 2.3

Overall Evaluation

Taken together, both staff and pupil evidence present a coherent and largely positive picture of learning and teaching across the school. Staff evaluate learning and teaching as good, with strengths in lesson planning and developing adaptation, while pupils confirm strong classroom routines, clear learning intentions, effective relationships and appropriate challenge.

The evidence also identifies clear and consistent priorities for improvement:

- Strengthening formative assessment and the use of assessment information.
- Improving the quality, consistency and impact of feedback.
- Increasing the range of learning activities and opportunities for active engagement.

- Developing greater consistency in higher-order questioning across departments.

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

Equalities

- ☐ Maintain that almost all learners will report that they feel safe within the school environment, the current baseline of 91%. This will be measured through school-wide learner surveys conducted in May/June 2027.
- ☐ At least 90% of learners will report that they are treated with respect by others in the school community, an increase from the current baseline of 84%. This will be measured through annual pupil voice surveys.
- ☐ Almost all learners, including those with protected characteristics and additional support needs, will experience a consistent approach to inclusion, equality and positive relationships, evidenced through learning visits, focus groups and pupil surveys by June 2027.
- ☐ The proportion of pupils involved in bullying incidents will reduce from 8% in 2025/26 to 7% through the implementation of a more explicit and consistent anti-bullying framework, with a reduction in repeat incidents of people displaying by June 2027.
- ☐ At least 70% of learners will participate in pupil voice, consultation and school improvement activities, increasing from the current participation rate of 60%, ensuring a broader range of learner views influences school improvement.
- ☐ Learner engagement will continue to improve, evidenced through a further 10% increase in merits awarded and positive learning observations across all year groups by June 2027.
- ☐ Most Learners will demonstrate an understanding of equality, diversity and inclusion, with evidence gathered through curriculum and whole school activities, pupil focus groups and learner surveys throughout Session 2026–27.

Learning teaching and Assessment

By June 2027:

- 90% of pupils will report that they understand what they are learning and what they need to do to be successful.
- Almost all of the pupil responses relating to helpful feedback and next steps in learning will be achieved.
- 100% of teaching staff will implement agreed whole-school approaches to formative assessment and feedback.

- All departments will demonstrate improvement in self-evaluation evidence relating to assessment and feedback.
- The overall teaching and learning self-evaluation score will improve from 3.47 towards 3.8 or above, indicating movement towards very good practice.

If PEF spend is supporting – how much and what?

- Salary of 0.6 Basic Teacher **£36,380.00** to free time for learning observations and co-teaching support.
- Annual subscription to Magic Breakfast and staffing for preparation **£7,535.00**
- Annual subscription to Sumdog **£1,330.00** to support the increase in the range of learning activities in Numeracy and literacy.

Tasks to achieve priority	Timescale	RAG	Those involved/responsible – including partners	Resources and staff development
Co-create and launch a comprehensive Equalities Policy, informed by pupil, staff and parent voice, which clearly outlines expectations, rights, responsibilities and inclusive practice across the school. Develop and implement an annual Equalities Calendar to ensure equality, diversity and inclusion themes are embedded across the curriculum, assemblies, PSE and wider school events. Monitor implementation through learning visits, pupil focus groups and quality assurance activities to ensure consistency across all departments.	Dec 27		Working group of pupils and staff to refine and implement A Monaghan – working group	Time for meetings and research
Equalities calendar	Sept 26			
Audit current practice against The Promise Schools framework and establish a cross-sector working group to lead implementation. (Inverclyde Cluster) As required, deliver staff professional learning on trauma-informed practice, relationships-based approaches and the needs of care-experienced young people. Embed Promise principles within school policies.	Jan 27		A Monaghan – working group	

Tasks to achieve priority	Timescale	RAG	Those involved/responsible – including partners	Resources and staff development
Share the work of the Pinky Promise cluster group with whole school through growing the promise pupil group. Attain the Keeping the Promise Award				
Equally Safe at Schools	April 27		LA Barr/LMcK.	
The circle training to build on Language communication approaches and support adaptation to learning	October break			
Establish a whole-school Equally Safe at School steering group including staff and pupils.	Sept 26		LA Barr/LMcK.	
Deliver age-appropriate learning on gender equality, healthy relationships, consent, respect and gender-based violence prevention through the curriculum and wider school programme.	May 26		PSE teachers	
House System calendar	October 2026		JLyden	
Complete all required self-evaluation, action planning and evidence-gathering activities to achieve Equally Safe at school	April 27		McK	
Monitor impact through reductions in bullying incidents and exclusions, increased pupil participation, and	April 27		ED	

