



Improvement Plan

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

AIM, VALUES & VISION

We **aim** to help all students to achieve their full potential in each aspect of their development – academic, spiritual, physical, personal, social and emotional.

Our **values** are placed firmly in the Gospel Values of our faith. The Catholic school is where children experience, live and enjoy their faith: the Catholic school loses its purpose without constant reference to the Gospels and a frequent encounter with Christ. We must provide pupils with a living relationship with Christ. Teachers must reveal the Christian method not only by word, but also by every gesture of their behaviour: the example we set in our behaviour should have the capacity to transform lives.

“Teaching has an extraordinary moral depth and is one of humanity’s excellent and creative activities, for the teacher does not write on inanimate material, but on the very spirits of human beings.”

[John Paul II]

Our school motto of ‘**Compassion and Hope**’ comes from a passage by John Bosco and is as good a summary of our values as any:

“...it is so much easier to get angry than to be patient, to threaten a child than to persuade him...so much more convenient for our own impatience and pride to punish children than to correct them patiently with firmness and gentleness...there must be no angry outbursts, no look of contempt, no hurtful words. Instead, like true fathers intent on correction and improvement, show them compassion at the present moment and hold out hope for the future...it is better to ask God’s help in humble prayer, than to make a long speech that wounds those who hear it and does no good at all....”

Our **vision** is of a school that is –

(i) a **community**

- of faith: working with parents and parishes

- of learning: a group of people sharing and critically interrogating their practice in an ongoing, reflective, collaborative, inclusive, learning oriented, growth promoting way - acting as a collective enterprise: learning and teaching should be at the heart of everything we do
- of partnership & participation ; shared values that focus on learning & teaching ; collective responsibility for the learning of all pupils ; partnership with pupils, parents, staff and external agencies

a school that is –

(ii) **comprehensive and inclusive**

- where all pupils / all needs catered for; where we increase opportunities for all and decrease barriers; where we give every pupil the right help at the right time
- where all children are treated equally and where inclusion is an active, positive aspect of the school
- where we develop fully the potential of staff, pupils and parents

a school that is -

(iii) **ambitious and responsible**

- where there is rigour and demand - constantly striving for excellence in all aspects : where high standards are set for all - staff, pupils and parents : this applies to behaviour, uniform, attendance etc.
- where there is a drive to improve, change, initiate, develop, innovate
- dedicated to continuous improvement for all, pursuing the highest standards in every aspect of education - academic, social, physical and spiritual
- where we take our own decisions that suit our school and define its direction : and where we exercise our professional judgement and accept the consequences

a school that is –

(iv) **accountable**

- where we diagnose our own needs, priorities, targets and performance and accept responsibility for this performance
- where there is rigorous self-evaluation: where, within the national and local framework, and in co-operation with WDC Directorate, actions and policies are pursued and implemented which meet our needs and requirements
- where we review own performance against these stated objectives through reflection, critical enquiry and review

a school that is –

(v) **collegiate**

- where there is a collective commitment to continuous development and improvement
- where leadership is distributed and devolved
- where staff, pupils and parents are valued and empowered
- where staff exercise freedom, choice, autonomy in a responsible manner

Next Session (25/26)

WDC Outcomes NIF 2025 Alignment

WDC OUTCOMES	WELLBEING	CREATIVITY	ATTAINMENT	EMPLOYABILITY
NIF Long Term Priorities AND WDC DELIVERY PLAN PRIORITIES	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 SHORT TERM PRIORITIES the ABC's	BEHAVIOUR AND RELATIONSHIPS	CURRICULUM	ATTENDANCE	ACHIEVEMENT
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. Improving relationships and behaviour, and attendance, with increased engagement in learning and a culture of dignity and respect for all.	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. 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	High levels of achievement across the curriculum for all learners, with action to close the poverty-related attainment gap Improving relationships and behaviour, and attendance, with increased engagement in learning and a culture of dignity and respect for all.	Highly skilled teachers and school-leaders driving excellent learning, teaching and assessment for all, especially those with additional support needs.

