Education – Improvement Planning Document – 2025-26

Establishment Name: **St. Columba's High School**

CONTENTS

1. Establishment Vision, Values and Aims

2. 3 Year overview of priorities – based on the National Improvement Framework

3. Action Plan for session 2025-26 including PEF planning

Head of Establishment	Nicola Devine	Date	June 2026

Quality Improvement Officer	Elaine McLoughlin	Date	June 2026

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.

Stakeholder's views

How were stakeholders views collected?

Pupils – Our Learner Councils met on a regular basis to discuss what was working well and what could be further improved, using HGIOURS. 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 2025-26, we will establish a PEF stakeholders group to engage in participatory budgeting. This will include the PEF-entitled learners, who are members of the Learner Council, and we will discuss how we can use the additional PEF spend to reduce the cost of the school day for identified families.

Plan: Session 2026-26

Priority 1
Improvements in attainment, particularly in literacy and numeracy
Choose an item

National Improvement Framework Outcomes
1. Empowered and accountable education system supporting lifelong learning.
3. Inclusive curriculum and assessment for a sustainable future.
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 2026

How Good is Our School/Quality Improvement Framework ELC	**UNCRC**
3.2 Raising attainment and achievement	Article 28: (Right to education):
3.2 Securing Children's Progress	Article 3 (Best interests of the child):
2.3 Learning, teaching and assessment	
2.5 Family learning	
Choose an item.	
Choose an item.	

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.

Attendance

Due to an increased focus and forensic analysis of attendance data, our average attendance in S1-6 has increased from 90.4% to 90.6%.
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 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 – In S1 and S2, more young people are behind expectation in Numeracy and Writing compared to Reading and Listening and Talking.
In S3, fewer young people are achieving level 4 in Reading, Writing and Numeracy compared to Listening and Talking.

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 90.6% to over 91% by June 2026

To increase the attendance of S4 pupils from 87.9% to over 89% by June 2026
To increase the attendance of S5 pupils from 87.3% to over 89% by June 2026

Attendance

Attainment

BGE –
The percentage of pupils in S1 on track to achieve Level 3 Writing will be above 92% by June 2026
The percentage of pupils in S2 on track to achieve Level 3 Numeracy will be above 92% by June 2026

The percentage of pupils in S3 achieving Level 4 Reading will be above 75% by June 2026
The percentage of pupils in S3 achieving Level 4 Writing will be above 75% by June 2026
The percentage of pupils in S3 achieving Level 4 Numeracy will be above 66% by June 2026

Senior Phase -
The percentage of pupils in S4 achieving 5+ National 5 awards will be above 50% by August 2026
The percentage of pupils in S4 achieving 1+ National 5 awards will be above 90% by August 2026

The percentage of pupils in S5 achieving 5+ Highers will be above 20% by August 2026
The percentage of pupils in S5 achieving 3+ Highers will be above 40% by August 2026
The percentage of pupils in S5 achieving 1+ Highers will be above 60% by August 2026

The percentage of pupils in S6 achieving 1+ Advanced Higher will be above 20% by August 2026,

The percentage of pupils in S4 achieving Level a 5 numeracy award will be above 60% by August 2026

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

<u>Learning, Teaching & Assessment</u>

Enhance approaches to Learning, Teaching and Assessment focusing on AI, CfU to inform next steps in learning, effective use of PSAs, and differentiation.

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 Inclusion - £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 - £1200 – resources identified by pupils and families to support P7 to S1 transition.
Senior Phase Supported Study - £12,000 – support identified by pupils and families to enhance preparations for SQA examinations.

