Education – Improvement Planning Document – 2024-25

Establishment Name: St Columba's High School

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Our Vision, Values and Aims

Our Vision:

We nurture every young person's God-given talents within a climate of love and kindness.

Our Values:

We value: Faith; Ambition; Inclusion; Perseverance

Our Aim:

To offer rich learning experiences which enable young people to be successful and use their gifts and talents to serve others.

3 Year Overview of Establishment Priorities

The improvement priorities for our establishment are noted on the following page. They have been expressed in the context of the National Improvement Framework

Our Improvement Priorities extend in a rolling programme over three years. Each priority has been coded accordingly:

Session 2024-2025
Session 2025-2026
Session 2026-2027

Overview of rolling three year plan

National Priorities	Session 2024-2025	Session 2025-2026	Session 2026-2027
Improvements in attainment, particularly in literacy and numeracy	Further develop our approaches to a daily focus on improving attendance for all and targeted interventions for specific cohorts of pupils across the cluster. Continue to set aspirational targets in attainment and achievement with all young people with a particular focus on literacy and numeracy.	Embed our approaches to a daily focus on improving attendance for all and targeted interventions for specific cohorts of pupils across the cluster. Continue to set aspirational targets in attainment and achievement with all young people with a particular focus on literacy and numeracy.	
Closing the attainment gap between the most and least disadvantaged children	Identify gaps in literacy and numeracy. Further develop our approaches to involving pupils, staff, and parents in planning appropriate interventions and in measuring impact on a 6 weekly basis.	Identify gaps in literacy and numeracy. Embed our approaches to involving pupils, staff, and parents in planning appropriate interventions and in measuring impact on a 6 weekly basis.	
Improvement in children and young people's health and wellbeing	Gather and analyse stakeholders' views in relation to wellbeing and equality and adapt PSE/RE programme accordingly. Further develop our plan for the development of trauma informed school.	Review and refresh PSE/RE programme in response to observations and stakeholders' views. Embed our approaches for being a trauma informed school.	

Improvement in employability skills and sustained positive school leaver destinations for all young people	Further develop our approaches to engaging with partner agencies to source and secure alternative education/pathways provision for pupils disengaged from school. Further develop appropriate strategies to support pupils to secure work placements, building relationships and contacts with employers. Further develop DYW events in both BGE and Senior Phase. Further develop our approaches to ensuring all leavers sustain a positive post-school destination.	Embed a systematic approach to engaging with partner agencies to source and secure alternative education/pathways provision for pupils disengaged from school. Embed appropriate strategies to support pupils to secure work placements, building relationships and contacts with employers. Embed our approaches to DYW events in both BGE and Senior Phase. Embed our systematic approaches to ensuring all leavers sustain a positive post-school destination.	
Placing the human rights and needs of every child and young person at the centre of education			

Stakeholder's views

How were stakeholders views collected?

Pupils – Our BGE and Senior Phase Pupil Learner Councils met on a regular basis to discuss what was working well and what could be further improved. Furthermore, all pupils were given the opportunity to complete a questionnaire regarding their learning experiences and the wider life of the school. Year group focus group meetings have also informed what could be further improved.

Parents – Our Parent Council meetings convened every six weeks and feedback regarding school improvement is a standing item on the agenda. In addition, all parents were invited to complete a questionnaire regarding their child's learning experiences and the wider life of the school.

Staff & Partner agencies – We gathered the views of staff and partner agencies, both formally and informally, throughout the academic session. All staff were invited to complete a questionnaire regarding the quality of learning, teaching and assessment approaches and the wider life of the school. Staff also engaged in regular opportunities during INSET days and collegiate meetings to provide formal feedback on what is working well and areas for further improvement. Staff, pupils, parents and partner agencies collaborated on evaluating the impact of interventions which had been implemented to improve outcomes for learners.

How was PEF spend consulted on?

We have consulted widely among stakeholders including staff, pupils and the parents of our targeted cohort. Staff were provided opportunities at INSET days to discuss the PEF plan, while further discussion around priorities took place in working groups. Pupil evaluations of the success of previous interventions will inform future planning while the views of parents has also helped to direct future interventions. For session 2024-25, we will establish a PEF stakeholders group and will include a group of PEF-entitled learners onto the Learner Council to discuss how we can use the additional PEF spend to reduce the cost of the school day for identified families.

