



Clydebank High School



Improvement Plan

**2024-2027
(Session 2025-2026 Year 2)**

Working Together, Striving for Excellence

Academic Session 2025-2026

WDC Outcomes and NIF 2025 Alignment

WDC OUTCOMES	WELLBEING	CREATIVITY	ATTAINMENT	EMPLOYABILITY
NIF Long Term Priorities AND WDC DELIVERY PLAN PRIORTIES	Placing the human rights and needs of every child and young person at the centre of education. Improvement in children and young people's health and wellbeing.	Improvement in skills and sustained, positive school leaver destinations for all young people.	Closing the attainment gap between the most and least disadvantaged children and young people. Improvement in attainment, particularly in literacy and numeracy.	Improvement in skills and sustained, positive school leaver destinations for all young people.
NIF Outcome 1 – A globally respected, empowered, and responsive education system and skill 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 and attributes that give them the best opportunity to succeed and contribute to Scotland's society and economy.				
NIF OUTCOMES (REPLACE DRIVERS)	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. (Outcome 2) Improving relationships and behaviour, and attendance, with increased engagement in learning and a culture of dignity and respect for all. (Outcome 6)	Inclusive and relevant curriculum and assessment which gives young people the knowledge and skills necessary to contribute to society, and shape a sustainable future, while celebrating and supporting progression for all. (Outcome 3) An education system engaging in digital technology to enhance all aspects of learning and teaching, supported by a digitally skilled workforce and tackling digital inequality. (Outcome 7)	High levels of achievement across the curriculum for all learners, with action to close the poverty-related attainment gap. (Outcome 4) Improving relationships and behaviour, and attendance, with increased engagement in learning and a culture of dignity and respect for all. (Outcome 6)	Highly skilled teachers and school-leaders driving excellent learning, teaching and assessment for all, especially those with additional support needs. (Outcome 5)

3 year overview of principles and practice, interventions and initiatives we will deliver upon

	YEAR 1	YEAR 2	YEAR 3
ENGAGE	Learning, teaching and assessment Leadership of change Attendance and inclusion Skills and employability	Parental engagement Health and Wellbeing Curriculum Skills and employability	
EMBED	Moderation and Assessment	Learning, teaching and assessment Leadership of change Attendance and inclusion	Parental engagement Health and Wellbeing Curriculum Skills and employability
EVALUATE	Health and Wellbeing Curriculum	Moderation and Assessment	Learning, Teaching and Assessment Leadership of change Attendance and inclusion
EXTEND			Moderation and Assessment

Priority 1: Ensure approaches to improving the wellbeing of children, families in our school community
NIF Outcomes – 2, 6

WELLBEING

Outcomes <i>Learners, Practitioners, Leaders, Parents/Families/Communities</i>	Actions	Resource
<p>Learners: All learners will be aware of their attendance and timekeeping information at key points throughout the year and will be supported to maintain/improve this.</p> <p>All learners will be supported to maintain/improve attendance that will allow them to become effective contributors to the life of the school community and beyond.</p> <p>All learners will be given opportunities to learn about health and wellbeing to ensure they acquire skills and knowledge to live healthy, happy lives.</p> <p>All care experienced young people feel safe, included, respected and supported and are fully involved in decisions regarding their future.</p> <p>Learners are empowered to have their voice respected and to be taken seriously (Article 12 - respecting children's views).</p>	<p>To continue to raise awareness of the importance of positive attendance on attainment, wellbeing and employability.</p> <p>To further develop a programme of communication that promotes improved attendance for pupils/parents/carers.</p> <p>To continue to implement attendance monitoring calendar.</p> <p>Develop interventions to improve attendance for identified groups or individuals e.g. Nurture, home visits, counselling, LIAM etc.</p> <p>To implement The Promise to further support care experienced young people.</p> <p>Implement WDC HWB planners into the HWB curriculum.</p> <p>To develop the role of the UNCRC Ambassador and pupil group.</p> <p>To continue to incorporate UNCRC Article 12 within all pupil voice activities across the school.</p>	<p>PFS Staff – PEF £6,921 Nurture Teacher – PEF £6,232.38 Enhanced Support PT - PEF £17,760.36 Cost Of The School Day – uniform, breakfast club, PE top etc. (Approx £45,689)</p> <p>DHT HWB lead HWB PTPC leads HWB teachers Collegiate/collaborative planning time – 4 hrs</p> <p>HWB Committee (subgroup 3) x 3 meetings UNCRC Champion Pupil Parliament/UNCRC pupil group Collegiate/collaborative planning time – 2 hrs HWB Committee (subgroup 3) Planning time – 2 hrs</p>