Tasks to Achieve Priority	Timescale	R A G	Those Involved/Responsible – Including Partners	Resources and Staff Development
Set ambitious and achievable attendance targets for all pupils and for specific cohorts. • Continue to embed our current Attendance Policy and procedures in line with the Local Authority Attendance Policy. • A daily focus on improving attendance for all and targeted interventions for specific cohorts of pupils across the cluster. • Analyse trends in attendance data across cohorts on a weekly basis. • Continue to engage in monthly attendance meetings for each year group. • Establish differentiated targets based on baseline data. • Strengthen partnerships with families and external services.	August 2025 – June 2026		SLT PT Guidance Wellbeing Officer Partner agencies	Staff input on targeted support Ongoing staff development in data analysis
Set ambitious and achievable targets for attainment and achievement in BGE and Senior Phase. • Collate and analyse baseline data from assessments. • Departments to set SMART targets across subject areas. • Implement intervention strategies for underachieving pupils. • Conduct regular tracking meetings to review progress. • Further develop literacy and numeracy transition programme including engagement with the Literacy Framework and Numeracy Strategy.	August 2025 – June 2026		SLT All PTs PT Literacy and Numeracy	Staff time for data meetings
Enhance approaches to Learning, Teaching and Assessment focusing on AI, CfU to inform next steps in learning, effective use of PSAs, and differentiation. • CLPL on AI tools, CfU (adaptive teaching) (Inset Day 2), effective use of PSAs (Inset Day 2), differentiation • Establish 'AI in Education' working group. • Learning visits, departmental reviews, Open Doors Fortnight, CLPL menu informed by PRD overview. • Train PSAs in classroom practice and differentiation.	September 2025 – June 2026		DHT Learning and Teaching CLPL Coordinator Support for Learning PT All teaching staff	AI tool licenses & CLPL Dedicated PSA training programme Peer coaching embedded in WTA

Tasks to Achieve Priority	Timescale	R A G	Those Involved/Responsible – Including Partners	Resources and Staff Development
• Continue to engage in high quality moderation activities at cluster, school and local authority level.				
Develop a BGE Roadmap digital resource for parental engagement. • Consult with PTs and parents on roadmap content. • Design accessible online platform with curriculum and skills information. • Launch and promote through workshops and digital channels.	August 2025 – January 2026		DHT PTs Curriculum Parent Council	Parental engagement Collaboration with Parent Council
Pilot Project-Based Learning (PBL) approach in S1. • Design interdisciplinary projects aligned to curricular outcomes (Collaborate with Staff in Clydeview Academy) • Allocate weekly PBL periods in S1 timetable • Train staff in project-based methodologies • Showcase outcomes through S1 exhibition events	October 2025 – June 2026		DHT All S1 Subject Teachers Learner Council	PBL-focused CLPL sessions Planning time for cross-curricular teams
Enhance the curricular offer in Senior Phase with additional study and college opportunities. • Work with college partners to offer new vocational pathways • Integrate certificated short courses into additional study periods, e.g. Powering Futures, Scottish Studies, Personal Finance	August 2025 – June 2026		DHTs Key staff Partner agencies	CPD on course guidance and mentoring

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?
Success Criteria: Improved attendance across all year groups by 0.5%, with targeted gains for key individuals/cohorts. Increased number of pupils meeting personal attendance targets.

Monitoring and Evaluation:

Monthly attendance reports generated from SEEMiS; analysis by year group, cohort and individual pupil; guidance staff meetings and pastoral tracking; ongoing dialogue and evaluation with families.

- 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 effective use of AI, Checking for Understanding to inform next steps in learning, effective use of PSAs, and differentiation. Evidence will be gathered via analysis of pupil progress, pupils' views and learning visits
- Engagement levels data demonstrates evidence of improved engagement for targeted cohort of pupils

Priority 2
Closing the attainment gap between the most and least disadvantaged children and young people
Choose an item

National Improvement Framework Outcomes
4. High achievement and reduced attainment gap for all learners.
2. Strong partnerships between schools, services, families, and communities.
Choose an item.
Education - achieving excellence and equity: National Improvement Framework 2026

How Good is Our School/Quality Improvement Framework ELC	UNCRC
1.5 Management of resources to promote equity	Article 28: (Right to education):
2.4 Personalised support	Article 3 (Best interests of the child):
2.5 Family learning	
3.2 Securing Children's Progress	
Choose an item.	
Choose an item.	

