

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 2026-2027

Session 2027-2028

Session 2028-2029

Overview of rolling three year plan

Link to NIF 2026 [National Improvement Framework 2026 - gov.scot](https://www.gov.scot/national-improvement-framework-2026)

Key Priorities - National Improvement Framework	Session 2026-2027	Session 2027-2028	Session 2028-2029
Placing the human rights and needs of every child and young person at the centre of education	Refresh curriculum rationale through pupil, parent and partner voice to ensure rights-based, inclusive curriculum • Embed consistent trauma-informed and restorative practice across all staff • Strengthen pupil leadership and participation in school improvement	• Evaluate impact of revised curriculum on engagement, inclusion and equity • Extend pupil leadership into all year groups and curriculum areas • Further embed UNCRC and rights-respecting approaches across learning and teaching	Sustain a fully embedded rights-based curriculum and ethos • Demonstrate measurable improvement in pupil voice, participation and leadership • Share effective practice across cluster and local authority
Improvement in children and young people's health and wellbeing;	Target key wellbeing gaps (sleep, stress, emotional regulation) using Be Well data • Deliver consistent, progressive PSE curriculum across all stages • Strengthen targeted interventions (nurture, mentoring, CLD)	Evaluate impact of interventions on SHANARRI indicators and engagement • Extend universal and targeted wellbeing supports based on data trends • Strengthen outdoor learning and wider achievement participation	Sustain high levels of wellbeing across all cohorts • Demonstrate improved pupil resilience, belonging and engagement • Embed preventative, early intervention approaches across the school
Closing the attainment gap between the most and least disadvantaged children and young people;	Strengthen targeted tracking and intervention for SIMD 1–2 and equity groups • Increase attainment in S3 literacy and numeracy, particularly Level 4 • Expand supported study, mentoring and small group interventions	Refine curriculum pathways and progression routes to maximise attainment for targeted groups • Further increase S4 and S5 attainment (1+, 3+, 5+ awards) • Sustain high participation in wider achievement for targeted pupils	• Demonstrate sustained narrowing of attainment gap across all key measures • Ensure equity groups achieve in line with or above comparator • Embed data-driven, responsive interventions across all stages

Improvement in skills and sustained, positive school-leaver destinations for all young people; and	Strengthen partnerships with SDS, employers and college to enhance pathways • Embed Career Education Standard and employability learning in PSE • Improve tracking of skills and wider achievement	Develop learner profiling system capturing meta-skills and achievements • Expand work placements and SCQF accreditation opportunities • Increase early identification and support for pupils at risk of negative destinations	Sustain near 100% positive destinations for all leavers • Ensure clear links between curriculum, skills and career pathways • Embed progressive skills framework from S1–S6
Improvement in achievement, particularly in literacy and numeracy	Further embed high-quality learning, teaching and assessment with focus on questioning and checking for understanding • Strengthen BGE to Senior Phase progression in literacy and numeracy • Ensure all pupils on track for appropriate levels	• Improve attainment at SCQF Level 5 and 6, particularly numeracy • Refine moderation and assessment practices to ensure consistency and rigour • Continue targeted intervention for middle 60% and highest 20%	• Sustain consistently high attainment in literacy and numeracy across all stages • Ensure 100% of leavers achieve literacy and numeracy qualifications • Share best practice at authority level

Stakeholder's views

How were stakeholders' views collected? (Early Years/Primary/ Secondary)

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.
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How was PEF spend consulted on? (Primary/Secondary)

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. The impact of our PEF Action Plan for session 2025-26 was measured using: attendance, engagement and attainment data for targeted groups; feedback from PEF staff; and views of learners.
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Priority 1: Overview of Priority -**NIF Priorities**

Improvements in attainment, particularly in literacy and numeracy

Choose an item

National Improvement Framework Outcomes**3. Inclusive and relevant curriculum and assessment which gives young people the knowledge and skills necessary to contribute to society, shape a sustainable future, while celebrating and supporting progression for all.****4. High levels of achievement across the curriculum for all learners, with action to close the poverty-related attainment gap.****How Good is Our School**3.2 Raising attainment and achievement3.2 Securing children's progress2.3 Learning, teaching and assessment2.5 Family learning**UNCRC**

Article 3 (Best interests of the child):

Article 28: (Right to education):

Article 29 (Goals of education):

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

Despite an increased focus and forensic analysis of attendance data, our average attendance in S1-6 has decreased from 89.8% to 89.5%. A contributing factor to this marginal decrease is more accurate attendance coding.