Priority 1: Ensure approaches to improving the wellbeing of children, families in our school community

WELLBEING

NIF Long Term Priorities AND WDC DELIVERY PLAN PRIORITIES	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
NIF SHORT TERM PRIORITIES the ABC's	BEHAVIOUR AND RELATIONSHIPS
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. Improving relationships and behaviour, and attendance, with increased engagement in learning and a culture of dignity and respect for all.

Outcomes <i>Learners, Practitioners, Leaders, Parents/Families/Communities</i>	Actions This should be action focused language	Resource This should be human/time /budget
Learners: All learners will be given opportunities to learn about health and wellbeing to ensure they acquire skills and knowledge to live healthy, happy lives with a particular focus on young people in Quintile one.	<p>HWB curriculum will be reviewed with a sharp focus on new units for UNCRC and skills framework.</p> <p>Embed the CAR project to improve attendance rates. Implement attendance monitoring calendar. Implement Circle / SCERT assessment of classroom environment.</p>	<p>HWB Lead Collegiate time PEF budget allocated to support wellbeing opportunities</p> <p>PT Support sharp focus on attendance PEF budget to support families engage in education Admin support for Pupil Support team</p>

<p>Learners will be empowered and supported to continuously improve their attendance and maximise their school experience by having increased knowledge of their attendance and late-coming.</p> <p>Learners are continuing to be empowered to have their voice respected and to engage fully in the decision making and life of the school community</p>	<p>Develop interventions to improve attendance for identified groups or individuals.</p> <p>Focused assemblies on attendance with reinforcement of positive messaging</p> <p>Staff training on GIRFEC refresh, The promise and UNCRC</p> <p>Embed the refreshed Pupil Parliament and increase and develop new and creative ways for more young people to take part in the decision making in the school community</p>	<p>Pupil Voice Lead Pupil Parliament Staff time CLPL on GIRFEC, the Promise and UNCRC</p>
<p>Practitioners: Confident in delivering the WOW curriculum through CLPL of new course materials throughout the session</p> <p>Practitioners confident to improve attendance through attendance analysis of all their timetabled classes with a sharp focus on learners in quintile one, ASN and protected groups</p> <p>Practitioners will be confident in delivering Well-paced learning including using the</p>	<p>CLPL sessions given throughout the session to build staff confidence of each topic</p> <p>Refreshed understanding that the attendance strategy is the responsibility of all.</p> <p>CLPL for practitioners taking part in the early attendance volunteering programme Refresh training on SEEMIS</p> <p>CIRCLE training to ensure consistent language concerning late-coming to be given to all staff. Pilot with S1 late-coming process.</p>	<p>HWB lead DHT Pupil Support CLPL time allocated to training Collegiate/planning time UNCRC WDC resources</p> <p>Forth Valley and West Lothian RIC – Thinglink CAR Project resources</p> <p>PEF funding for targeted interventions</p> <p>CIRCLE Implementation Plan</p>

<p>CIRCLE Framework and pupil profiles with a particular focus on young people in Quintile one, ASN and protected groups</p> <p>Embed the CIRCLE Framework in all learning environments. Learning environments monitored to ensure consistency for all learners</p> <p>Pupil Support will be confident in the CIRCLE Participation Scale All staff will be confident in the CIRCLE Participation Scale</p>	<p>ASN CLPL on the use of support plans and additional assessment arrangements for all staff</p> <p>Pupil support CLPL for Year 3 Plan of CIRCLE Framework</p> <p>CLPL on CPS for Pupil Support CLPL on CPS for all staff</p>	<p>Training/ Time/ planning/DM and collegiate time</p>
<p>Leaders:</p> <p>Tracking and monitoring approaches for HWB (sharp focus through WOW curriculum) to raise attainment and narrow the poverty related attainment gap.</p> <p>Confidence in the consistency of the implementation of attendance protocols through a rigorous monitoring and self-evaluation process with accompanied data</p>	<p>Progression pathways used to track and monitor HWB</p> <p>Refresh attendance strategy for all staff</p> <p>Ongoing CLPL for Pupil Support team to ensure consistent support for attendance for all families</p> <p>Sampling of attendance procedures to ensure consistency of</p>	<p>Pupil Support DHT's</p> <p>SLT</p> <p>Time required</p> <p>CIRCLE Champions CL</p>