Tasks to achieve priority	Timescale	RAG	Those involved/responsible – including partners	Resources and staff development
improved learner survey outcomes relating to safety, respect, and inclusion.				
Achieve 100% of leavers attaining Literacy & Numeracy qualifications at L3+	June 2027		SLT, PT English, PT Maths, PT ASN, PTPS	Staff training on L&N tracking; targeted intervention resources; mentoring training
Meet or exceed 2026 Literacy & Numeracy targets	May 2027		SLT, PT English, PT Maths & PT ASN, Curricular PT group	CLPL on pedagogy & strategies (particularly numeracy); cross-curricular toolkit; targeted interventions; moderation sessions
Implement whole-school early-identification system for L&N	October 2026		SLT, PT English, PT Maths, PT ASN, PTPS	Training on early-warning indicators from P7 transition – S3; implement shared & transparent tracking system; data dashboard integration.
Strengthen departmental collaboration on Literacy & Numeracy	June 2027		SLT, PTCs	Joint planning sessions; collaborative CLPL; shared L&N improvement actions
Increase SIMD 1–2 learners achieving 1@L5 to match SIMD 3-10	June 2027		SLT, PTs English & Maths, Faculty Heads, Guidance Team	Targeted mentoring training; early-identification tools; departmental intervention strategies
Achieve full implementation and monthly use of Senior Phase dashboard with focus on SIMD 1–2 tracking	December 2027		SLT, PTs, All Faculty Heads	Dashboard training; data-literacy CLPL; monthly tracking calendar
Develop and deliver a structured CLPL programme on formative assessment	Sept 27		AC/GL	
Provide whole-staff professional learning focused on effective formative			SLT, PTs, All Faculty Heads	

Tasks to achieve priority	Timescale	RAG	Those involved/responsible – including partners	Resources and staff development
assessment strategies, including checking for understanding, retrieval practice and responsive teaching			All staff and others as appropriate	
Facilitate regular collaborative practice visits focused on assessment, feedback, questioning and learner engagement, followed by professional dialogue and reflection.	Throughout year		SLT, PTs, All Faculty Heads	
Support faculties to identify a specific aspect of learning, teaching and assessment to investigate, implement and evaluate through evidence-based enquiry.	Throughout year		AC	
Monitor impact through self-evaluation and quality assurance Use the collation of learning visits, sampling of learner work, staff self-evaluation, pupil feedback and attainment data to measure progress	4 times per year Oct/Dec/March /June		AC/DC	

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?
Equalities Progress will be measured through a combination of quantitative and qualitative evidence gathered throughout Session 2026–27. Learner surveys will be used to measure improvements in pupils’ reported feelings of safety, respect, and inclusion By June 2027. Building on the

significant improvements already achieved in relationships and behaviour, pupils will experience greater consistency in expectations, anti-bullying approaches and restorative practices, leading to sustained reductions in bullying incidents, exclusions and repeat exclusions.

Learners from all backgrounds, including those with protected characteristics, additional support needs and those facing barriers to learning, will experience more consistent adaptive approaches in classrooms. This will help ensure that all young people feel valued, respected and able to participate fully in their learning and wider school experiences.

Pupil voice will continue to strengthen, with learners playing a meaningful role in shaping school improvement and equalities practice and policy implementation. As a result, more learners will feel listened to, empowered and able to influence decisions that affect them, contributing to further improvements in engagement, attendance and participation.

Merit data will evidence a 10 % increase compared to the 2025/26 baseline (see above), reflecting increased participation, positive behaviour and engagement.

Pupil voice activities, focus groups and learning conversations will indicate that most learners can describe how equality is promoted across the school.

A planned house competition calendar will be visible across the school, with high levels of learner participation demonstrating increased engagement, belonging and positive relationships.

