



WICK HIGH SCHOOL
LEARNING - AMBITION - RESPECT

Wick High School

Learning, Ambition, Respect



ESTABLISHMENT IMPROVEMENT PLAN

SESSION 2025.26

Learning, Ambition, Respect



Overview of National and Local Priorities

National Improvement Framework Key Priorities		National Improvement Framework Key Drivers	
<ol style="list-style-type: none"> 1. Placing the human rights and needs of every child and young person at the centre of education 2. Improvement in children and young people's health and wellbeing 3. Closing the attainment gap between the most and least disadvantaged children and young people 4. Improvement in skills and sustained, positive school-leaver destinations for all young people 5. Improvement in achievement and attainment, particularly in literacy and numeracy 		<ol style="list-style-type: none"> 1. School and ELC leadership 2. Teacher and practitioner professionalism 3. Parent/carer engagement and family learning 4. Curriculum and assessment 5. School and ELC improvement 6. Performance information 	
HGIOS/HGIOELC/ HGIOURS	Highland Council Education Priorities	GME Priorities	Health and Social Care Standards
<ul style="list-style-type: none"> • 1.1 Self-evaluation for self-improvement • 1.2 Leadership of learning • 1.3 Leadership of change • 1.4 Leadership and management of staff • 1.5 Management of resources to promote equity • 2.1 Safeguarding and child protection • 2.2 Curriculum • 2.3 Learning, teaching and assessment • 2.4 Personalised support • 2.5 Family learning • 2.6 Transitions • 2.7 Partnership • 3.1 Ensuring wellbeing, equality and inclusion • 3.2 Raising attainment and achievement/Securing children's progress • 3.3 Increasing creativity and employability/Developing creativity and skills for life and learning <p>Theme 1 Our relationships Theme 2 Our learning and teaching Theme 3 Our school and community Theme 4 Our health and wellbeing Theme 5 Our successes & achievements</p>	<ul style="list-style-type: none"> • We will raise attainment and achievement for all, especially for those children from disadvantaged circumstances including rural deprivation. We will focus relentlessly on improving standards and the quality of learning and teaching, to ensure that entitlement, equity and excellence are delivered across the system. • We will develop leadership skills at all levels of the system for now and the future, building a culture of empowerment and professional capital. • We will maximise health and wellbeing for all children and young people to give them the best possible start in life. We will ensure every child and young person feels part of the community they live in. • We will maximise opportunities for our children and young people, and for the wider Highland community and its visitors, through provision of high-quality services. 	<ul style="list-style-type: none"> • Education Scotland Advice on Gaelic Education focus: high quality immersion experiences improving fluency Gaelic ethos • Secondary – Increasing immersion curriculum opportunities in BGE and Senior Phase • Initiatives that promote and support the use of Gaelic in the home, in communities and extra-curricular experiences • Activities to support Gaelic language and culture (arts, media, creative industries, workplace) • Local Authority Gaelic Language Plan priority 	<ul style="list-style-type: none"> • I experience high quality care and support that is right for me. • I am fully involved in all decisions about my care and support. • I have confidence in the people who support and care for me. • I have confidence in the organisation providing my care and support. • I experience a high-quality environment if the organisations provides the premises.



Action Plans

School Improvement Plan Priorities 2025/2026

Summary: Key School Improvement Priorities (add further rows if required):

Improvement Priority Title
1. Raise attainment and achievement together with improving consistency of our Learning and Teaching approaches.
2. Improve the health and well-being of students, families, and staff.
3. Review the Broad General Education (BGE) and senior curriculum to ensure successful learning pathways for all students.
4. Continue developing and improving the delivery of Developing the Young Workforce (DYW) and partnership initiatives.

Strategic Three Year Improvement priorities

Session 24/25 – 26/27

Below is our three-year summary of priorities in agreed improvement areas.

QI/Improvement Area Focus	Year One	Year Two	Year Three
Leadership and management	1.3	1.4	1.5
Learning provision	2.2, 2.3, 2.7	2.3, 2.4, 2.7	2.5
Successes and achievements	3.1, 3.2	3.1, 3.2	3.1, 3.3



School Improvement Plan - Priority 1: Raise attainment and achievement together with improving consistency of our Learning, Teaching and Assessment approaches.