Plan: Session 2024-2025

Priority 1		
Improvements in attainment, particularly in literacy and numeracy Choose an item		
NIF Driver Assessment of children's progress Performance information Parental engagement	**HGIOS/ELC QIs** 3.2 Raising attainment and achievement 3.2 Securing Children's Progress 2.3 Learning, teaching and assessment 2.5 Family learning	**UNCRC** Article 28: (Right to education): Article 3 (Best interests of the child):

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

In order to raise attainment and achievement, we have a daily focus on improving attendance for all.

<u>Attendance</u>

Due to an increased focus and forensic analysis of attendance data, our average attendance in S1-6 has increased from 88.3% to 90.4%. We have observed that the poverty-related attendance gap was widest in S2 (-9.1%) and S4 (-9.8%).

Year	Overall Attendance Aug-Jun	Ave Attendance % SIMD 1-2	Ave Attendance % SIMD 3-10	GAP
S1-S6	90.40%	85.2	91.5	-6.30%
S1	91.80%	88.9	93.3	-4.40%
S2	87.80%	82.2	91.3	-9.10%
S3	86.20%	82.6	87.8	-5.20%
S4	88.80%	82.3	92.1	-9.80%
S5	91.90%	89.6	92.6	-3.00%
S6	93.50%	93.4	93.6	-0.20%

We will continue to maintain a relentless focus on improving attendance and drill down into the poverty-related attendance gap this session to ensure further improvement, especially in the new S3, S4 and S5 cohorts which have the lowest average attendance rate. This will be supported by coordinated attendance interventions involving a team of staff including: Wellbeing Officer, Guidance Team and Year Group Head.

Attainment

BGE – Focus on Improving Writing and Numeracy in S2 and S3 cohorts at levels 3 and 4. This is based on TPJ data:

S1 On Track	Overall
Talking & Listening	97%
Reading	90%
Writing	87%
Literacy Overall	91%
Numeracy	80%
S2 On Track	Overall
Talking & Listening	95%
Reading	92%
Writing	88%
Literacy Overall	92%
Numeracy	79%

Senior Phase – Our ambition is to ensure all young people gain the highest level of qualification in literacy and numeracy by the time they leave school. Analysis of historical data using Insight and analysis of data from SQA results this year, has enabled us to identify specific targets for cohorts and individuals in S4, S5 and S6. This includes ambitious and achievable targets for 5+ N5 in S4 and 1+, 3+, 5+ H in S5. These targets are outlined in expected outcomes for learners.

Our raising attainment strategy in the senior phase includes forensic analysis and intervention in the following areas: appropriate coursing; creative curriculum offer; culture of high expectations and aspirations; maximising attendance; enhanced rigour around tracking and monitoring (including parental engagement); an enhanced strategic approach to the delivery of supported study.

Relentless focus and rigorous tracking and monitoring to improve attainment breadth and depth, particularly in S5 and S6 and quality of pass for highest 20% in S4.

Regular analysis of data to ensure all pupils are making expected progress, in particular those in key equity groups (SIMD1-2, ASN, CEYP)
Explore and implement a wider curricular offering, which includes alternative SCQF pathways and awards e.g. NPAs, SCQF level 4/5/6 awards.

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

Attendance

To increase the average attendance of all pupils from 90.4% to over 91% by June 2025

To increase the attendance of S3 pupils from 87.8% to over 89% by June 2025
To increase the attendance of S4 pupils from 86.2% to over 88% by June 2025
To increase the attendance of S5 pupils from 88.8% to over 90% by June 2025

To increase the attendance of pupils living in SIMD1/2 from 85.2% to over 87% by June 2025

Attainment

BGE –

The percentage of pupils in S3 achieving Level 3 Writing will be above 93% by June 2025
The percentage of pupils in S3 achieving Level 3 Numeracy will be above 96% by June 2025

The percentage of pupils in S3 achieving Level 4 Writing will be above 75% by June 2025
The percentage of pupils in S3 achieving Level 4 Numeracy will be above 63% by June 2025