<p>Practitioners: All practitioners will be fully aware of the refreshed attendance policy and national guidance.</p> <p>Key staff will be aware of plans to support specific learners with a focus on attendance and timekeeping.</p> <p>All practitioners are knowledgeable about The Promise and implement interventions to support care experienced young people.</p> <p>Practitioners are knowledgeable in UNCRC CLPL and its legal implications.</p> <p>Practitioners are confident in the use of rights-based approaches to teaching and learning.</p> <p>Practitioners have developed their knowledge, understanding and skill set surrounding inclusive practices to promote/facilitate accessible learning environments for all learners.</p>	<p>To continue to implement CHS attendance strategy and raise awareness with parents/carers.</p> <p>Clear expectations of roles of PTPC staff who support attendance and engagement.</p> <p>Key staff will utilise current protocols whenever attendance deteriorates.</p> <p>Work with staff to raise awareness of The Promise and interventions to support care experienced young people to thrive.</p> <p>To continue to implement WDC CIRCLE plan year 4</p>	<p>DHT Pupil Support Lead PTPC Leads</p> <p>DHT HWB lead HWB PTPC leads HWB teachers UNCRC Champion Collegiate/collaborative planning time - 4 hours</p> <p>CIRCLE Champion x 4 meetings Collegiate sessions x 4</p>
<p>Leaders: Develop learners who can confidently engage with attendance protocols, articulate any barriers to this and engage with supports.</p> <p>Rigorous attendance tracking and monitoring protocols in place to ensure early interventions in place to support improved attendance for learners.</p> <p>To continue to implement CHS attendance strategy in line with WDC policy.</p>	<p>Clear communication of expectation of learners around attendance with specific relationship to improved attainment and employability.</p> <p>Robust scrutiny of attendance monitoring toolkit to identify particular cohorts at risk and plan interventions.</p> <p>To continue to explore a range of interventions that can be offered to learners where school may be a barrier to learning.</p>	<p>DHT – Pupil Support Lead PTPC – All</p>

<p>Leaders ensure the best possible progression in health and wellbeing for all learners through clear planning, tracking and monitoring approaches.</p> <p>Leaders clearly communicate expectations for health and wellbeing and the incorporation of UNCRC within the health and wellbeing curriculum and wider life of the school.</p>	<p>Facilitate engagement with professional learning sessions to promote national initiatives e.g. consistent coding.</p> <p>Continue to utilise whole school HWB tracking tool with all year groups to identify gaps and inform interventions.</p> <p>Focus on 'Healthy', 'Active' and 'Safe' wellbeing indicators within HWB tracking tool, to support raising attainment and tackling the poverty-related attainment gap.</p> <p>To continue to promote UNCRC resources with all staff to allow for a consistent approach in achieving a shared vision.</p> <p>Build upon Bronze RRSA in line with action plan to achieve Silver RRSA.</p> <p>Signposting to UNCRC website by promoting on school website/school social media platforms across the school community.</p>	<p>DHT HWB lead HWB PTPC leads J Nicolson (CL HE) – 'Healthy' indicator lead R McLaughlin (CL PE) – 'Active' indicator lead PTPCs – 'Safe' indicator lead HWB Committee</p> <p>UNCRC Champion UNCRC Ambassador/pupil group Pupil Parliament HWB Committee Planning time – 6 hours Digital lead</p>
<p>Families/communities: Parents of learners with an attendance of below 90% will be aware of the attendance policy and its various steps for parental contacts, improvement and support.</p> <p>Suite of visuals and attendance data will underpin a local maximising attendance campaign.</p> <p>Engagement with Wellbeing/ND hub.</p> <p>Increase knowledge on how to support health and wellbeing/mental health and wellbeing at home.</p>	<p>Promotion of attendance visuals/campaigns as shared by school and communications team.</p> <p>Central access to a myriad of supports including mindfulness, sleep support, bereavement, positive wellbeing. All shared via school website and social media platforms.</p> <p>Signposting families to wellbeing supports on WDC Wellbeing Hub website.</p>	<p>DHT Pupil Support lead PTPC – All Year group assembly time</p> <p>Planet Youth Funding £8,500</p> <p>DHT HWB lead</p> <p>PTPC</p> <p>UNCRC Champion</p>