<p>analysis.</p> <p>Confident in the consistency of all learning environments in SPTA</p> <p>Confident in the year 3 plan out of the CIRCLE Framework</p>	<p>support.</p> <p>CLs/SLs to review all learning environments to ensure that CIRCLE Framework is consistent in all learning environments. Sampling by SLT.</p> <p>Ensure Pupil Support team are consistently and confidently using and new CIRCLE Framework through moderation at key times throughout the session</p>	<p>PEF funding for targeted interventions</p>
<p>Families/communities:</p> <p>Increased understanding and confidence of the UNCRC and how that impacts on school and home</p> <p>Joint planning with the local learning community and educational psychology team to improve attendance rates across the local learning community</p> <p>Families will have an increased understanding of the CIRCLE Framework and its benefits</p> <p>To engage young people, families and staff in a range of programmes to promote healthy eating, physical activity and mental wellbeing.</p>	<p>Workshops for parents as part of the Information evening on UNCRC/ CIRCLE</p> <p>Creation of a LLC JAT to support families to improve attendance and late-coming</p> <p>A range of sessions will be offered to families to be actively involved in improving their healthy eating, physical activity and mental wellbeing</p>	<p>PEF funding</p> <p>Additional staff time post school hours</p> <p>Staff time</p> <p>Parent Council</p> <p>Family learning opportunities</p> <p>JAT time for all learning community HTs and Education Psychologists linked to learning community</p> <p>PEF funding</p>
<p>Performance Measures / Targets - How we will evidence the impact on outcomes (Leadership Level: Monitoring and Self-evaluation for</p>		

improvement) - Reminder must have a baseline **THIS SHOULD BE ATTAINMENT, EQUITY, ATTENDANCE, PARTICIPATION, ENGAGEMENT etc**

Improve Wellbeing and understanding of UNCRC for all young peoples, staff and families by June 2026

Improved the wellbeing of targeted groups using PEF funding by the end of March 2026

Further Improved average attendance percentage for young people that are in targeted groups by a further 3% by June 2026

CIRCLE framework will be further developed throughout year 2 of the plan and will ensure that all staff will be confident in the CIRCLE participation scale by June 2026

Continued Increased parental engagement with a sharp focus on Wellbeing 3.1 by June 2026

Priority 2: Implement approaches to creative teaching and learning, ensuring engagement in learning

CREATIVITY

CREATIVITY
Improvement in skills and sustained, positive school leaver destinations for all young people
CURRICULUM
<p>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.</p> <p>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</p>

Outcomes <i>Learners, Practitioners, Leaders, Parents/Families/Communities</i>	Actions	Resource
Learners: Young people will experience high quality teaching and learning which meets their individual needs, motivates them and enables them to achieve their best All learners will be able to identify the ways in which literacy and numeracy skills are developed across the curriculum The Pupil Parliament will lead pupil empowerment and leadership opportunities with a specific focus on extending	Young people will have increased opportunities to evaluate existing learning experiences and shape future improvements at class, departmental and whole school level in various ways All subjects will identify, develop, assess and track literacy and numeracy in the BGE The new SPTA spotlight and SPTA podcast will be led by the Pupil Parliament	Pupil Voice Lead Pupil Parliament Time PEF funding CLPL