Senior Phase -

The percentage of pupils in S4 achieving 5+ National 5 awards will be above 45% by August 2025

The percentage of pupils in S5 achieving 5+ Highers will be above 20% by August 2025
The percentage of pupils in S5 achieving 3+ Highers will be above 40% by August 2025
The percentage of pupils in S5 achieving 1+ Highers will be above 60% by August 2025

The percentage of pupils in S6 achieving 1+ Advanced Higher will be above 20% by August 2025,

The percentage of pupils in S4 achieving Level a 5 numeracy award will be above 60% by August 2025

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

Each department will have specific targets set for the percentage of young people in National 5 and Higher classes who will achieve A/B passes in addition to targets for A-C pass.

Learning, Teaching & Assessment

Enhanced focus on high quality learning and teaching will lead to improved pupil experience and attainment outcomes. Further development of SCHS Learning, Teaching and Assessment Strategy including approaches to checking for understanding to support planning for next steps in learning, differentiation using AI, metacognition and the development of meta-skills.

Measure of Impact: What we will see and where?

How will we measure this?   What does "better" look like?   How will we recognise better when we see it?

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

If PEF spend is supporting – how much and what?

DHT Excellence & Equity - £7,969 – Strategic leadership and management of Wellbeing Officer
PT Literacy & Numeracy - £4,213
PT Wider Achievement - £4,213
PT Guidance - £6,671 – back-fill for Acting DHT
Wellbeing Officer – £15,121 - Liaising with partner agencies, families and guidance staff to improve attendance for all and identified individuals.
Starter Pack - £2260 – resources identified by pupils and families to support P7 to S1 transition.
Senior Phase Supported Study and Residential Study Trip - £12,000 – support identified by pupils and families to enhance preparations for SQA examinations.

Tasks to achieve priority	Timescale	RAG	Those involved/responsible – including partners	Resources and staff development
A daily focus on improving attendance for all and targeted interventions for specific cohorts of pupils across the cluster. - Phone calls, home visits, meetings in school with families. - Establish a daily breakfast club.	Aug '24 – Jun '25		SLT Guidance Team Wellbeing Officer	Attendance Policy
Identify and implement additional interventions for pupils who are not making expected progress in BGE and Senior Phase.	Aug '24 – May '25		SLT PTs Curriculum and Guidance PT Support for Learning Raising Attainment SIP group PT Literacy and Numeracy	Rigorous tracking and monitoring procedures. Supported Study and residential study weekend.

Tasks to achieve priority	Timescale	RAG	Those involved/responsible – including partners	Resources and staff development
This includes tracking curricular areas in the BGE beyond literacy and numeracy, including wider achievement.				Further development of staff to enhance engagement with BGE and SP dashboard trackers.
Improve the quality of passes in the senior phase. This will include targets for specific cohorts of pupils and individuals.	Aug '24 – Mar '25		SLT PTs Curriculum and Guidance	
Further enhance our approaches to Learning, Teaching and Assessment as outlined in our School Inspection Findings report May 2024. This includes: Digital Pedagogy (including AI); Differentiation; Pupils leading learning; and effective use of PSAs.	Aug '24 – May '25		SLT PTs Curriculum PT Support for Learning LTA working group (including pupil reps - YLL)	Engagement with Gen+ Programme Looking outwards for best practice re AI.
Refresh our approaches to Parental Engagement and Home Learning	Aug '24 -Jun '25		C McGeehan Parental Engagement improvement group	

Priority 2		
Closing the attainment gap between the most and least disadvantaged children and young people		
Choose an item		
NIF Driver	**HGIOS/ELC QIs**	**UNCRC**
Assessment of children's progress	1.5 Management of resources to promote equity	Article 28: (Right to education):
Teacher professionalism	2.4 Personalised support	Article 3 (Best interests of the child):
Performance information	2.5 Family learning	
	3.2 Securing Children's Progress	

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

Wider Achievement

Research indicates that young people impacted by poverty benefit from a 'pull towards school'. As a result, we have appointed a PT Wider Achievement to further develop our wider achievement offer, participation levels and a tracking system to measure skills development and impact. The PT WA will work with pupils, families and staff to increase pupil participation in these activities and support them to identify and articulate skills progression.