Progress towards achieving The Promise and Equally Safe at School accreditation will provide evidence of whole-school implementation of inclusive and equitable practice, supported by staff self-evaluation and external validation.

A planned Equalities Calendar will be visible across the school.

Learning teaching and Assessment

From learning observations and staff self-evaluation we will evidence

- All teaching staff will have engaged in targeted professional learning focused on formative assessment, feedback, higher-order questioning and learner engagement,
- Improved consistency in learning, teaching and assessment practices will be evident across departments, particularly in the use of assessment evidence to inform learning and in the quality of feedback provided to pupils.

From pupil survey results and learning observations we will evidence

- Pupil survey results will demonstrate increased positive responses in relation to receiving helpful feedback, understanding next steps in learning and experiencing a wider variety of learning activities.

- Learners will be more actively engaged in lessons, with greater opportunities for discussion, collaboration, problem-solving and independent learning, addressing themes identified through pupil voice activities.
- More learners will be able to articulate their progress and next steps, demonstrating improved understanding of learning intentions, success criteria and assessment feedback.

From Learning observations, we will evidence

- Teachers demonstrate increased confidence and skill in formative assessment and questioning strategies, evidenced through self-evaluation, learning visits and quality assurance activities.
- Adaptive teaching approaches will be more consistently embedded, resulting in improved participation, engagement and success for learners with additional support needs and those requiring greater challenge.

Whole-school self-evaluation measures will show improvement, particularly in the currently lower-scoring areas of assessment, feedback and questioning.

- Attainment and achievement data will continue to demonstrate a positive trend, particularly within the Broad General Education, as assessment information is used more effectively to identify needs, adapt learning and accelerate progress.

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**Attendance**

Improving pupil attendance remains a key priority due to its direct link to attainment, engagement, and wellbeing. Targeted interventions, including the introduction of a Family Support Worker, enhanced home–school communication, and personalised attendance plans, have led to a reduction in pupils attending below 75% (12.79% to 11.45%) and particularly strong gains for SIMD 1 and 2 learners (15.84% to 14.11%). While overall attendance is 87.7% which remains above the 5-year average (86.9%). Stakeholder engagement and pupil-level data highlight ongoing barriers linked to wellbeing, and disengagement and through local authority support in analysis, identification of attendance impacting on attainment in BGE, and Senior Phase was highlighted indicating the need to now increase the proportion of pupils attending above 80% to support attainment.

Positive Destinations:

Positive destination data for 2024–25 showed a strong and improving picture for the majority of learners with 94.2% of leavers achieving a positive destination, an increase of 1.09 percentage points on the previous year and 0.6 points above the five-year average. This reflects the impact of enhanced transition planning, personalised pathways supported by the extended DYW team and strengthened employer partnerships in a small number of cases. However, outcomes for Care Experienced young people remain below expectations with a clear gap to be addressed. As a result, we must prioritise strengthened, multi-agency, targeted support to ensure these learners experience sustained, aspirational post-school transitions in partnership with The Virtual School.

The school’s wider destination data shows encouraging trends:

1. SLFU data for 2024/25 demonstrates that Inverclyde Academy sustained positive destinations more effectively than the Inverclyde average, with a 4.5 percentage-point reduction compared with 5.0 percentage points across the authority.
2. When compared to 23/24, the school achieved a 4.8 percentage point increase, the highest improvement in the local authority.
3. These improvements demonstrate the efficacy of early identification, multi-agency planning, and personalised support delivered through the DYW strategy.

These embedded strengths of our practice provide a solid foundation which must be extended to more targeted support for Care Experienced learners who are more likely to experience barriers at this key transition point. The challenge now is ensuring that the same level of sustainability and aspiration is achieved for this group using our partnership with The Virtual School to support us in this process.

Strengthened Tracking & Monitoring Systems

Strengthened tracking and monitoring systems have already begun to improve outcomes across the school. Monthly tracking with PTs of English and Maths has enabled earlier identification of learners at risk, leading to more timely and responsive interventions in S3. Staff confidence in using data has increased, resulting in more effective learning conversations and improved communication with families. These developments demonstrate the positive impact of consistent, data-driven approaches within and across departments.