Increase knowledge of Children's Rights in parents/carers to promote rights-based conversations at home.	Ensure 'Parent Zone' is relevant and up to date on school website, as well as sharing relevant UNCRC communications via school social media platforms.	
Performance Measures/Targets - How we will evidence the impact on outcomes (Leadership Level: Monitoring and Self-evaluation for improvement) - Reminder must have a baseline THIS SHOULD BE ATTAINMENT, EQUITY, ATTENDANCE, PARTICIPATION, ENGAGEMENT etc		
<p>Specific attendance targets for identified groups/individuals e.g. (protected characteristics vulnerable groupings)</p> <p>Monitoring attendance data: every 2 weeks</p> <p>Individual school attendance overview shows an increase of between 3-5% for targeted groups.</p> <p>HWB whole school tracking tool</p> <p>Learning visits/observations (CIRCLE)</p> <p>RRSA (Silver Action Plan)</p> <p>Participation and engagement targets</p> <p>Seeking views:</p> <p>TARGETS Google Form for pupils - measure impact of approaches.</p> <p>Pupil Focus Groups.</p> <p>Google Form for staff – CP, UNCRC awareness.</p> <p>CHS HWB Survey to inform whole school HWB tracking and linked to intervention directory.</p> <p>WDC HWB Survey</p> <p>Planet Youth Survey</p> <p>Pupil Voice & Staff Voice re HWB curriculum</p>		

Priority 2: Implement approaches to creative teaching and learning, ensuring engagement in learning
NIF Outcomes – 3, 7

CREATIVITY

Outcomes <i>Learners, Practitioners, Leaders, Parents/Families/Communities</i>	Actions	Resource
<p>Learners: All learners will continue to experience lessons structured by the Cycle to Success.</p> <p>All BGE learners will experience lessons with differentiated success criteria to allow them to better understand their progress and next steps.</p> <p>Almost all learners will be able to articulate their levels more confidently.</p> <p>Almost all learners will be aware of next steps to make progress in their learning by using effective feedback provided by their teachers.</p> <p>Learners will be able to identify transferrable meta-skills and areas of the curriculum where these are being developed.</p> <p>Learners will experience carefully crafted learning experiences supporting the development of skills for learning, life and work.</p>	<p>To continue to engage with practitioners in consistently implementing the learning, teaching and assessment cycle through the following approaches:</p> <p>Differentiated success criteria. LTA working group widened to include a variety of skill sets</p> <ul style="list-style-type: none"> • Co-construction of success criteria. • Effective feedback. • Cycle to Success. • Project based learning <p>Seek the views of young people about their experience of teaching, learning and the design of the curriculum.</p>	<p>CLPL time – 10 hrs</p> <p>Department meetings x 8</p> <p>Inset days x 4</p> <p>Learner focus group x 2</p> <p>Self-evaluation improvement group - 4 hrs</p> <p>Middle leaders' meetings – 4 hrs</p>
<p>Practitioners: All practitioners continue to embed learning, teaching and assessment cycle with clearly identified moderation dates, both at department and whole school level.</p>	<p>To engage with staff to identify meta-skills using Skills Development Scotland Framework linked to curriculum content.</p>	<p>DYW Working Group led by L McKechnie/S Baird</p>