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 Inclusion to further develop our wider achievement offer, participation levels and a tracking system to measure skills development and impact. The PT 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 in S3 exist in Level 3 Numeracy and Level 4 Numeracy and Writing.

Current S2 data: (based on SIMD1-2 V 3-10 'behind expectations')

- 18% gap in numeracy
- 8.8% gap in reading
- 15.7% gap in writing
- 13.5% gap in listening & talking

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

BGE:

To narrow the gap in S3 Level 3 Writing by 6% (from 16% - 10%) by June 2026

To narrow the gap in S3 Level 4 Writing by 10% (from 35% - 25%) by June 2026

To narrow the gap in S3 Level 3 Numeracy by 8% (from 18% - 10%) by June 2026

To narrow the gap in S3 Level 4 Numeracy by 10% (from 34% - 24%) by June 2026

Senior Phase:

The percentage of pupils in S4 living in SIMD 1-2 achieving 5+ National 5 awards will be above 26% by August 2026

The percentage of pupils in S4 living in SIMD 1-2 achieving 3+ National 5 awards will be above 50% by August 2026

The percentage of pupils in S4 living in SIMD 1-2 achieving 1+ National 5 awards will be above 80% by August 2026

The percentage of pupils in S5 living in SIMD 1-2 achieving 5+ Highers will be above 8% by August 2026

The percentage of pupils in S5 living in SIMD 1-2 achieving 3+ Highers will be above 30% by August 2026

The percentage of pupils in S5 living in SIMD 1-2 achieving 1+ Highers will be above 60% by August 2026

Wider Achievement:

The percentage of target pupils participating in at least one wider achievement activity will be above 80% by June 2026

If PEF spend is supporting – how much and what?

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

PT Inclusion - £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.

Tasks to Achieve Priority	Timescale	R A G	Those Involved/Responsible – Including Partners	Resources and Staff Development
Implement targeted early intervention programmes in literacy and numeracy for identified SIMD 1–2 pupils to accelerate progress.	Aug 2025 – Jun 2026		PT Literacy and Numeracy Maths department English department SfL department	In-house CLPL for targeted interventions
Increase timetabled literacy and numeracy support for identified cohorts and individuals	Sep 2025 – May 2026		SfL department Maths department English department	Numeracy support materials
Peer-led literacy and numeracy mentoring programme to be developed and rolled out in BGE.	Oct 2025 – Jun 2026		DHT Excellence and Equity PT Literacy and Numeracy Maths department English department S6 Literacy and Numeracy Leaders	Literacy/Numeracy Leaders training
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.	Aug 2025- Mar 2026		DHT Excellence and Equity PT Inclusion	
Systematically track and monitor impact of interventions on a 6 weekly basis with key stakeholders and adapt as appropriate.	Aug 2025- Mar 2026		DHT Excellence and Equity PEF Stakeholders' Group	Calendared collegiate time

Measure of Impact: What we will see and where?
How will we measure this?   What does "better" look like?   How will we recognise better when we see it?
Tracking & monitoring data (BGE dashboard) will show targets are met Wider Achievement tracking will show targets are met (PT inclusion) Minutes of meetings focusing on pupil progress and attainment in BGE and Senior Phase will demonstrate improved outcomes. Key stakeholders will systematically track and monitor impact of interventions on a 6 weekly basis and adapt as appropriate.

Priority 3
Improvement in children and young people's health and wellbeing
Choose an item

National Improvement Framework Outcomes
3. Inclusive curriculum and assessment for a sustainable future.
2. Strong partnerships between schools, services, families, and communities.
6. Positive relationships, behaviour, and attendance in a respectful culture.
7. Digital technology enhancing learning and tackling digital inequality.