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 and S4 cohorts. 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 Writing, Reading 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.

Learning, Teaching & Assessment

Enhance approaches to Learning, Teaching and Assessment by engaging with practitioner enquiry and small tests of change to enhance pedagogical practice

Expected outcomes for learners (Early Years/Primary/ Secondary)

Who? By how much? By when? What?

Attendance

- To increase the average attendance of all pupils from 89.6% to over 90.5% by June 2027
- To increase the attendance of S3 pupils from 89.8% to over 91% by June 2027
- To increase the attendance of S4 pupils from 88.4% to over 90% by June 2027

Attainment

BGE –

- The percentage of pupils in S3 achieving Level 4 Reading will be above 84% by June 2027
- The percentage of pupils in S3 achieving Level 4 Writing will be above 84% by June 2027
- The percentage of pupils in S3 achieving Level 4 Numeracy will be above 66% by June 2027

Senior Phase -

- The percentage of pupils in S4 achieving 5+ National 5 awards will be above 50% by August 2027
- The percentage of pupils in S4 achieving 1+ National 5 awards will be above 90% by August 2027

- The percentage of pupils in S5 achieving 5+ Highers will be above 20% by August 2027
- The percentage of pupils in S5 achieving 3+ Highers will be above 40% by August 2027
- The percentage of pupils in S5 achieving 1+ Highers will be above 60% by August 2027

- The percentage of pupils in S6 achieving 1+ Advanced Higher will be above 20% by August 2027

- The percentage of pupils in S4 achieving a Level 5 numeracy award will be above 82% by August 2027

- The percentage of leavers gaining a qualification in literacy and numeracy will be 100% by August 2027

Measure of Impact: What we will see and where? (Early Years/Primary/ Secondary)

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

- The views of pupils, staff and parents indicate increased engagement in learning, with more consistent participation in classwork, supported study and home learning
- Attendance data shows sustained improvement, particularly in S3 and S4, with increased attendance and reduced levels of persistent absence
- Attainment data evidences measurable gains in literacy and numeracy, including increased proportions of pupils achieving National 5 and Higher qualifications, improved outcomes for the middle 60%, and a higher proportion of A–B passes
- Tracking and assessment data demonstrate improved progression in literacy and numeracy across BGE and Senior Phase, including increased progression to National 5 Mathematics
- Learning visits, attainment meetings and staff enquiry show improved classroom practice, including more effective differentiation and questioning to support learner progress and deepen understanding
- Pupil voice, staff feedback and participation data indicate increased engagement with supported study and home learning, with stronger links between school and families
- Ongoing monitoring through attainment data, attendance dashboards, pupil voice, lesson observations and stakeholder feedback evidences that changes are leading to improved outcomes, sustained participation and increased learner confidence in literacy and numeracy

Tasks to achieve priority	Timescale	RAG	Those involved/responsible – including partners	Resources and staff development
Attendance: - Through monthly attendance meetings with SL and Pupil support, implement and monitor impact of universal and targeted strategies based on analysis of trends in attendance. - Pupil support staff to engage in additional training on Emotional Based School Avoidance to affect improvement in attendance of pupils who are currently below 20% attendance. - Establish differentiated targets for pupils who were below 85% attendance in previous session. - Implement interventions for identified families across the cluster.	Aug 2026 – Jun 2027		DHT (Pupil Support) PTs Pupil Support Local Authority Strategic Attendance Lead	- Attendance dashboard - Staff CLPL on attendance strategies and EBSA - Communication resources for families - Attendance questionnaire for parents and pupils - Attendance tracker data, particularly S3/4 - Attendance policy
Raising Attainment in Senior Phase: - Build on the success of the study support programme for all S4/5/6. - Weekly communication with parents (via emails/phone calls) for pupils in S4/5/6 who are not making expected progress. - Engage with local authority and West Partnership networks to enhance supports to maximise quality of passes across all curricular areas. - Refine targeted interventions for the middle 60% in S4 and S5.	Sep 2026 – May 2027		DHTs (Senior Phase) PTs Curriculum Class teachers PTs Pupil Support	- Senior Phase Dashboard tracker - Mentoring programme study materials - Parental engagement events