<p>leadership opportunities in the BGE.</p> <p>Learners' achievements in and out of school are recorded and celebrated</p> <p>All learners will understand and identify how their achievements help them develop knowledge and skills for life, learning and work.</p>	<p>The Pupil Parliament will be actively involved in pupil evaluations for each curricular area</p> <p>Capture and record wider achievement of all learners at key points throughout the year which will be shared with all practitioners to inform teaching and learning</p>	<p>Wider achievement Lead</p> <p>Google forms Planning</p> <p>Digital technology</p>
<p>Practitioners:</p> <p>Cross-curricular learning trios will continue to facilitate collaborative professional learning across subjects.</p> <p>Pupil led evaluation of learning will be reviewed to ensure that the learning environment and teaching and learning is inclusive, creative and improves outcomes for all learners</p> <p>A consistent approach to teaching, assessing, moderating and tracking literacy and numeracy across the curriculum with a sharp focus on BGE</p> <p>Review of Literacy and Numeracy outcomes to evaluate if Literacy and numeracy has been mapped, taught and assessed consistently in BGE</p> <p>Homework will be reviewed to ensure a consistent approach across the curriculum in BGE</p>	<p>A cross – curricular programme of lesson observations using the existing trio model will inform CLPL Programme beginning with strategies to support young people with ADHD and Tourettes</p> <p>Learners will be involved in creation of refreshed subject evaluation forms of learning environments and course evaluations</p> <p>Refresh tracking systems to evidence how literacy and numeracy is taught, assessed and tracked in the BGE and identify CLPL needs (Year 2/3)</p> <p>Evaluate current courses in BGE to evaluate Literacy and numeracy (Year 2/3)</p> <p>Google form to establish current practice Year one</p>	<p>Learning and Teaching working group</p> <p>Literacy and Numeracy Lead</p> <p>Pupil Parliament</p> <p>Planning time</p> <p>CL time to review curriculum</p>

<p>Leaders: Embed improvements to learning and teaching by establishing consistent approaches to learning, teaching assessment based on the feedback of the Learning and teaching working group, learners and their families.</p> <p>Learning and teaching working group will evaluate trio model for improving learning and teaching.</p> <p>New area of focus for improvement in learning and teaching will be based on Learning review. CLPL informed by learning and teaching review led by the middle Leaders</p> <p>Effective strategies to support/coaching colleagues to improve learning and teaching</p> <p>Further develop the ways in which wider achievement of young people is identified, recorded and celebrated.</p> <p>Review Literacy and Numeracy in BGE across the curriculum</p>	<p>SLT will evaluate departmental programmes of lesson observations combined with staff and pupil evaluations This will identify the quality of pedagogy which will inform CLPL designed to improve learners' experiences</p> <p>Refreshed CLPL on coaching practice for SLT (Year 2/3)</p> <p>Learning and teaching working group will regularly meet with SLT CLPL led by middle leaders - Co-constructed success criteria, Feedback, circle participation scale, young people leaders of learning.</p> <p>A robust whole school system for wider achievement (Year 2/3)</p> <p>Review meetings with Curricular leaders (ongoing)</p>	<p>SLT meeting time</p> <p>Learning and teaching working group Pupil Parliament time</p> <p>Collegiate time</p> <p>DM's</p> <p>Middle Leaders</p> <p>CLPL on coaching for SLT</p> <p>Wider achievement lead</p>
<p>Families/communities: Families are actively involved in the evaluations of learning and teaching</p> <p>Families are knowledgeable about the progress their child is making and what progress looks like for their child.</p>	<p>Families are involved in the evaluation of teaching and learning through various means (Year2/3)</p> <p>Information evenings and workshops to fully involve families in learning. (Ongoing)</p>	<p>SLT time</p> <p>Evening sessions/ Parental engagement activities</p> <p>PEF funding</p> <p>Google classrooms</p>