Education - achieving excellence and equity: National Improvement Framework 2026

How Good is Our School/Quality Improvement Framework ELC	UNCRC
2.2 Curriculum	Article 28: (Right to education):
2.4 Personalised support	Article 3 (Best interests of the child):
3.1 Ensuring wellbeing, equality and inclusion	
2.7 Partnerships	
Choose an item.	
Choose an item.	

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

Self-evaluation evidence from 2024–25 shows progress in wellbeing, equality, inclusion and wider achievement, with a reduction in equalities incidents and greater pupil engagement. However, data and feedback highlight areas requiring sustained focus:
Wellbeing Tracking
GMWP and Inverclyde HWB data show pupils impacted by poverty continue to report lower scores in affiliation, agency and autonomy. Strengthened universal and targeted interventions are required.
PSE Consistency
Pupil feedback shows variation in PSE experiences. Staff CLPL and robust tracking are needed to ensure consistent delivery and evidence progression.
Equalities & Inclusion
Understanding of protected characteristics has improved, but pupils seek deeper learning on racial equality, diversity and representation.
Wider Achievement
While most access opportunities across the four contexts of learning, some groups remain under-represented. A universal tracking system will help identify gaps.
Outdoor Learning
Pilot projects show positive impact, but access is inconsistent. Opportunities must be scaled up across BGE.
Trauma-Informed Practice: Training has increased staff confidence, but whole-school consistency in restorative approaches and wellbeing language must be embedded.

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

By June 2026, all BGE and Senior Phase pupils will experience a consistent and progressive PSE curriculum. Tracking evidence will show progression in knowledge, skills and understanding, and almost all pupils will report that PSE lessons help them make informed choices about their wellbeing and relationships.

By October 2025, all BGE and Senior Phase pupils will complete the updated Inverclyde HWB survey, with follow-up by April 2026. Most will evaluate positively against SHANARRI indicators, showing improved perceptions of safety, inclusion and wellbeing.

By October 2025, all identified pupils impacted by poverty will complete the Inverclyde HWB baseline, with follow-up by April 2026. At least 75% will report improvements in affiliation, agency and autonomy as a result of targeted interventions.

By April 2026, almost all pupils will demonstrate an enhanced understanding of protected characteristics, racial equality and diversity through PSE journals, group discussions and equalities questionnaires. SEEMiS data will show a further reduction in bullying and equalities incidents compared with 2024–25.

By May 2026, the majority of BGE pupils will have participated in at least two outdoor learning experiences. Pupil evaluations will evidence improved engagement, teamwork and application of learning in real-world contexts.

By May 2026, almost all pupils will participate in opportunities across the four contexts of learning. Universal tracking will show progression in key skills, and identified non-participants will have accessed targeted interventions to increase engagement.

By May 2026, all pupils will have engaged in assemblies and PSE learning focused on trauma, with almost all reporting increased confidence in using strategies for resilience and self-regulation.

By May 2026, almost all pupils participating in targeted programmes (e.g. nurture, CLD, Blues, boxing) will report improved mental health, self-confidence and a greater sense of belonging in school.

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
Senior leaders to engage with HSCP Signs of Safety training.	Aug 2025 – May 2026		SLT HSCP	Local Authority CLPL support
Develop and implement a tracking and monitoring system that captures pupil progression in BGE PSE aligned with benchmarks and SHANARRI indicators.	Aug 2025 – Dec 2025		DHT Pupil Support FH Health and wellbeing PTs Guidance	In-house CLPL support
Audit current staff delivering PSE, identify non-specialists, and design a rolling CLPL programme with support from internal and external specialists.	Aug 2025 – Mar 2026		DHT Pupil Support FH Health and wellbeing PTs Guidance CLPL Coordinator	CLPL for staff involved in delivery of PSE
Revisit and embed SHANARRI wellbeing indicators through staff training, pupil assemblies, MVP programme and class-based resources across the curriculum.	Aug 2025 – Nov 2025		FH Health and wellbeing Mental health Ambassadors MVP Ambassadors	MVP Training
Revise our Positive Relationships Policy in line with the revised Local Authority Positive Relationships Policy and Scottish Government guidance on behaviour.	Aug 2025 – Nov 2025		SLT PTs Guidance Learner Council	Local Authority CLPL
Revise our Anti-bullying Policy in line with the Local Authority Anti-bullying Policy.	Aug 2025 – Nov 2025		SLT PTs Guidance Anti-bullying Ambassadors	Local Authority CLPL