Tasks to achieve priority	Timescale	RAG	Those involved/responsible – including partners	Resources and staff development
Numeracy in BGE: Engage further with SNSA Data to identify Numeracy skills that require further input.	Aug 2026 – Apr 2027		PT Mathematics A Mullan Maths staff	- Numeracy assessment resources - Time for moderation in departments and cluster - Intervention materials
Learning, teaching and assessment: - Engage with practitioner enquiry and small tests of change to enhance pedagogical practice. - Improve the consistency and quality of questioning and checking for understanding across all lessons addressing gaps in learning. - Refresh approaches to departmental Reviews (1 BGE/1Senior Phase Focus group, Staff 1-1 replaced with discussion around learning visit and planning of LTA).	Sep 2026 – Mar 2027		DHT (Learning & Teaching), PTs Curriculum, All Teaching Staff, PT Creative Curriculum (PEF)	- CPD resources - Time for collaborative planning - Observation proformas
Parental Engagement and Family Learning: - Expand and update Digital Home Learning Hub content across all curricular areas - Create 'how to' guides for parents and pupils on how to use the Digital Home Learning Hub	Sep 2026 – Jun 2027		PTs All Teaching Staff DHT (Raising Attainment)	- Meeting time - Parental questionnaire and focus group feedback - Data analysis tools to measure usage

Tasks to achieve priority	Timescale	RAG	Those involved/responsible – including partners	Resources and staff development
Curriculum Improvement: - Review and implement the refreshed school Curriculum Rationale, ensuring curriculum design and learner experiences reflect the school vision, values and local context. - Use attainment and Local Market Intelligence data to inform curriculum development. - Support staff to engage in the Curriculum Improvement Cycle by facilitating collaborative discussion, sharing effective practice, and working with departments to refine, plan and implement curriculum improvements. - Pilot Project-Based Learning in S1, showcasing outcomes. - Train additional staff in project-based methodologies	Aug 2026 – June 2027		PT Creative Curriculum (PEF) PBL Improvement Group Local Authority Curriculum Development Officer Learner Council	CLPL on CIC Time for PBL planning meetings for cross-curricular teams
Leadership for Improvement - All teaching staff engaged in leadership for improvement activities under the four National Improvement Framework priorities. 18 Teaching staff will engage in staff leadership residential programme in May 2027	August 2026 – May 2027		All teaching staff Middle Leaders	Collegiate time Staff Leadership Programme (Ardoch House)

**Priority 2: Overview of Priority -
NIF Priorities**

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

National Improvement Framework Outcomes

4. High levels of achievement across the curriculum for all learners, with action to close the poverty-related attainment gap.

6. Improving relationships and behaviour, and attendance, with increased engagement in learning and a culture of dignity and respect for all.

How Good is Our School

3.1 Ensuring wellbeing, equality and inclusion

3.2 Raising attainment and achievement

3.2 Securing children's progress

Choose an item.

UNCRC

Article 28: (Right to education):

Article 29 (Goals of education):

Article 3 (Best interests of the child):

Choose an item.

Rationale for change based self-evaluation including data and stakeholder views (Early Years/Primary/ Secondary)

- Self-evaluation and Standards & Quality evidence highlight strong overall attainment, with most learners achieving expected CfE levels across the Broad General Education and positive progress in the Senior Phase. Robust tracking, effective moderation and high-quality learning and teaching are supporting improved outcomes for the majority of learners.
- Analysis of attainment, attendance and wellbeing data shows that a poverty-related attainment gap persists. Learners affected by socio-economic disadvantage are over-represented in groups not yet on track to achieve expected levels and are more likely to experience lower attendance and engagement.
- Stakeholder feedback reinforces the need to strengthen equity-focused practice. Staff identify the importance of earlier identification and more consistent targeting of interventions, while pupil and parent voice highlight the positive impact of wider achievement and personalised support in improving confidence, engagement and motivation.
- There is a clear need to further align literacy, numeracy and wider achievement strategies to ensure that targeted interventions are timely, well-tracked and focused on accelerating progress for those most at risk of not achieving. Strengthening participation, improving attendance and supporting learners to recognise and articulate their skills remain key levers in closing the gap.
- Overall, the school is well placed to build on strong attainment outcomes, with a sharper focus on equity, early intervention and targeted support required to reduce the poverty-related attainment gap and improve outcomes for all learners.