<p>Families are able to engage in home learning using the language of learning and skills at home.</p>	<p>More opportunities for family homework tasks (Year 2/3)</p>	
<ul style="list-style-type: none"> • Continue to Improve progress/ attainment in literacy & Numeracy for targeted group (SIMD Quintile 1/FSM) by June 2026. • Embed tracking consistently in BGE across the curriculum in Literacy and Numeracy by June 2026 • Improve level of parental engagement for targeted group (SIMD quintile 1/FSM) by June 2026 • Increased confidence among practitioners in ensuring effective classroom experiences for all learners by May 2026 with focused CLPL borne from the Learning and teaching review. • Continue to Increase pupil participation and views in learning and teaching evaluations – ongoing • Increased knowledge of learner’s wider achievement by October 2025. • Develop opportunities to widen access to wider achievement by June 2026 • Tracking of wider achievement to inform learning experiences for all learners by June 2026 		

Priority 3: Ensure approaches to raising attainment for all pupils including those at risk of missing out.

ATTAINMENT

ATTAINMENT
Closing the attainment gap between the most and least disadvantaged children and young people Improvement in attainment, particularly in literacy and numeracy
ATTENDANCE
High levels of achievement across the curriculum for all learners, with action to close the poverty-related attainment gap Improving relationships and behaviour, and attendance, with increased engagement in learning and a culture of dignity and respect for all.

Outcomes <i>Learners, Practitioners, Leaders, Parents/Families/Communities</i>	Actions	Resource
Learners: An increased number of young people will achieve Level 5 Numeracy by the end of S4, Increasing percentage achieving level 5 Numeracy from 54% in year 1 of plan to 56% in year 3. Improved literacy levels at N4 and N5 by the end of S5 with a sharp focus firstly on Christmas leavers December 2024 and learners in Q1. Improve literacy levels to pre-covid levels over 3 year plan, with a 3% increase in year one.	Targeted groups established with bespoke support based on baseline attainment data from S3 with a sharp focus on learners in Q1. (ongoing) Targeted groups from L&N database (ongoing) Literacy and numeracy target group established (ongoing) Focus group for improvement established for Christmas leavers	BGE toolkit data Attainment v deprivation INSIGHT Data Literacy and Numeracy data within Progress and Achievement Stretch aims WDC/ SPTA SNSA data

<p>Improved total tariff points for the lowest 20% from approx. 74 to 135 by year 3 of SIP</p> <p>Reduce attainment gap in Level 3 Writing to below 3%</p> <p>Improve attainment of Level 4 Numeracy to 75%</p> <p>Improved attainment and achievement for protected groups with a sharp focus Q1, Care Experienced and ASN.</p> <p>Christmas leavers will experience a bespoke curriculum designed to maximise learning opportunities and accreditation in terms 1 and 2.</p>	<p>(Ongoing for every session)</p> <p>Early intervention using risk matrix for S2/S3 (Ongoing)</p> <p>Introduce a range of short courses designed to maximise productivity and tariff points for Christmas leavers. (Ongoing)</p>	<p>Raising attainment working group</p> <p>DM time</p> <p>PEF funding</p> <p>Staffing</p>
<p>Practitioners:</p> <p>Staff will be supported to Improve attainment and achievement for protected groups with a sharp focus</p> <p>Bespoke targeted groups identified that will increase the number of young people achieving L5 Literacy and Numeracy by at least 2% by end of S5.</p> <p>Improved staff confidence and consistency in achievement of a level in BGE across all Curricular Areas.</p>	<p>Ensure that assessment evidence is valid and reliable (Ongoing)</p> <p>Audit completed to create baseline for improvement in the tracking and monitoring of Literacy and Numeracy across the curriculum (Year2/3)</p> <p>Staff provided with database that will be used as a baseline to support Young people appropriately to achieve their best, with a</p>	<p>Senior Phase team</p> <p>Senior Phase SLT team</p> <p>Collegiate time</p> <p>INSIGHT</p> <p>Senior phase short life working group</p> <p>Assessment and moderation toolkit</p> <p>INSIGHT</p>