Rationale:

Raising attainment is crucial for ensuring that all students reach their full potential and achieve academic success, which is fundamental for their future opportunities in education, employment, and life.

Evaluation of L,T&A indicate that improvements have been made in improving the experiences of our young people. Focused planning based on gathered evidence will improve consistency across learning and teaching which will further improve outcomes for our pupils.

<p>Resource implications:</p> <p>WTA Allocations – Leadership Groups CPD events - School based and LA (budgets) Time – sharing good practice and peer observation/reflection Time – to identify and engage in professional dialogue with family/other schools</p>	<p>Staff responsible:</p> <p>S Sandecki S Laybourne FPT Leaderships Groups</p>
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Link to National and Local Priorities			
<p>NIF Priority: Improvement in attainment and achievement, particularly in literacy and numeracy</p> <p>NIF Driver: Performance Information</p>	<p>HGIOS Quality Indicator: 3.2 Raising attainment and achievement/securing children's progress</p> <p>HGIOURS Theme: Our successes and achievements</p>	<p>Highland Council Priority: We will raise attainment and achievement for all, especially for those children from disadvantaged circumstances including rural deprivation</p>	<p>GME Priority (for GME and Secondary): Choose an item.</p>
<p>NIF Priority: Improvement in attainment and achievement, particularly in literacy and numeracy</p> <p>NIF Driver: Teacher and practitioner professionalism</p>	<p>HGIOS Quality Indicator: 2.3 Learning, teaching and assessment</p> <p>HGIOURS Theme: Our learning and teaching</p>	<p>Highland Council Priority: We will ensure the highest quality of learning and teaching for each and every learner</p>	<p>GME Priority (for GME and Secondary): Choose an item.</p>



Measures of success by end of year 1**Raising Attainment and Achievement**

Attainment evidence continues to be gathered and analysed to track progress.

Trends in pupil participation and uptake are monitored across year groups.

An increasing proportion of pupils are achieving their agreed targets.

Intervention strategies are documented and actioned to meet identified needs.

Feedback from learner focus groups is used to evaluate the quality of learning, teaching, and assessment experiences.

A growing number of learners across the BGE demonstrate steady progress, leading to greater uptake and success in National Qualifications during the senior phase.

Learning, Teaching and Assessment

Feedback from pupil surveys and focus groups highlights that learners not only recognise the high-quality experiences provided across classrooms and departments, but also value the positive changes they are experiencing in their lessons

Learners have a shared understanding of how they learn and are engaged in the language of learning. They will have increased resilience and skills required for self-regulation.

Referrals for low level behaviours decrease on 2024-5 data as pupils' needs are addressed and met appropriately whilst they are engaged in their learning.

Allocating formal time for sharing good practice and providing peer-to-peer support will strengthen teaching staff confidence in implementing LTA strategies, leading to more effective classroom practice and improved pupil outcomes

Homework is embedded within our curricular plans, enabling pupils to develop and demonstrate stronger independent learning skills