Expected outcomes for learners (Early Years/Primary/ Secondary)

Who? By how much? By when? What?

BGE:

- To narrow the gap in S3 Level 3 Writing by 4% (from 6% - 2%) by June 2027
- To narrow the gap in S3 Level 4 Writing by 4.5% (from 29.5% - 25%) by June 2027
- To narrow the gap in S3 Level 3 Numeracy by 3% (from 5% - 2%) by June 2027
- To narrow the gap in S3 Level 4 Numeracy by 5% (from 20% - 15%) by June 2027

Senior Phase:

- The percentage of pupils in S4 living in SIMD 1-2 achieving 5+ National 5 awards will be above 40% by August 2027
- The percentage of pupils in S4 living in SIMD 1-2 achieving 3+ National 5 awards will be above 65% by August 2027
- The percentage of pupils in S4 living in SIMD 1-2 achieving 1+ National 5 awards will be above 98% by August 2027
- The percentage of pupils in S5 living in SIMD 1-2 achieving 5+ Highers will be above 20% by August 2027
- The percentage of pupils in S5 living in SIMD 1-2 achieving 3+ Highers will be above 40% by August 2027
- The percentage of pupils in S5 living in SIMD 1-2 achieving 1+ Highers will be above 85% by August 2027

Wider Achievement:

- The percentage of target pupils participating in at least one wider achievement activity will be above 85% by June 2027

If PEF spend is supporting – how much and what?
DHT Excellence & Equity - £9,855.49 – Strategic leadership and management of PEF staff PT Guidance - £7841.69 PT Creative Curriculum – £5719.34 PT Equality & Inclusion - £5525.68 Staff leadership programme - £7000
Measure of Impact: What we will see and where? (Early Years/Primary/ Secondary) How will we measure this? What does “better” look like? How will we recognise better when we see it?

Progress will be measured through a combination of attainment data, formative and summative assessment, tracking reviews, and qualitative evidence from staff, pupils, and families.

Success will be indicated by improved outcomes for targeted cohorts, particularly SIMD 1–2 pupils, through more consistent engagement, reduced underperformance, and stronger progression across BGE and the Senior Phase.

BGE

- Success will be evidenced by increased targeted support for S3 Level 3 writing, with structured approaches such as Talk for Writing and VCOP embedded in English classes.
- Regular assessments, termly moderation of writing samples, and focused interventions will demonstrate improved writing quality and consistency.
- Progress will also be measured through strengthened 6-weekly tracking, updated systems flagging SIMD 1–2 pupils, and timely intervention logs where underachievement is identified.

Senior Phase

- Success will be shown through improved S4 attainment, stronger S5 outcomes at 1+, 3+, and 5+ Highers, and effective use of real-time data dashboards and monthly review cycles.
- Indicators will also include increased uptake of supported study, mentoring, and S6 Learning Leaders.
- Further evidence of success will include improved attendance, wider achievement, family engagement, and participation in skills-based opportunities.