<p>Increased confidence in meeting the needs of all learners in a mixed ability setting.</p> <p>Increased confidence in delivery of CfE experiences and outcomes with a focus on breath, challenge and application.</p> <p>Increased collegiate working to ensure consistency of pedagogical approaches.</p> <p>Developed confidence of skills-based approach through identified meta-skills.</p> <p>Understand and deliver the agreed/shared pedagogical approaches.</p> <p>Clear about the principles of learning being used in school/department and can engage in professional dialogue with colleagues about impactful learning, teaching and assessment.</p> <p>Understand the essential learning strategies that learners need to thrive.</p> <p>Increased knowledge and confidence in the use of effective feedback to support learners to make progress.</p>	<p>Develop use of the planning templates to address challenges about the design of learning programmes current and/or to be introduced.</p> <p>Engage with department enquiry improvement focus.</p> <p>Identify through the PRD process individual practitioners' learning goals.</p> <p>Whole school focus on effective feedback. Three areas of focus:</p> <ul style="list-style-type: none"> • Subject feedback (hinge questions – stage 1) • Self-regulation: high quality individualised feedback • Task focused feedback <p>Pilot new approach to BGE learning visits focusing on English, Technical and History departments. Once pilot complete roll out across the school.</p> <p>Create CLPL calendar and launch with staff in August.</p>	<p>CL expertise sharing and modelling practice informed by collective leadership learning – CL meetings x 4</p> <p>PRD planning paperwork PRD meetings – 2 hrs per practitioner GTCS standards</p> <p>Collegiate working sessions x 4 led by Learning, Teaching and Assessment working group. Staff access resources from Dylan Williams, John Hattie, Tapestry.</p> <p>Time for LTA committee to carry out learning visits</p> <p>LTA committee time to create CLPL calendar (3 hrs)</p>
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<p>Leaders: Increased confidence in the consistency of the learner experience.</p> <p>Clear, consistent expectations of approaches to learning, teaching and assessment across the curriculum.</p> <p>Clear, consistent approach to providing effective feedback to support learners to make progress.</p> <p>Knowledgeable about strategies to sustain a learning culture and build strong relational trust within our teams; clear about the theory of action informing improvement. Avoid cognitive overload for staff and develop a shared language of leadership and pedagogy.</p> <p>Embed change by establishing consistent approaches to learning, teaching assessment.</p> <p>Developing effective strategies to support/coaching colleagues.</p> <p>Developing team clarity for impactful teaching and learning. (The why, what and how?)</p> <p>Developing leadership modelling and strategies to ensure accurate self-feedback.</p> <p>Effective prioritisation, by reducing processing workload and managing workflow.</p>	<p>To continue to develop meta-skills through primary transition project with a focus on:</p> <ul style="list-style-type: none"> • Adapting • Feeling • Collaborating • Creativity <p>Curriculum Leaders - facilitate collegiality and peer support when creating plans for leadership and pedagogy with a continued focus on the use of different types of assessment and moderation.</p> <p>To undertake departmental enquiry related to whole school focus of work of LTA group (effective feedback).</p> <p>To further develop the use of tools to manage workflow.</p>	<p>Learning visits as per CIC</p> <p>Attendance and participation in WDC, school and LLC moderation activities/events.</p> <p>Coaching one to ones (PRD)</p> <p>DM and CL meetings</p> <p>Sharing collective leadership tools</p>
<p>Families/communities: S1 and S2 parents will engage in school self-evaluation and planning activities.</p>	<p>To involve parents/carers/partners in the work of the school.</p>	<p>Meeting/training times x 6 (led by self-evaluation committee).</p>

Performance Measures/Targets - How we will evidence the impact on outcomes - Reminder must have a baseline		
<p>Department minutes to reflect L, T & A as a standing item.</p> <p>Course plans/internal tracking.</p> <p>Learning and teaching resources/classrooms to reflect Cycle to Success iconography.</p> <p>CL/Staff Google classrooms to share resources and expectations.</p> <p>Pupil/staff voice</p> <p>Monitoring visits/direct observation.</p> <p>Learning rounds: Target Almost all reflective of implementation of school focus strategies.</p> <p>Coaching and mentoring meetings: Target - ALL staff have PRD meeting. Majority reflective of shared focus area for professional learning.</p> <p>DM discussions: Target - All departments will have minutes reflecting planning for improvement.</p> <p>Questionnaires, surveys and focus groups. Self-evaluation: Reflected in Continuous Improvement Calendar (CIC)</p>		

Priority 3: Ensure approaches to raising attainment for all pupils including those at risk of missing out.
NIF Outcomes – 4, 6

ATTAINMENT

Outcomes <i>Learners, Practitioners, Leaders, Parents/Families/Communities</i>	Actions	Resource
<p>Outcomes to be completed once Insight data available.</p> <p>Learners: Learners can articulate their levels and next steps.</p> <p>Learners will have a variety of assessment opportunities to demonstrate progress.</p> <p>Improved attainment for most able learners.</p> <p>Improved attainment for S6 learners.</p> <p>Increased course attainment at SCQF levels 3 and 4 in S4.</p> <p>Narrowing of the poverty related attainment gap by supporting the individual needs of all pupils and minimising barriers to learning (increased focus on those learners with FME).</p> <p>Improved home learning engagement across the BGE.</p> <p>Increased opportunities for achievement beyond the classroom.</p>	<p>To develop assessment approaches in which learners are assessed using a wide variety of evidence including:</p> <ul style="list-style-type: none"> • ongoing • periodic • high quality (linked to Lit/Num) • standardised <p>(Continued work on embedding BGE moderation with CLs using WP self-evaluation toolkit).</p> <p>Refresh attainment review paperwork.</p> <p>To develop the use of effective feedback to enable learners to identify next steps in their learning and make progress.</p> <p>To continue to challenge the most able 30% to support improved attainment outcomes for learners.</p> <p>A renewed focus on Strive to Five with consideration of course attainment at SCQF level 3 and 4.</p> <p>Senior Phase – To extend tracking and monitoring procedures to encourage quicker intervention and support learners' attainment.</p>	<p>Curriculum Leader Meetings x 4</p> <p>WDC Assessment and Moderation working group</p> <p>Inset x 4</p> <p>Departmental Meetings x 8</p> <p>PT RAA meetings with SLT x 6</p> <p>INSET/Collegiate time x 8</p> <p>Professional Learning – Twilight Sessions x 4</p> <p>Whole School Working Groups</p> <p>RA interventions from PEF budget approx. £8,000</p> <p>Flexible curriculum provision (external partners PEF approx £12,000)</p>