Tasks to achieve priority	Timescale	RAG	Those involved/responsible – including partners	Resources and staff development
Collect and analyse 'Be Well' data bi-annually to measure wellbeing indicators, identify trends, and plan targeted or universal improvements accordingly.	Aug 2025 – May 2026		PTs Guidance DHTs FH Health and wellbeing	Time for data analysis sessions
Further embed our current Equalities Policy and continue to engage with Local Authority CLPL on Building Racial Literacy. Strengthen partnerships with cultural and community groups to recognise and celebrate diversity in our curriculum and school events.	Oct 2025 – Mar 2026		PT Inclusion DHT Equalities Romero Group	CLPL on anti-racist education and inclusive curriculum
Further develop curriculum-linked outdoor learning experiences across all curricular areas.	Sept 2025 – May 2026		PTs curriculum Outdoor Education Partners	Staff CLPL Risk assessment training Minibus training
Enhance the role of the registration teachers to include responsibilities around: wellbeing; attendance; time-keeping; and uniform.	Aug 2025 – May 2026		DHT PT Guidance Registration Teachers	Inset Day input Termly review

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

Priority 4

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

National Improvement Framework Outcomes
1. Empowered and accountable education system supporting lifelong learning.
2. Strong partnerships between schools, services, families, and communities.

Education - achieving excellence and equity: National Improvement Framework 2026

How Good is Our School/Quality Improvement Framework ELC	UNCRC
3.2 Raising attainment and achievement	Article 28: (Right to education):
3.2 Securing Children's Progress	Article 3 (Best interests of the child):
Choose an item.	
Choose an item.	
Choose an item.	
Choose an item.	

Rationale for change based self-evaluation including data and stakeholder views
In session 2023-24, the percentage of school leavers in positive destinations was 96.5%. 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 3.5% to 100% by February 2026.
School leavers from SIMD 1-2, in sustained positive destinations, will increase by at least 4% to over 97% by February 2026.
School leavers in receipt of FSM, in sustained positive destinations, will increase by at least 4% to over 99% by February 2026.

Tasks to achieve priority	Timescale	R A G	Those involved/responsible – including partners	Resources and staff development
Analyse school leaver data with SDS to identify young people at risk of not securing a positive destination and, thereafter, implement targeted support plans.	Aug 2025– Sept 2026		Senior phase DHTs Senior Phase PTs Guidance SDS DYW Coordinator	Use of Insight and SDS data portal
Strengthen partnerships with employers, colleges and apprenticeship providers to expand pathways and support positive destinations.	Oct 2025 – Jun 2026		SDS DYW Coordinator Local Employers Colleges	
Further enhance our work experience programme to include structured placements with SCQF accreditation.	Oct 2025 – Dec 2026		SDS DYW Coordinator	
Implement Career Education Standard across the curriculum, mapping meta-skills and career education from S1–S6.	Nov 2025 – Jun 2026		DHT SDS DYW Coordinator	Collegiate time for staff training on CES
Introduce structured DYW/SDS input and employability skills lessons as part of the S1–S2 PSE curriculum.	Aug 2025 – Jun 2026		FH Health and wellbeing SDS DYW Coordinator	

Tasks to achieve priority	Timescale	R A G	Those involved/responsible – including partners	Resources and staff development
Implement a profiling system to track wider achievement linked to meta-skills.	Sept 2025 – Mar 2026	☐	PT Inclusion SDS DYW coordinator	Staff CLPL on new MyWorld of Work profiling platform

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