	Pupil progress and tracking supports positive subject choices by providing clear insights into attainment and development. It also serves as a valuable tool for identifying required interventions and measuring their impact	
INTERVENTION – Raising Attainment/Achievement	BY WHOM/ DEADLINE	EXPECTED OUTCOME(S) FOR LEARNERS
<ol style="list-style-type: none"> Departmental Attainment Targets Ongoing analysis of raw results, including component marks, will continue to inform departmental attainment targets. Insight Data and Stretch Aims School- and faculty-level stretch aims will be set using Insight analysis, with a stronger emphasis on incorporating specific targets across S1–S6. These must be reflected in this year's departmental/faculty improvement planning. Data-Informed Interventions Data analysis will be used more strategically to monitor progress and shape interventions, involving DHTs and pupil support staff in the process. The development of three-stage interventions and individual attainment action plans for learners will be prioritised. Faculty Tracking Meetings Regular discussions with PT Faculty to review actions and support strategies will remain in place as part of embedded practice. Monitoring Post-Results Pathways Greater consistency will be established in reviewing pupil choices and outcomes after the August results. Early identification of underachieving pupils and clear allocation of responsibility for support will be a focus. Use of BGE Attainment Data Staff will further develop their confidence and effectiveness in using BGE attainment data to shape pathways and ensure targeted learners are supported into appropriate next steps. 	Ongoing as per SE Calendar PT/SMT	<p>Improved attainment for all through the quality of passes and increased numbers entering levels of national qualifications.</p> <p>Increased number of young people achieving in key measures and targets:</p> <p>S4 - 1+@L5 <84% S4 - 5+@L5 <55% S5 - 1+@L6 <68% S5 - 3+@L6 <45% S5 - 5+@L6 <23%</p> <p>Improve literacy and numeracy outcomes for young people, particularly among the following groups:</p> <p>S4 - Level 4 literacy <93% S4 - Level 5 numeracy <68% S6– Level 5 literacy <91% S6– Level 6 literacy <76%</p> <p>Increased average number of young people achieving complementary tariff points, particularly among the following groups:</p> <p>S4 Lowest 20% <114 S4 Middle 60% <322</p> <p>S5 highest 20% <971</p> <p>S6 Lowest 20% <270 S6 Middle 60% <824</p>

INTERVENTION – Learning, Teaching and Assessment	BY WHOM/ DEADLINE	EXPECTED OUTCOME(S) FOR LEARNERS
Leadership groups have been re-organised to drive the implementation of learning and teaching strategies across faculties, ensuring they address the specific priorities and needs of our school community.	Termly with initial planning in September INSET. LTA Working Group PT Faculty SMT Link - SL	Improved learners' experiences. Targeted support. Enhanced progress and attainment. Great engagement and motivation.
Leadership groups will identify the specific learning and teaching needs of our school through research and gathered self-evaluation information, to plan the delivery of peer-to-peer CPD sessions designed to support staff development and drive continuous improvement.	Termly with initial planning in September INSET. Delivery of Peer to Peer in staff collegiate time throughout calendar. LTA Working Group PT Faculty SMT Link - SL	Higher quality teaching in classrooms. Consistent learning experiences across subject areas Improved attainment.
Develop targeted attainment plans for senior pupils that strengthens their organisation, study planning, and independent learning skills. This will be achieved through dedicated sessions on effective revision techniques, designed to improve examination readiness, boost confidence, and support measurable progress in attainment.	Termly with initial planning in September INSET. Interventions/Review at tracking points as per school calendar. LTA Working Group All subject and PTPS staff with senior responsibility. SMT Link - SL	More confident and motivated young people Improved organisational skills. Better exam preparation and greater confidence in revision techniques supporting success in senior phase attainment. Enhanced independent learning.
Implement a department-specific teaching sprint cycle designed to identify and address targeted development needs within each subject area. This approach will enable focused professional development, promote the sharing of best practice, and support continuous improvement in teaching quality.	Ongoing – 2 cycles across session. PT Faculty Department Teaching Staff Support from link SMT	Higher quality teaching in classrooms. Consistent learning experiences across subject areas Improved attainment.
Increase the use of gathered data to ensure that learners benefit fully from interventions that support their progress. <ul style="list-style-type: none"> Literacy – targeting reading, writing, and comprehension skills 	Review post results in August/September. PT/PTPS Tracking as per school calendar – PT/PTPS/SMT	Tailored support that improves reading, writing and communication skills. Focussed interventions that develop understanding of mathematical concepts and problems solving.