Literacy and Numeracy

PT Literacy and Numeracy has been appointed to have a strategic overview of progress in Literacy and Numeracy for those young people most impacted by poverty. This will include identifying baseline data and planning interventions for those young people not making expected progress. Planned interventions will be identified in collaboration with pupils, families and class teachers.

Analysis of the BGE dashboard data highlighted the widest gaps exist in Level 3 Writing and Level 4 Reading and Writing.

S1 On Track	Overall	SIMD 1 + 2	SIMD 3 - 10	Gap	Comments: Overall/Stages
Talking & Listening	97%	95%	97%	2%	
Reading	90%	85%	94%	9%	
Writing	87%	73%	94%	21%	S1 Greatest gap = Writing
Literacy Overall	91%	84%	95%	11%	
Numeracy	80%	78%	81%	3%	
S2 On Track	Overall	SIMD 1 + 2	SIMD 3 - 10	Gap	Comments: Overall/Stages
Talking & Listening	95%	93%	97%	4%	
Reading	92%	88%	94%	6%	
Writing	88%	78%	94%	16%	S2 Greatest Literacy gap = Writing
Literacy Overall	92%	86%	95%	9%	
Numeracy	79%	63%	89%	27%	S2 Greatest gap = Numeracy
S3 ACEL (L3+)	Overall	SIMD 1 + 2	SIMD 3 - 10	Gap	Comments: Overall/Stages
Talking & Listening	98%	95%	100%	5%	
Reading	93%	89%	97%	8%	
Writing	92%	82%	97%	15%	S3 Greatest gap = Writing
Literacy Overall	94%	87%	98%	11%	
Numeracy	96%	95%	96%	1%	

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

BGE:

To narrow the gap in S3 Level 3 Writing by 8% (from 16% - 8%) by June 2025

To narrow the gap in S3 Level 4 Writing by 9% (from 34% - 25%) by June 2025

To narrow the gap in S3 Level 4 Reading by 9% (from 34% - 25%) by June 2025

To narrow the gap in S3 Level 3 Numeracy by 10% (from 27% - 17%) by June 2025

To narrow the gap in S3 Level 4 Numeracy by 2% (from 10% - 8%) by June 2025

Senior Phase:

The percentage of pupils in S4 living in SIMD 1-2 achieving 5+ National 5 awards will be above 20% by August 2025

The percentage of pupils in S4 living in SIMD 1-2 achieving 3+ National 5 awards will be above 40% by August 2025

The percentage of pupils in S4 living in SIMD 1-2 achieving 1+ National 5 awards will be above 80% by August 2025

The percentage of pupils in S5 living in SIMD 1-2 achieving 5+ Highers will be above 8% by August 2025

The percentage of pupils in S5 living in SIMD 1-2 achieving 3+ Highers will be above 40% by August 2025

The percentage of pupils in S5 living in SIMD 1-2 achieving 1+ Highers will be above 75% by August 2025

Measure of Impact: What we will see and where?
How will we measure this?   What does "better" look like?   How will we recognise better when we see it?

Minutes of meetings focusing on identified pupil progress and attainment in BGE and Senior Phase will demonstrate improved outcomes

Tracking & monitoring gap data will show targets are met

Key stakeholders will systematically track and monitor impact of interventions on a 6 weekly basis and adapt as appropriate.

If PEF spend is supporting – how much and what?

DHT Excellence & Equity - £7969 – Strategic leadership and management of PT Literacy and Numeracy and PT Wider Achievement

PT Wider Achievement- £4213 – to identify individuals who are most impacted by poverty and not participating in any wider achievement opportunities. Thereafter, identify with pupils and families areas of interest and planned activities to re-engage in wider achievement.

PT Literacy and Numeracy- £4213- to identify pupils not making expected progress and implement appropriate interventions to improve literacy & numeracy levels.

Columba 1400 - £4000 – To support and challenge an identified cohort on pupils in the new S4 around their mindset and aspirations to attain and achieve best possible outcomes.