However, to ensure this progress is embedded across the whole school, the rollout of the Senior Phase dashboard—delayed in 2025–26—must now become a central improvement priority for 2026–27. Alongside the existing BGE dashboard, this tool will support:

- Consistent use of disaggregated data across all subjects
- Earlier identification of emerging concerns, particularly at key transition points
- More measurable and targeted interventions, informed by live attainment and engagement trends
- Stronger alignment between curriculum pathways and attainment patterns, ensuring learners progress from the BGE and through the Senior Phase with clarity and support.

Embedding both dashboards across all faculties will strengthen data-driven decision making, reduce variation in practice, and ensure that early intervention becomes a universal feature of learning, teaching, and assessment. This will allow the school to build on existing strengths while ensuring that every learner benefits from consistent, proactive support

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

1. By June 2027, the proportion of learners achieving 80% attendance and above will increase from the 2025/26 baseline of 80.8%, reducing attendance-related barriers to learning and improving continuity of learning.
2. By June 2027, learners will demonstrate increased engagement in learning through improved attendance, evidenced by learning walks, classroom observations and pupil focus groups.
3. Learners in both the Broad General Education and Senior Phase who are identified as attendance-related attainment concerns will demonstrate improved attendance and attainment outcomes. By June 2027, targeted learners will attend school more frequently, engage more consistently with learning and show improved attainment and achievement measures.
4. Pupils with wellbeing, anxiety or engagement-related barriers to attendance will report increased levels of support and connection to school, evidenced through learner surveys, wellbeing measures and improved attendance patterns by June 2027.
5. Overall school attendance will improve by 1 % beyond the current 87.7%, maintaining performance above the five-year average and contributing to improved attainment, engagement and wellbeing outcomes for all learners by June 2027.

Positive Destinations:

To improve the sustainability of positive destinations for all Care Experienced learners, the school will implement a coordinated set of targeted actions that build on existing strengths in DYW, multi-agency working, and personalised transition planning including:

6. By Dec 26 we will be delivering targeted, personalised support for all care experienced young people and strengthening collaboration with The Virtual School, SDS, Social Work, and DYW partners.
7. Throughout 26-27 we will implement coordinated multi-agency transition planning at all key points to ensure continuity of support and early identification of barriers.
8. Ensure every Care Experienced learner has a personalised post-school pathway plan, co-created with partners and reviewed regularly to maintain aspiration and sustainability.
9. By June 2027, we will increase the proportion of Care Experienced learners achieving a positive destination to at least 60%, representing a significant improvement from 40% in the previous session. This will be supported through targeted employability programmes, skills development, and coordinated support from SDS and DYW as outlined above.

Strengthened Tracking & Monitoring Systems

By Oct 27 the school will embed the improved Data Dashboard

(BGE and Senior Phase) across all departments to ensure a consistent, data-driven approach to tracking and early intervention.

All PTs will be trained and confident in using dashboard data to support monthly monitoring, earlier identification of learners requiring support, and targeted intervention planning. This will strengthen progression at key transition points and reduce variation in practice across faculties.

This will be demonstrated in a range of ways including:

10. Dashboard used quarterly in all departments, ensuring consistent tracking across the Senior Phase.
11. All PTs confident in dashboard use, enabling more effective learning conversations and decision making.
12. Quarterly dashboard analysis used to trigger targeted interventions for all pupils flagged “at risk.”
13. Dashboard-driven actions embedded in faculty improvement plans, demonstrating clear use of data to inform practice.

By June 2027, all learners will benefit from a more consistent, data-informed approach to tracking, monitoring and intervention across both the Broad General Education and Senior Phase.

If PEF spend is supporting – how much and what?

Salary for a family Support worker **£43,430.00 to support the attendance of** BGE pupil whose lives are affected by poverty.