Tasks to achieve priority	Timescale	RAG	Those involved/responsible – including partners	Resources and staff development
Increase targeted support for S3 Level 3 writing	Aug 2026 – March 2027		PT English Class Teachers	CLPL on structured writing Moderation time Assessment resources
Strengthen 6-weekly tracking of target cohort, with clear identification of SIMD 1–2 pupils and timely interventions	Aug 2026 – Dec 2026		DHT BGE PTs Pupil Support	Data management system Staff time for reviews
Relaunch S6 Learning Leaders with timetabled sessions, clear roles, and monitoring of impact	Aug 2026-Sept 2026		DHT Senior Phase PTs Curriculum PTs Pupil Support	Training materials Timetabling
Continue early intervention in S1–S2, using reading age data, numeracy diagnostics, and targeted groupings	Aug 2026 – Oct 2026		PT English PT Maths A Mullan PT Support for Learning	Assessment tools
Sustain strong S4 attainment through targeted support and tracking of SIMD 1–2 pupils	Aug 2026 – April 2027		DHT Senior Phase PTs Curriculum, Mentors	Data tracking system Mentor time Study resources
Increase focus on S5 attainment, particularly improving outcomes in 1+, 3+, and 5+ Highers for pupils in SIMD 1-2	Aug 2026 – April 2027		DHT Senior Phase PTs Curriculum Mentors	Data analysis tools Study resources Mentor time
Wider Achievement - Increase equity of access by identifying and targeting non-participating pupils, particularly within S3 - Strengthen engagement with families and partners to reduce barriers and support sustained participation - Improve tracking to clearly demonstrate skills development and the impact of wider achievement on attendance, engagement and attainment	Aug 2026 – March 2027		PTs Pupil Support PTs Curriculum PT Equality & Inclusion (PEF) C Malloy Football R McEwan BeInUnity Beacon CLD	Tracking system Staff time Bothy Timetable Accommodation PEF Funding

Priority 3: Overview of Priority - NIF Priorities Improvement in children and young people's health and wellbeing Choose an item		
National Improvement Framework Outcomes 2. Young people experiencing the benefit of schools and early years settings working in excellent partnerships with wider children's services and other partners, families, and communities, in line with the GIRFEC approach. 5. Highly skilled teachers and school-leaders driving excellent learning, teaching and assessment for all, especially those with additional support needs.		
How Good is Our School <u>3.1 Ensuring wellbeing, equality and inclusion</u> <u>2.1 Safeguarding and child protection</u> <u>2.7 Partnerships</u> <u>3.2 Securing children's progress</u>		UNCRC Article 28: (Right to education): Article 29 (Goals of education): Article 3 (Best interests of the child): Article 31 (Leisure, play and culture):
Rationale for change based self-evaluation including data and stakeholder views		
Self-evaluation evidence, including pupil voice and Inverclyde Be Well data, highlights the strong, nurturing ethos at the heart of St Columba's High School, where faith, inclusion and positive relationships support young people to feel safe, valued and supported. Targeted interventions, increasingly robust tracking systems and strong partnership working with families and external agencies are improving outcomes, particularly in attendance for identified groups in the senior phase. Building on these strengths, data and stakeholder feedback identify clear next steps aligned to our improvement priorities: - Wellbeing & Equity – While most learners report positive wellbeing, Be Well data identifies a persistent gap for those affected by socio-economic disadvantage, particularly in agency, autonomy and belonging. This highlights the need for more targeted support in areas such as emotional regulation, sleep and stress. - Inclusion & Equalities – The school's inclusive ethos is a clear strength; however, there is a need to refresh and embed the Equality Policy and further develop an inclusive curriculum which reflects the diverse backgrounds and experiences of all learners. - Consistency of Practice (CLPL) – Staff confidence in nurturing and trauma-informed approaches continues to grow. Ongoing CLPL in trauma-informed practice, Equally Safe at School, Keeping the Promise and anti-discriminatory approaches is required to ensure consistent, high-quality practice across the school. - Pupil Voice & Leadership – Learners value opportunities to contribute to school life, with scope to further strengthen leadership and participation opportunities across all stages and curricular areas.		

- Wider Achievement & Recognition – Participation in wider achievement is improving and positively impacting engagement and attendance. A more coherent, whole-school approach is required to track, recognise and celebrate achievement, while targeting and removing barriers for identified learners through partnership working.

Expected outcomes for learners (Early Years/Primary/ Secondary)

Who? By how much? By when? What?

By October 2026, all pupils will complete the Inverclyde Be Well baseline, with follow-up by April 2027. Most will evaluate positively across SHANARRI indicators, with measurable improvements in safety, inclusion and emotional wellbeing.

By October 2026, at least 75% of identified pupils affected by poverty will demonstrate improved outcomes via the Be Well questionnaire in comparison to baseline data.

By April 2027, almost all pupils will demonstrate an enhanced understanding of protected characteristics, racial equality and diversity through PSE, curricular learning and leadership opportunities. SEEMiS data will show a 10% reduction in overall bullying and equalities incidents compared with 2025–26 and specifically a 50% reduction in race related bullying incidents.