Tasks to achieve priority	Timescale	RAG	Those involved/responsible – including partners	Resources and staff development
Identify poverty-related attainment gaps in both literacy and numeracy and implement appropriate research-based interventions Establish targeted homework club with snacks/meal.	Aug '24 - Mar '25		DHT Excellence and Equity PT Literacy/PT Numeracy	Access to appropriate data Data analysis and collegiate discussion re: interventions with particular focus on key equity groups. Further development of staff to enhance engagement with BGE and SP dashboard trackers with particular focus on key equity groups.
Involve a range of stakeholders in identifying key resources to support delivery of PEF interventions. This includes: - Group of PEF-entitled young people on Learner Council. - Calls/meetings with group of parents of PEF-entitled young people to seek views (have incentive e.g. Amazon voucher)	June '24- Aug '24		DHT Excellence and Equity PEF Stakeholders' Group, including PEF staff	Participatory budgeting consultation to be arranged with pupils, staff and parents. 6% (£6000) Columba 1400
Plan and implement further staff CLPL on approaches to checking for understanding, differentiation using AI, metacognition and meta-skills.	Aug '24 – May '25		DHT Excellence and Equity LTA working group (including pupil reps - YLL) GEN +	Education Scotland CLPL for staff

Tasks to achieve priority	Timescale	RAG	Those involved/responsible – including partners	Resources and staff development
Plan and implement a series of family learning workshops.	Oct '24 – May '25		DHT Excellence and Equity PT Literacy/Numeracy LTA working group (including pupil reps)	Young Leaders of Learning programme
Identify individuals who are most impacted by poverty and not participating in any wider achievement opportunities. Thereafter, identify with pupils and families areas of interest and planned activities to re-engage in wider achievement.	Oct '24 – Mar '25		DHT Excellence and Equity PT WA	
Systematically track and monitor impact of interventions on a 6 weekly basis with key stakeholders and adapt as appropriate.	Aug '24 - Mar '25		DHT Excellence and Equity PEF Stakeholders' Group	Calendared collegiate time

Priority 3		
Improvement in children and young people's health and wellbeing		
Choose an item		
NIF Driver Assessment of children's progress Teacher professionalism Parental engagement	**HGIOS/ELC QIs** 2.2 Curriculum 2.4 Personalised support 2.7 Partnerships 3.1 Ensuring wellbeing, equality and inclusion	**UNCRC** Article 28: (Right to education): Article 3 (Best interests of the child):

Rationale for change based self-evaluation including data and stakeholder views
The implementation of the Glasgow Motivation and Wellbeing Profile (GMWP) enabled us to track plan interventions for BGE pupils. We will adjust the questions to ensure relevance for Senior Phase pupils. Our baseline data tells us that most pupils impacted by poverty reported a low sore for affiliation (sense of belonging), agency (a sense of competence and skills) and autonomy (a sense of being capable, trusted and allowed to embrace responsibility). Consequently, interventions have been planned to support this identified group of pupils. These include: nurture groups; Action for Children Blues Programme; 1-1 regular check-in, CLD interventions and Boxing programme. Through evaluations of our Laudato Si programme we have identified a need to plan further outdoor learning opportunities as part of our curriculum. As a result of our gathering data around pupil experiences across the four contexts for learning, we have identified groups of young people, including those impacted by poverty, who would benefit from further opportunities for personal achievement in order to enhance their overall wellbeing. We will support self-regulation strategies through: restorative conversations and trauma informed practice.

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

By April 2025, BGE and Senior phase pupil feedback from equalities questionnaire demonstrates an enhanced understanding of the identified protected characteristics maintaining the 25% reduction in bullying and equalities incidents recorded on SEEMIS since 2023-24. Almost all pupils will be able to identify all protected characteristics from a list and be able to articulate their understanding of these protected characterics through group discussion and PSE learning journals.

By April 2025, almost all BGE and Senior Phase pupils will have engaged in new learning experiences around Racial Equality. Feedback sought from pupils will identify opportunities for further learning opportunities.

By October 2024, all BGE and Senior Phase pupils will have completed the GMWP which will inform appropriate interventions to support the wellbeing of groups and individuals. By April 2025, all BGE and Senior Phase pupils will have completed a follow up GMWP which will measure the impact of planned interventions. Most pupils will positively evaluate the impact of Health and Wellbeing offer with a particular focus on mental and physical wellbeing.