<ul style="list-style-type: none"> • Numeracy – strengthening mathematical understanding and application • Health and Wellbeing (HWB) – supporting emotional, social, and mental wellbeing • Underperformance in the Senior Phase – addressing gaps and improving attainment for learners not meeting expected outcomes 	<p>Lit/Num to be reviewed termly by English/Maths</p> <p>HWB is continuous monitoring and interventions as required/appropriate.</p>	<p>Targeted support that enables pupils to engage in their learning and build resilience.</p> <p>Greater number of pupils can meet their prognosis, boosting their attainment, motivation and future prospects.</p>
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EVIDENCE GATHERED/IMPACT: Add links/sources etc

Attainment and Achievement

A whole school attainment tracking system with analysis documents.
 Department Actions and Improvement Targets
 Insight Data
 Positive Destinations data

Learning, Teaching and Assessment

Analysis of pupil surveys
 Records of pupil focus groups
 Formal Observation records
 Analysis of staff survey/feedback

Minutes/Actions of department/faculty/leadership group minutes
 Records of pupil council feedback
 PRD Records
 OTB Referrals
 Moderation and Verification paperwork
 Attainment and Tracking data.

Ongoing record of progress against planned outcomes could be recorded?

<p>EVALUATION</p>	<p>Attainment and Achievement</p> <ul style="list-style-type: none"> • How well are most children and young people achieving expected levels, and how effectively are those who can attaining beyond these?
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- How well does the school prioritise and drive improvements in literacy and numeracy to raise attainment for all?
- How well does the school monitor and track progress over time to ensure strong attainment across all stages and curricular areas?
- How well does the school use attainment data to demonstrate and further improve positive learner outcomes?
- How well do teachers use benchmarking and a range of assessments to make secure judgements that lead to sustained improvements in attainment?

Learning, Teaching and Assessment

- How well do we motivate and engage all learners in all aspects of school life?
- How confident are we that all learners experience activities which are varied, differentiated, active, and provide effective support and challenge?
- How well do our questioning strategies enhance the learners' experience and enable higher order thinking skills?
- How well do we record, analyse, and use assessment information to identify development needs for individual learners and specific groups?



School Improvement Plan - Priority 2: Improve the health and well-being of students, families, and staff.

Rationale:
Increasing the general wellbeing of pupils, staff and the wider community partners of our school through targeted and universal models of input.

Resource implications: WTA, staff remits, outside agencies and partnerships

Staff responsible: All staff

Link to National and Local Priorities

NIF Priority:
Improvement in children and young people's health and wellbeing
NIF Driver:
Choose an item.

HGIOS Quality Indicator:
3.1 Ensuring wellbeing, equality and inclusion
HGIOURS Theme:
Our health and wellbeing

Highland Council Priority:
We will maximise health and wellbeing for all children and young people to give them the best possible start in life

GME Priority (for GME and Secondary):
Choose an item.

Measures of success by end of year 1

INTERVENTION/ACTION	BY WHOM/ DEADLINE	EXPECTED OUTCOME(S) FOR LEARNERS
<p>Wick High School is currently developing a revised attendance policy to align with The Highland Council's Attendance Policy and Procedures, which are based on the Scottish Government's guidance: Included, Engaged and Involved Part 1: Promoting and Managing School Attendance.</p>	<p>SMT, June '26</p>	<p>1.Improved Attendance Rates Learners will attend school more regularly, reducing interruptions to their education and enabling consistent academic progress.</p> <p>2. Increased Engagement in Learning Regular attendance will support learners in maintaining continuity in their learning, fostering deeper engagement with the curriculum and school life.</p> <p>3. Enhanced Wellbeing and Safety Daily monitoring of attendance ensures that learners are accounted for, contributing to a safe and supportive school environment where wellbeing is prioritised.</p> <p>4. Strengthened Relationships with Staff Through early intervention and pastoral support, learners will build stronger, trust-based relationships with staff, encouraging open communication and support-seeking behaviour.</p> <p>5.Greater Awareness of Personal Responsibility</p>