	<p>BGE – To continue to engage in well planned programme of tracking and monitoring to allow the informed use of up-to-date BGE tracking data.</p> <p>To plan and implement RAA initiatives in the BGE using achieved a level data across <i>all</i> curriculum areas. (link to RAA milestone plan)</p> <p>To extend raising attainment interventions such as Mentoring, Supported study, Easter school and The Learning Hub.</p> <p>Earlier identification of young people requiring support in The Learning Hub.</p> <p>To continue with the positive steps taken to raise attainment for young people with characteristics that may create barriers to their learning (SIMD, FSM, ASN).</p> <p>To continue to engage with BGE Digital Strategy to support home learning.</p> <p>Staff awareness of S1 and S2 parent invite to guardian summary.</p> <p>To continue to enhance the quantity and quality of learners' achievements and support those pupils who are at risk of non-participation. (link to literacy and numeracy milestone plans)</p>	<p>Renaissance STAR programme 3-year subscription (PEF Lit/Num - £15,000)</p> <p>Lit/Num PEF - Toe by Toe booklets £30 x 30 = £900 Stride Ahead booklets £20 x 30 = £600</p> <p>JL, KD, key staff to attend WDC scrutiny meetings x 4</p>
<p>Practitioners: Increased confidence in tracking the learner journey. Increased confidence in standards of assessment.</p>	<p>To continue to embed BGE moderation practices, both at department and whole school levels that are underpinned by the learning, teaching and assessment cycle.</p>	

<p>Collegiate working to share all aspects of learning, teaching and assessment.</p> <p>Shared understanding of standards of literacy and numeracy across the curriculum. Increased collegiate working across the local learning community.</p> <p>Delivery of high-quality learning and teaching challenging the most able.</p> <p>Robust tracking and monitoring for all senior phase courses including SCQF level 3 and 4.</p> <p>Exploring more creative and innovative approaches to learning and teaching to ensure positive outcomes for learners.</p> <p>Further develop digital skills, specifically the use of google platform.</p>	<p><i>As above</i></p>	
<p>Leaders: Greater confidence in Progress and Achievement data. Easily identifiable areas of strength and next steps.</p> <p>Middle leaders effectively use data and a range of evidence to plan for future improvement</p> <p>Further develop skills in the analysis of tracking data in the BGE to help inform high quality learning, teaching and assessment.</p>	<p>To continue to work with members of the Local Learning Community to develop consistent approaches to assessment of identified reading E&Os allowing for cross sector moderation to take place.</p> <p>Further develop staff skills in the analysis of tracking data in the BGE to support planning for improvement.</p>	

	<p>Continue to develop the role of Pastoral Staff in supporting learners in their decision-making regarding options and pathways.</p> <p>SLT and key staff to continue to engage in attainment scrutiny meetings with senior education officers.</p>	
<p>Families/communities: Improved collegiate working across local learning community.</p> <p>More transparent learner journey for families to engage in.</p> <p>Parents/carers more able to support their young person to engage with the school and home learning activities</p> <p>Increased knowledge of the wide-ranging opportunities and able to identify the benefits to their child's wellbeing.</p>	<p>P7 transition targeted to engaged parents with home learning.</p> <p>To continue to engage with parents/carers to encourage improved Home Learning activities.</p> <p>To link with families to capture learners' achievements out with school.</p> <p>Staff awareness of S1 and S2 parent invite to guardian summary.</p> <p>To continue to enhance the quantity and quality of learners' achievements and support those pupils who are at risk of non-participation.</p>	
<p>Performance Measures/Targets - How we will evidence the impact on outcomes - Reminder must have a baseline</p>		
<p>Improvements in Progress and Achievement/attainment data/internal tracking. Pupil voice/learner observations in which learners can articulate their levels accurately and with justification. Practitioner/Facilitator moderation templates. Course overviews/department trackers to reflect whole school approach to identifying assessment types. Continuous Improvement Calendar Priority 3 Attainment – RAA work for BGE and senior phase should be included incorporating aspects of SIF as ongoing focus. INSIGHT September release used to create stretch aims. Baseline Home Learning activities, merits/demerits. Achievement Data and Participation rates.</p>		