By October 2024, pupils impacted by poverty in BGE and Senior Phase will have completed the GMWP which will inform appropriate interventions to support the wellbeing of groups and individuals. By April 2025, pupils impacted by poverty in BGE and Senior Phase pupils will have completed a follow up GMWP which will measure the impact of planned interventions. 75% will positively evaluate the impact of Health and Wellbeing offer with a particular focus on mental and physical wellbeing.

By May 2025, almost all targeted pupils including those impacted by poverty will report that they feel healthier and safer in school, as a result of interventions from Rhys McColl Boxing Programme.

By May 2025, almost all BGE and Senior Phase pupils will have taken up opportunities across all four contexts for learning during session 2024-25.

By May 2025, all BGE and Senior Phase pupils will have engaged in a series of assembly inputs and PSE lessons in understanding trauma.

By April 2025 the majority of BGE pupils will have engaged in at least one outdoor learning experience. Pupil evaluations will show that they have improved their engagement and understanding in a specific learning outcome through this opportunity.

Measure of Impact: What we will see and where?
How will we measure this?   What does "better" look like?   How will we recognise better when we see it?

- The views of pupils, staff, parents and partners indicate that, our values are making an explicit impact on the life and ethos of the school
- Our curriculum has been reviewed in order to ensure that equality and diversity are clearly addressed, in particular racial equality / anti-racist education
- Pupils report improved learning experiences and knowledge in relating to racial equality
- Most pupils can articulate their understanding of protected characteristics and how this informs their behaviour via questionnaires and focus group discussion
- Pupil evaluations will show that they value enhanced outdoor learning experiences
- Wellbeing measured across Agency, Autonomy and Affiliation scale of GMWP
- Increased number of accredited wider achievement opportunities
- Increased participation in wider achievement opportunities

If PEF spend is supporting – how much and what?

0.2 FTE Health and Wellbeing Teacher - £7,454.25 (to identify a targeted group of S2/3 pupils and implement appropriate interventions to improve wellbeing; to make continuous improvements to PSE courses in line with national, local policy and stakeholder views)
0.2 FTE Nurture - £7,454.25 (to work with pupil support to identify pupils in S1/2/3 who would benefit from nurture and to lead nurture groups)
Be-Inn-Unity - £9,000 (Supporting mental wellbeing and achievement through mentoring)
Rhys McColl Boxing - £8,000 (Supporting wellbeing and leadership of identified group of pupils)

Tasks to achieve priority	Timescale	RAG	Those involved/responsible – including partners	Resources and staff development
Further develop our approaches to an Inclusive Curriculum and Building Racial Literacy.	Aug '24 – Dec '24		Equalities Coordinator Short Term Working Group	Building Racial Literacy Programme Protected time Calendared meetings Assemblies & PSE inserts
Establish a universal approach to tracking health and wellbeing of pupils in the senior phase. Implement universal and targeted support as required. Maintain the GMWP baseline and follow up data for BGE, implementing universal and targeted support as required.	Aug '24 – Oct '24 Aug '24 – April '25		DHT Guidance Team FH HWB Mental HWB Working Group (including pupil reps) Home Link Worker CLD Action for Children Barnardos Rhys McCole	GMWP – Senior Phase GMWP – BGE School Calendar
Maintain universal approach to tracking wider achievement of all pupils. Develop the system to track development of meta-skills. Identify wider achievement participation gaps and implement universal and targeted support as required. Increase the number of accredited wider achievement opportunities.	Aug '24 – May '25		PT Wider Achievement PTs Curriculum PTs Guidance	Wider Achievement Spreadsheet Data collection form including meta-skills Website Form SQA Group Awards/Personal Development Awards/Saltire Awards
Review the PSE curriculum 3-18 with a focus on progression and the development of a life skills approach, particularly for senior	Aug '24 – Dec '24		PT HWB	Senior Phase PSE Programme