		<p>Learners will develop a clearer understanding of the importance of attendance and their role in maintaining it, promoting responsibility and self-management.</p> <p>6. Reduced Risk of Social and Educational Exclusion Targeted support for those experiencing attendance challenges will help prevent disengagement and ensure all learners have equitable access to education.</p> <p>7.Improved Outcomes for Vulnerable Learners Early identification of attendance barriers will enable tailored interventions, supporting inclusion and improving outcomes for learners with additional needs</p>
<p>We are in the process of developing a revised Positive Relationships Policy that reflects national and local priorities for inclusion, wellbeing, and equity. This policy will be shaped by: The Highland Council's "Promoting Positive Relationships" Framework & Scottish Government's "Included, Engaged and Involved Part 2" Guidance on Preventing and Managing School Exclusions.</p>	<p>SMT, Policy Working Group members. June '26.</p>	<p>1. Improved Emotional Wellbeing Learners will feel safer, more supported, and emotionally secure within the school environment, contributing to improved mental health and resilience.</p> <p>2. Stronger Relationships with Staff and Peers Positive, respectful relationships will be fostered across the school community, helping learners build trust, empathy, and social confidence.</p> <p>3. Increased Engagement and Participation A relational approach to behaviour will encourage learners to take an active role in their learning and school life, promoting motivation and a sense of belonging.</p> <p>4. Reduced Incidents of Exclusion By addressing the root causes of behaviour and promoting restorative practices, the policy aims to reduce the need for exclusion and keep learners engaged in education.</p> <p>5. Greater Equity and Inclusion Learners from all backgrounds, including those with additional support needs, will benefit from a consistent,</p>

		<p>inclusive approach that values diversity and promotes fairness.</p> <p>6. Enhanced Self-Regulation and Responsibility Learners will develop skills in emotional literacy, conflict resolution, and self-management, supporting their personal growth and readiness for life beyond school.</p> <p>7. Improved Learning Outcomes A positive and supportive school climate will enable learners to focus more effectively on their studies, leading to improved academic achievement.</p>
<p>Wick High School has finalised and begun implementing a revised Mobile Phone Policy starting 19 August 2025, following a period of consultation with pupils, parents/carers, and staff. This policy is designed to support learning, wellbeing, and respectful relationships in line with the Scottish Government's national guidance.</p>	<p>All staff, Community Partners. Ongoing.</p>	<p>1. Improved Focus and Concentration Learners will experience fewer digital distractions during lessons, allowing for deeper engagement with learning and improved academic performance.</p> <p>2. Enhanced Social Interaction By removing mobile phones during the school day, learners are encouraged to build stronger face-to-face relationships with peers and staff, fostering a more connected and inclusive school community.</p> <p>3. Increased Emotional Wellbeing Reduced screen time supports mental health and emotional regulation, contributing to a calmer and more positive school environment.</p> <p>4. Greater Digital Responsibility Learners will develop an understanding of appropriate mobile phone use and digital boundaries, promoting responsible behaviour both in and out of school.</p> <p>5. Consistent and Respectful Learning Environment A clear and consistently applied policy helps learners feel safe and supported, knowing expectations are fair and predictable across the school.</p>

		<p>6. Reduction in Behavioural Incidents The policy is expected to reduce incidents related to cyberbullying, inappropriate content sharing, and classroom disruption, contributing to a more respectful and focused learning atmosphere.</p> <p>7. Increased Equity Among Learners The policy helps reduce social pressures related to device ownership and usage, promoting fairness and reducing stigma or exclusion.</p>
<p>EVIDENCE GATHERED/IMPACT: Add links/sources etc</p> <ul style="list-style-type: none"> • Improved punctuality and reduced time out of class. • Increased classroom participation rates. • Survey results showing improved focus and wellbeing. • Reports of improved classroom climate and learner concentration. • Positive responses from consultation and follow-up surveys. • Tracking of attainment and progress data for signs of improvement. • Reduction in behaviour referrals and exclusions. • Feedback from pupil councils or wellbeing groups on relationships and school climate. • Reports of improved classroom relationships and emotional regulation. • Increased use of restorative and relational approaches. • Evidence of successful interventions for pupils with additional support needs. • Parental support and feedback from consultations and follow-up surveys. • Improved academic performance linked to reduced distractions. · High compliance rates with the phone policy (e.g. fewer confiscations). 		
<p>EVALUATION</p>	<p>Evaluation Questions: Attendance Policy</p> <ul style="list-style-type: none"> • How well do learners understand the importance of regular attendance? • How well are barriers to attendance identified and addressed early? • How well does the school engage with families to support attendance? • How well is attendance data used to inform interventions and support? • How well do staff apply attendance procedures consistently and supportively? <p>Evaluation Questions: Positive Relationships Policy</p> <ul style="list-style-type: none"> • How well do learners feel safe, respected, and included in the school environment? • How well are restorative and relational approaches embedded in daily practice? • How well do staff model positive relationships and emotional literacy? 	