Salary for additional hours of admin support for data collection/management **£1,110.00**

Tasks to achieve priority	Timescale	RAG	Those involved/responsible – including partners	Resources and staff development
Strategic house approach to attendance analysis through staged intervention			PTPS	
PTPS training business intelligence				
Wellbeing navigator meetings with all middle leaders to have attendance strand	Twice a year per faculty		ED	Cover required
Whole school attendance language developed of “missed learning”	June 2027		All staff	PTPS newsletter Staff updated Staff training missed periods of your subject
Whole school pupil targets, communication with home	Sept 27		Guidance Team Family support worker	

Tasks to achieve priority	Timescale	RAG	Those involved/responsible – including partners	Resources and staff development
Increase sustained positive destinations for Care Experienced learners from 40% to at least 60%	June 2027		SLT, Guidance Team, DYW Team, The Virtual School, SDS, Social Work	CE-specific transition planning tools; mentoring training; targeted employability resources
Implement coordinated multi-agency transition planning at all key points (S3→S4, S4→S5, S5→S6, post-school)	October 2026		SLT, The Virtual School, Social Work, SDS, DYW, PTs	Multi-agency planning framework; shared documentation; CLPL on coordinated transitions
Ensure 100% of Care Experienced learners have a personalised post-school pathway plan	March 2027		Guidance Team, DYW Team, SDS Advisors, The Virtual School	Pathway planning templates; CE learner-voice tools; staff training on aspirational planning
Reduce CE learner unemployment (seeking/not seeking) by 50% compared to 2024/25 SLFU data	June 2027		SLT, DYW Team, SDS, Social Work	Targeted employability programmes; CE-specific skills workshops; partnership resources
Ensure quarterly dashboard use for tracking in 100% of departments	March 2027		PTs, Faculty Heads, SLT	Tracking calendar; dashboard prompts; shared monitoring templates
Increase PT confidence in dashboard use to ≥85%	April 2027		SLT, PTs	CLPL sessions; peer-support workshops; confidence survey tools
Use quarterly dashboard analysis to trigger targeted interventions for all pupils flagged “at risk”	June 2027		PTs, Guidance Team, Faculty Heads	Intervention planning templates; early-warning indicators; monitoring logs
Embed dashboard-driven actions within all faculty improvement plans	May 2027		Faculty Heads, SLT	Faculty planning templates; exemplars of data-driven actions; moderation meetings

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

We will measure impact through a combination of attendance data, attainment data, wellbeing information and stakeholder feedback collected throughout Session 2026–27.

Attendance data will be reviewed monthly through attendance tracking systems, targeted pupil monitoring and attendance planning meetings. Improvements will also be measured through increased attendance amongst identified BGE and Senior Phase learners whose attendance is impacting attainment, alongside improved attainment, course completion and achievement data. Evidence from learner conversations, wellbeing surveys, attendance case studies and parental engagement records will demonstrate that barriers to attendance are being reduced and that learners feel more connected to school.

Additionally, the Family Support worker will produce case studies and attendance intervention records to demonstrate improved engagement with targeted families resulting in improved individual attendance, engagement and attainment.

We will know this improvement is having the desired impact when fewer pupils require intensive attendance interventions, more learners are attending above 80%, attendance-related attainment concerns reduce, and a greater proportion of young people are regularly attending engaging in learning and achieving positive outcomes across the school. Records will also show the school average attendance remains above the 5 year average of 86.9% by achieving a 1% gain from session 2025 – 2026 from 87.7% to 88.7%.

Positive Destinations

Impact will be measured through destination data, attendance and engagement records, learner voice, and partner evaluations collected throughout Session 2026–27. We will track the percentage of Care Experienced learners progressing to positive destinations alongside participation in employability programmes, work placements, college courses and training opportunities. We will monitor the completion and quality of personalised pathway plans, attendance at multi-agency planning meetings and the level of engagement with SDS, The Virtual School, Social Work and DYW partners.

Strengthened Tracking & Monitoring Systems

The implementation of the BGE /Senior Phase dashboards will enable staff to identify learners requiring support earlier, resulting in more timely interventions and improved learner outcomes. Pupils at risk of underachievement, disengagement or poor attainment will be identified more quickly and receive targeted support before concerns become entrenched. As a result, we expect to see improved attainment, and reduced numbers of learners not on track to achieve their expected levels or qualifications.

Learners will experience more regular and meaningful progress discussions, clearer understanding of their next steps, and enhanced support at key transition points. Ultimately, a greater proportion of young people will achieve their attainment targets and progress successfully through the BGE and Senior Phase, supported by a consistent whole-school culture of early intervention and data-driven decision making.