Tasks to achieve priority	Timescale	RAG	Those involved/responsible – including partners	Resources and staff development
phase pupils in supporting their preparation for leaving school e.g. life skills package, personal budgeting.			PT Literacy & Numeracy PT Wider Achievement	
Develop a collaborative approach to implement new pupil plans.	Aug '24 – May '25		Pupil Support Team PT Support for Learning	Newly formatted pupil plan Wellbeing Assessments TAC Minutes JST Minutes BGE/Senior Phase Attainment and Wider Achievement Tracking
Audit current outdoor learning opportunities and plan additional experiences across the curriculum.	Aug '24 – Dec '24		FH HWB HWB Teachers Outdoor Learning Working Group	Laudato Si
All new teaching staff to complete the level 1 and level 2 basic staff training in Trauma. All pupil support staff to complete the Advanced Staff Training in Trauma. Pupils involved in designing and delivering assembly inputs on understanding impact of Trauma	Aug '24 – Dec '24 Aug '24 – May '25 Aug'24 – Dec '24		New teaching Staff, Pupil Support Team HWB Working Group Learning Council, DHT	National Trauma Training Programme Trauma informed Practice posters PSE Programme

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

NIF Driver	HGIOS/ELC QIs	UNCRC
Assessment of children's progress Teacher professionalism Parental engagement	3.2 Raising attainment and achievement 3.2 Securing Children's Progress	Article 28: (Right to education): Article 3 (Best interests of the child):

Rationale for change based self- evaluation including data and stakeholder views
In session 2022-23, the percentage of school leavers in positive destinations was 99%. We will focus on further improving this figure and ensuring that positive school leaver destinations are sustained.

Expected outcomes for learners - Who?   By how much?   By when?   What?
School leavers in sustained positive destinations, will increase by 1% to 100% by February 2025. School leavers from SIMD 1-2, in sustained positive destinations, will be maintained at 100% by February 2025. School leavers in receipt of FSM, in sustained positive destinations, will be maintained at 100% by February 2025.

Measure of Impact: What we will see and where? How will we measure this?   What does "better" look like?   How will we recognise better when we see it?
- Expected outcomes observed on School Leavers' Destination Report   - Termly report indicating increased uptake of S6 Leadership opportunities   - Increased engagement levels in work placements and FAs through tracking data and feedback from pupils and employers   - Positive evaluation of DYW inserts through pupil questionnaires and focus groups   - PLP documentation completed and pupil accreditation secured   - GIRFEC Overview updated with new 16+ Tab information including career interests, employability pathways and evidence that career information is being distributed to pupils based on career interests.

If PEF spend is supporting – how much and what?

Tasks to achieve priority	Timescale	RAG	Those involved/responsible – including partners	Resources and staff development
Engage with partner agencies to source and secure alternative education/pathway provision for pupils disengaged from school.	Aug '24 – May '25		DHT DYW Coordinator SDS/MCMC & Partner Agencies	DYW West Local Authority DYW lead (Bob Davidson)
Support pupils to secure work placements, building relationships and contacts with employers.	Aug '24 – May'25		DYW Coordinator Community Development	WorkIT DYW West
Embed a greater focus on 'Skills for the Future' into learning, teaching and assessment cycle. This includes a focus on Careers Education Standard (Skills) and BGE input via DYW Coordinator and Departments.	Aug '24 – May'25		DHT PT LTA GEN+ Meta-Skills Leaders	PSE Staff – feedback PSE Staff – collegiate time Pupil feedback Gen+ Programme
Further develop the range of courses available to young people in the senior phase, including opportunities to gain accreditation through leadership and wider achievement activities. Continue and complete work towards Gold SCQF Ambassador status.	Aug'24 – May '25		DHT PT WA PT Curriculum	SQA/SCQF/other partners Wider curriculum offer
Continue to focus on young people in key equity groups who are most at risk. Particular focus on construction, engineering, access courses to higher education and opportunities for employment.	Aug'24 – March'25		DYW Coordinator SDS	West College Scotland DYW West
Work with college and partners to build upon range of offers to young people, particularly those with ASN.			DHT Pupil Support staff	Local Authority DYW West

Tasks to achieve priority	Timescale	RAG	Those involved/responsible – including partners	Resources and staff development
			JST/ICOS DYW Coordinator	West College Scotland