	<ul style="list-style-type: none">• How well are incidents of conflict or exclusion reduced through early intervention?• How well does the policy support vulnerable learners and promote equity?• How well do pupils, staff, and parents understand and support the policy's aims? <p>Evaluation Questions: Mobile Phone Policy</p> <ul style="list-style-type: none">• How well do learners understand and comply with the mobile phone expectations?• How well has the policy reduced distractions and improved focus in lessons?• How well has social interaction and peer connection improved during the school day?• How well do staff consistently enforce the policy across the school?• How well has the policy impacted behaviour incidents and digital misuse?• How well do parents and carers support the policy and observe positive changes?



School Improvement Plan - Priority 3: Review the Broad General Education (BGE) and senior curriculum to ensure successful learning pathways for all students.

Rationale:
 Reviewing the Broad General Education (BGE) and senior curriculum is essential to ensure that all students have access to clear and successful learning pathways. This process will align the curriculum with current educational standards and best practice, address learning gaps, and tailor experiences to meet the diverse needs of learners. It will also promote equity and inclusion, ensuring that disadvantaged groups are supported to achieve and progress.

Resource implications:

CPD events - School based and LA (budgets)
Time – sharing good practice and peer observation/reflection
Time – to identify and engage in professional dialogue with family/other schools

Staff responsible:

C Bennett
FPT

Link to National and Local Priorities

<p>NIF Priority: Improvement in attainment and achievement, particularly in literacy and numeracy</p> <p>NIF Driver: Curriculum and assessment</p>	<p>HGIOS Quality Indicator: 2.2 Curriculum</p> <p>HGIOURS Theme: Our learning and teaching</p>	<p>Highland Council Priority: We will raise attainment and achievement for all, especially for those children from disadvantaged circumstances including rural deprivation</p>	<p>GME Priority (for GME and Secondary): Secondary: Increasing immersion curriculum opportunities in BGE and Senior Phase</p>
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Measures of success by end of year 1		
INTERVENTION/ACTION (steps in getting to 1yr measure of success)	BY WHOM/ DEADLINE	EXPECTED OUTCOME(S) FOR LEARNERS
<p>1. Continue to review and refine the S1/2 curriculum, ensuring strong links to benchmarks, skills, and pathways that support success in the senior phase.</p> <ul style="list-style-type: none"> • Pupil voice will play a central role in this, with Year Heads meeting Pupil Councils to gather feedback. <p>2. Continue reviewing the senior phase curriculum to expand opportunities for pupils to gain additional qualifications and to strengthen progression pathways.</p>	<p>FHs/SMT link DHTs (ongoing)</p> <p>SMT (Dec)</p> <p>Choose an item.</p> <p>CB (October)</p> <p>Choose an item.</p>	<ul style="list-style-type: none"> • Curriculum access and learning experiences are effectively planned and informed by data, leading to continuous improvement. • Attainment is raised over time, with pupils achieving a broader range of qualifications across all levels. • Wider achievement opportunities are expanded, enabling pupils to gain recognition through alternative courses.