By May 2027, almost all pupils will demonstrate improved knowledge and application of strategies for emotional regulation, sleep, stress and resilience, evidenced through PSE learning and pupil evaluation.

By May 2027, most pupils will participate in leadership opportunities across year groups and curricular areas, with increased pupil voice influencing school improvement.

By May 2027, almost all pupils will participate in opportunities across the four contexts of learning. Robust tracking will demonstrate progression in skills and increased engagement, with targeted support in place for all identified non-participants.

By May 2027, most pupils identified at risk of disengagement will demonstrate improved attendance, confidence, wellbeing and sense of belonging through targeted programmes and partnership working.

By May 2027, all pupils will have their achievements consistently recognised, tracked and celebrated through a whole-school Recognising Achievement Strategy, with most reporting increased motivation, confidence and engagement.

If PEF spend is supporting – how much and what?

DHT Excellence & Equity - £9,855.49 – Strategic leadership and management of PEF staff
PT Guidance - £7841.69
PT Creative Curriculum – £5719.34
PT Equality & Inclusion - £5525.68
0.2 FTE Health and Wellbeing Teacher - £14,751.12 (to coordinate HWB support for families including: meal preparation)
0.4 FTE Nurture - £18, 438.90 (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)
Craig Molloy Coaching £720 (Supporting wellbeing and leadership of identified group of pupils)
Reece McEwen - £400 (Supporting wellbeing and leadership of identified group of pupils)
The Beacon Arts - £1025 (Wider achievement)
Staff leadership programme - £7000

Measure of Impact: What we will see and where? (Early Years/Primary/ Secondary)

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 of faith, inclusion and respect are consistently evident across the life and ethos of the school, with a strengthened sense of belonging for all learners
- Curriculum rationale, PSE programmes and faculty plans demonstrate that equality, diversity and anti-discriminatory approaches, including racial literacy, are embedded across learning, teaching and assessment
- Pupils report improved knowledge and confidence in relation to wellbeing (including stress, sleep and emotional regulation), equality and relationships, evidenced through Be Well data, questionnaires and focus groups
- Most pupils can confidently articulate their understanding of protected characteristics and how this influences attitudes and behaviour, evidenced through PSE assessments, learner conversations and equalities surveys
- Be Well and tracking data show improvements in wellbeing, particularly in agency, autonomy and affiliation, with targeted learners demonstrating measurable gains over time
- Evidence from learning visits and stakeholder feedback shows consistent, high-quality relational and trauma-informed practice across the school
- Increased participation in leadership roles and pupil voice activities across all stages, with learners able to demonstrate their contribution to school improvement
- SEEMiS and school data show a continued reduction in bullying and equalities incidents, alongside improved attendance and engagement for identified learners
- Tracking data shows increased participation in wider achievement across the four contexts of learning, with targeted pupils supported to engage and sustain participation
- A whole-school Recognising Achievement Strategy is evident, with achievements consistently tracked, celebrated and shared, and pupils reporting increased motivation, confidence and sense of success

Tasks to achieve priority (Early Years/ASN/Primary/ Secondary)	Timescale	RAG	Those involved/responsible – including partners	Resources and staff development
Refresh the school Equality policy in line with local authority guidance.	Aug 2026 – Sept 2026		PT Equality & Inclusion (PEF) SLT Romero Group	Local Authority Equality policy SCES Equalities Documentation
Embed the refreshed Equality Policy, and further develop an inclusive curriculum that reflects the diverse backgrounds and needs of all learners.	Sept 2026 – Jan 2027		PT Equality & Inclusion (PEF) SLT Romero Group Teaching Staff	Culture Day Programmes of Work SCHS Equality Policy
Build staff capacity and consistency through ongoing CLPL in trauma-informed practice, Equally Safe at School, Keeping the Promise, and anti-discriminatory approaches, including racial literacy and protected characteristics.	Sept 2026 – March 2027		Pupil Support Team Teaching Staff PSAs, Office, Janitorial & Canteen Staff	Equally Safe at School E-modules The Promise support documentation
Improve wellbeing and inclusion outcomes by targeting key gaps (e.g. sleep, stress, emotional regulation), deepening pupil understanding through curriculum and wider opportunities.	Sept 2026 – March 2027		HWB Staff Pupil Support Team CLD Visiting Partners	PSE Resources Assembly Presentation Local Authority Resources
Strengthen pupil leadership and participation by expanding leadership opportunities across all year groups and curricular areas.	August 2026 – May 2027		S6 DHT Learner Council S6 Leadership Team	S6 Leadership Programme Questionnaires Audit of current and proposed opportunities aligned with improvement plan
Develop a whole-school Recognising Achievement Strategy to ensure achievements are consistently identified, valued, tracked, and celebrated across	August 2026 – May 2027		PT Equality & Inclusion (PEF) Teaching Staff	Awards Assemblies Achievement tracker