<p>Improve approaches to tracking and monitoring in the Senior Phase using a collaborative approach between SLT/CLs/ and Pupil Support to ensure best outcomes for learners</p> <p>To enhance data literacy among all staff to better inform course choices and pathways for young people and to raise attainment.</p> <p>Programme of short term courses planned and designed for targeted groups, eg, Christmas leavers</p> <p>Extended outreach learning and other bespoke approaches to engage more young people and families that face challenges to learning</p>	<p>sharp focus on protected groups (Ongoing)</p> <p>Targeted groups will be monitored by SLT to ensure improvement Professional learning led by SLT to share understanding and expectations (Ongoing)</p> <p>CLPL from INSIGHT Lead in WDC</p> <p>Outreach sessions delivered by key staff</p> <p>Secure outreach facilities that can host outreach learning</p>	<p>Achievement of a level</p> <p>PEF funding</p> <p>Time</p> <p>Planning</p>
<p>Leaders:</p> <p>Leaders ensure that interventions and innovations for securing ongoing improvements in attainment are responsive to the context and culture of our school.</p> <p>To further develop data analysis skills in our middle leadership and SLT using a programme of professional learning</p> <p>Re-launch Assessment and Moderation strategy</p> <p>Evaluate opportunities for wider achievement and levels of participation among pupils and identify areas for development</p>	<p>Short life working groups established to review the arrangements for moderation of assessment across all stages, tracking and monitoring within curricular areas and performance alert system for senior phase (Ongoing)</p> <p>Assessment and Moderation strategy will feature as a focus for collegiate sessions. (Ongoing)</p> <p>LLC assessment and Moderation collaboration will take place throughout this session (Ongoing)</p>	<p>Time</p> <p>Working groups</p> <p>Collegiate time</p> <p>DM time allocated to tracking and monitoring</p> <p>Planning</p> <p>CLPL</p> <p>INSIGHT training</p>

	Rigorous analysis of INSIGHT using data per curricular areas and measures against VC. (Ongoing)	
Families/communities: <ul style="list-style-type: none"> To improve understanding of the SCQF framework and how this supports progression among learners, practitioners and parents To continue and extend outreach work and other approaches to engage young people and families who are hard to reach To increase quality of family participation in senior phase progress conversations 	<p>Increased opportunities for families to take an active role in their young person's learning throughout the session (year 2/3)</p> <p>Pupil support will receive refresh training based on the outcome of short life working groups (Ongoing)</p>	<p>Workshops for families</p> <p>Parental engagement activities</p> <p>School social media platforms</p>
Performance Measures / Targets - How we will evidence the impact on outcomes - Reminder must have a baseline THIS SHOULD BE ATTAINMENT, EQUITY, ATTENDANCE, PARTICIPATION, ENGAGEMENT etc		
<ul style="list-style-type: none"> Increase percentage of learners in SIMD Quintile 1 and/or who are in receipt of a FSM achieving Levels 4 and 5 in Literacy and Numeracy by May 2026. Increased attainment for breadth and depth measures at SCQF Levels, 5, 6 and 7. Increase tariff points for all young people by at least ...% Improve the tariff points for Christmas leavers by at least ... % Reduce attainment gap in Level 3 writing to% or below Improve attainment in L4 Numeracy to % 		

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

EMPLOYABILITY

EMPLOYABILITY
Improvement in skills and sustained, positive school leaver destinations for all young people
ACHIEVEMENT
Highly skilled teachers and school-leaders driving excellent learning, teaching and assessment for all, especially those with additional support needs. High levels of achievement across the curriculum for all learners, with action to close the poverty-related attainment gap

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

EMPLOYABILITY

Outcomes <i>Learners, Practitioners, Leaders, Parents/Families/Communities</i>	Actions	Resource
Learners:	Implement West Dunbartonshire 6 Competencies with SDS Skills	Wow lead