Priority 4: To develop children's/young people's skills, enabling achievement in learning, life and work
NIF Outcomes – 4, 5

EMPLOYABILITY

Outcomes <i>Learners, Practitioners, Leaders, Parents/Families/Communities</i>	Actions	Resource
<p>Learners: Greater understanding of transferable meta-skills.</p> <p>Learners will experience carefully crafted learning experiences supporting the development of skills for learning, life and work.</p> <p>Learners are involved in leading their own learning and can reflect on and articulate the skills they are developing.</p> <p>Greater awareness of potential progression pathways.</p> <p>Learners begin to build profiles using the SDS Achievement toolkit.</p>	<p>To continue to raise awareness of and launch meta-skills at year group assemblies.</p> <p>To continue to raise awareness of progression pathways in all curriculum areas.</p> <p>To continue to raise awareness of My WoW to support career planning and options process.</p> <p>Refresh work of SCQF Ambassadors in raising awareness of progression pathways.</p>	<p>PT DYW PTPC Year group assemblies Collaborative working – inset, CT, DMs SCQF Ambassadors Work with SDS partners Work with Senior Phase Team, Career Ready etc Careers Fair (Jan 2026) HWB curriculum inputs</p>
<p>Practitioners: Developed confidence of skills-based approach through identified meta-skills.</p> <p>Increased confidence in linking curriculum content to meta-skills.</p> <p>Increased awareness and confidence in providing pathways to support young people.</p> <p>Learners will be given opportunities during school activities record achievements in SDS Achievement tool.</p>	<p>To further develop the BGE skills framework in line with SDS meta-skills.</p> <p>To introduce the SDS Achievement toolkit.</p> <p>To continue to develop knowledge of LMI.</p> <p>To continue to utilise the 16+ Data Hub to promote opportunities.</p> <p>To continue to increase awareness of My WoW resources to support curriculum planning.</p> <p>To further develop opportunities for accreditation of wider</p>	<p>PT DYW PTPC Collaborative working – inset, CT, DMs Work with SDS partners Work with Senior Phase Team, Career Ready etc Careers Fair (Jan 2026) – work with business partners HWB curriculum inputs</p>

	achievement and pupil leadership. (link to S&E milestone plan)	
Leaders: Overview of development of key skills across learning. Increased confidence of learner experience. Increased confidence in use of data to support learners' progression pathways.	To continue to develop meta-skills through primary transition project and curriculum areas with a focus on: <ul style="list-style-type: none"> • Adapting • Feeling • Collaborating • Creativity To continue to collaborate with partners to embed the Career Ready programme with groups of young people. To continue to analyse data to ensure the curriculum meets the career aspirations of almost all learners.	PT DYW Collaborative working – inset, CT, DMs Work with SDS partners Work with Senior Phase Team, Career Ready, Empowering Futures etc Careers Fair (Jan 2026) – work with business partners
Families/communities: Families have a better understanding of the ways in which curriculum content is linked to meta-skills. Increased knowledge of career pathways and leaver destination options.	To continue to raise awareness of meta-skills and pathways at parents' information evenings, annual Careers Fair and via school communication channels.	Careers Fair (Jan 2026)
Performance Measures/Targets - How we will evidence the impact on outcomes - Reminder must have a baseline		
Learning visits. Tracking of meta-skills. My WoW registration information, pupil profiles. Review of CIAG Performance Summary at key points in session. Pupil voice/learner observations in which learners can articulate their skills confidently. Achieved a level data. Achievement data and participation rates. SCQF Gold Award achieved. Positive sustained destination data. Number of young people involved in Career Ready Programme, Empowering Futures etc. Mid-implementation feedback by PT DYW. Evaluation and consultation with stakeholders to review progress.		