Tasks to achieve priority (Early Years/ASN/Primary/ Secondary)	Timescale	RAG	Those involved/responsible – including partners	Resources and staff development
departments, year groups, and pupil support.				
Establish a Bereavement, Change and Loss pupil support group	August 2026 – Dec 2026		K Miller Pupil Group Ardgowan Hospice	Meeting times Staff training

Priority 4: Overview of Priority -**NIF Priorities**

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

Choose an item

National Improvement Framework Outcomes

1. A globally respected, empowered and responsive education and skills system with clear accountability at every level that supports children, young people and adult learners to thrive. The system enables the development of their knowledge, skills, values

3. Inclusive and relevant curriculum and assessment which gives young people the knowledge and skills necessary to contribute to society, shape a sustainable future, while celebrating and supporting progression for all.

How Good is Our School3.3 Increasing creativity and employability3.2 Securing children's progress2.7 Partnerships2.6 Transitions**UNCRC**

Article 28: (Right to education):

Article 29 (Goals of education):

Article 3 (Best interests of the child):

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

Self-evaluation and Standards & Quality evidence highlight consistently strong outcomes for pupil destinations, supported by effective partnerships, transition programmes and a broad learner pathway offer. Most young people progress to positive destinations, reflecting strong preparation for life beyond school.

However, there is a need to strengthen how skills are developed, tracked and articulated across the curriculum and wider achievement. Stakeholder feedback highlights the importance of ensuring all learners, particularly those at risk, can recognise their skills and are supported into sustained positive destinations.

A more coherent approach to skills development, recognising achievement and targeted planning is required to ensure all young people are fully prepared for, and able to sustain, positive post-school pathways.

Expected outcomes for learners (Early Years/Primary/ Secondary)

Who? By how much? By when? What?

School leavers in sustained positive destinations, will increase by 3.5% to 100% by February 2027.
School leavers from SIMD 1-2, in sustained positive destinations, will increase by 3% to over 96% by February 2027.
School leavers in receipt of FSM, in sustained positive destinations, will increase by 5% to over 99% by February 2027.

Measure of Impact: What we will see and where? (Early Years/Primary/ Secondary)

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 through tracking data and feedback from pupils and employers
- Positive evaluation of DYW inserts through pupil questionnaires and focus groups

Tasks to achieve priority (Early Years/ASN/Primary/ Secondary)	Timescale	RAG	Those involved/responsible – including partners	Resources and staff development
Seek views of pupils, staff, parents and partners to inform our refreshed curriculum rationale for session 2026-27.	August 2026-Sept 2026		PT Creative Curriculum (PEF) SLT DYW Coordinator SDS	Questionnaires Focus Groups
Develop and implement a profiling system for wider achievement and meta-skills, ensuring clear links to learner pathways and destinations.	August 2026 – Dec 2026		PT Equality & Inclusion (PEF)	Existing profiling system
Continue to improve securing positive destinations by increasing support for remaining leavers, including targeted SDS input, college applications, and employer links.	Sept 2026 – Feb 2027		Senior Phase DHTs DYW Coordinator A Quinn SDS	College Offer Applications workshops
Engage with the Work Placements Standard in Scotland to ensure that young people in the senior phase receive high-quality, relevant, and safe work-related learning to help them make informed career choices and develop essential employability skills.	Sept 2026 – May 2027		Pupil Support Staff DYW SDS PT Equality & Inclusion (PEF)	Work placement standard
Fully embed the Career Education Standard (S1–S6) across the curriculum, including structured employability learning within PSE.	Aug 2026 – March 2027		HWB Staff Pupil Support Staff DYW SDS	Career Education Standard