<p>All staff will use 6C's and the skills framework to ensure skills development in all learning environments</p> <p>Improved staff understanding of the Career Education standard and courses and programmes include explicit links to industry.</p> <p>Pupil Support staff are confident in the use of and termly updating of the risk matrix in order that young people at risk are identified at the earliest opportunity.</p>	<p>Audit of compliance with the Career Education Standard across Curriculum Areas (Year 2/3)</p> <p>Together with partners to widen the work placement opportunities available for young people (Ongoing)</p> <p>Streamline use of data in Senior Phase to better direct and target employability opportunities to young people in the appropriate sector of industry(Ongoing)</p>	<p>PEF funding Time Supported study</p>
<p>Leaders: Confident in the consistency of the skills being developed across all learning environments</p> <p>Skilled Leaders will drive increased attainment and achievement aligned with competency development to mitigate the effects of disadvantage</p> <p>To continue to target Q1 pupils as they progress through the Senior Phase to sustain and improve positive destinations</p> <p>Enhance partnerships with external education providers and employers to enhance vocational learning to improve destinations</p>	<p>Implement Meta skills post pilot for S1 across all curricular areas.(Ongoing)</p> <p>Merge SDS Skills framework with WDC competencies as a bridge for year 1. (Year 1)</p> <p>Early identification of young people in S3 that will benefit from early intervention to improve employability skills through a range of partners (Ongoing)</p> <p>Targeted career mentoring support for young people (Ongoing)</p> <p>Leaders continue to seek appropriate engagement opportunities with partners in both education and industry to improve the life changes of young people (Ongoing)</p>	<p>WOW Lead All staff PEF Funding</p> <p>Collegiate time</p> <p>SLT CI /PS time</p> <p>SDS Senior Phase Team</p>
<p>Families/communities:</p>		

<p>Engagement with YP and parents to explore alternative pathways to support the route to further and higher education</p> <p>Families will have an understanding on the WDC 6 C's and the SDS Skills framework</p> <p>Families invited to careers evening and workshops in order to better support their children to aspire to and sustain a positive destination upon leaving school</p> <p>Families that have barriers to attending information sessions will have access to material online</p> <p>Families will have opportunities to improve their own skills through multiple learning opportunities.</p>	<p>Information evenings will detail and provide workshops for young people and their families (Ongoing)</p> <p>Learning sessions will be expanded for families</p> <p>Mentoring opportunities (Ongoing)</p>	<p>Information evenings</p> <p>Workshops</p> <p>Families learning sessions</p> <p>Time</p> <p>Digital access for families</p> <p>PEF funding</p> <p>Careers evening</p> <p>SDS</p> <p>Senior Phase Team</p>
<p>Performance Measures / Targets - How we will evidence the impact on outcomes - Reminder must have a baseline - THIS SHOULD BE ATTAINMENT, EQUITY, ATTENDANCE, PARTICIPATION, ENGAGEMENT etc</p>		
<p>Monitoring visits/direct observation: Evaluate quality of delivery WOW curriculum by March 2026</p> <p>Pupil and staff evaluation of the WOW curriculum</p> <p>Google Forms to establish baseline data on staff and learners' understanding and application of the six competencies and skills framework.</p> <p>Destinations lead will create a bespoke programme of support to better engage with young people in S3 at risk of not gaining a positive destination and</p> <p>Improve destinations for all leavers by 4% over 3 years</p>		

Improve destinations for S5 leavers by 3% over 3 years with a sharp focus on Christmas Leavers

Impact Evaluation: Google Forms post-implementation to compare initial and final data, assessing the effectiveness of the progression framework in embedding the six competencies and the skills framework to improve learner engagement and destination outcomes.

Seeking views: Evaluation and consultation with all stakeholders to review progress against initial action plan

Baseline evaluation of pupil participation in employability opportunities to support improved engagement

Audit of career management skills across Curriculum areas