<ul style="list-style-type: none"> Explore models from schools both within and beyond the local authority. <p>3. Support departments in researching and implementing additional units and qualifications to ensure the curriculum better meets the needs, interests, and aspirations of all pupils.</p> <p>4. Ensure PTPS teachers allocate dedicated time for UCAS and college applications, providing pupils with structured guidance and support throughout the process.</p> <p>5. Strengthen collaboration with partners (colleges, employers, universities, community organisations, etc.) to evaluate current provision, offer advice, and contribute to whole-school planning for improvement.</p>	<p>CB/SL (Dec)</p> <p>CB/PTPS team (Sept)</p> <p>CB (ongoing)</p>	<ul style="list-style-type: none"> An increasing number of young people achieve wider accreditation, reflecting diverse skills and experiences. Support for senior pupils is enhanced, ensuring they are well-prepared for applications to further and higher education.
<p>EVIDENCE GATHERED/IMPACT: Add links/sources etc</p> <p>Ongoing record of progress against planned outcomes could be recorded?</p> <ul style="list-style-type: none"> Improved curriculum access and learning experiences effectively planned using data. Improved attainment over time. More focussed options and pathways visible to our young people. Feedback from our partners. Curricular Planning documents. Department/Faculty minutes. Increase pupil exposure identified through learning conversations and surveys. Feedback from pupils and partners. % Positive destination data 		
<p>EVALUATION</p>	<ul style="list-style-type: none"> To what extent does our curriculum promote equity and raise attainment for all children and young people? 	

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| | <ul style="list-style-type: none">• How well are children and young people involved in planning and identifying opportunities for personalisation and choice?• How effective is our department/faculty overview in ensuring children's knowledge and skills are built appropriately over time. |
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School Improvement Plan - Priority 4: Continue to develop and improve the delivery of Developing the Young Workforce (DYW) and partnership initiatives.

Rationale:
Supporting young people into appropriate positive destinations requires sustained focus. By strengthening pathways, widening opportunities, and developing employability skills, we can ensure that all pupils are well-prepared to make informed choices and succeed beyond school.

<p>Resource implications:</p> <p>CPD events - School based and LA (budgets) Time – sharing good practice and peer observation/reflection Time – to identify and engage in professional dialogue with family/other schools</p>	<p>Staff responsible:</p> <p>C Bennett FPT</p>
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Link to National and Local Priorities			
<p>NIF Priority: Improvement in attainment and achievement, particularly in literacy and numeracy</p> <p>NIF Driver: Curriculum and assessment</p>	<p>HGIOS Quality Indicator: 2.7 Partnerships</p> <p>HGIOURS Theme: Our learning and teaching</p>	<p>Highland Council Priority: We will raise attainment and achievement for all, especially for those children from disadvantaged circumstances including rural deprivation</p>	<p>GME Priority (for GME and Secondary): Secondary: Increasing immersion curriculum opportunities in BGE and Senior Phase</p>

Measures of success by end of year 1		
INTERVENTION/ACTION (steps in getting to 1yr measure of success)	BY WHOM/ DEADLINE <small>(Please RAG as you go along from drop down menu)</small>	EXPECTED OUTCOME(S) FOR LEARNERS
<ol style="list-style-type: none"> 1. Identify and develop DYW input within the school curriculum. 2. Adopt a coordinated approach through the DYW Coordinator, SMT, and faculties to deliver DYW events linked to each faculty, providing pupils with 'real-life' experiences and strengthening connections with local employers. 3. Increase work experience opportunities for pupils in S4–S6, personalised to individual needs, with input from Speakers for Schools and placements arranged via the DYW Coordinator. 4. Provide continued opportunities for pupils to engage with local 	<p>CB/FHs (ongoing)</p> <p>CB/NS FHs</p> <p>CB /NS (ongoing)</p> <p>NS (ongoing0</p>	<ul style="list-style-type: none"> • Young people will be supported to make informed option choices that reflect their strengths and interests, helping them maximise attainment and achievement throughout their learning pathways. • Pupils will be encouraged to explore employment opportunities and future pathways through meaningful engagement and dialogue with local employers.



<p>employers through the Lunch with Employers initiative (CB/NS) (ongoing).</p> <p>5. Further develop the annual choice evening, broadening involvement from external partners.</p>	<p>SMT/FHs (termly)</p>	<ul style="list-style-type: none"> • Work experience placements will provide pupils with real-life insight into chosen fields, enhancing their skills for life, learning, and work. • Stronger links between home and school will be developed, enabling parents and carers to better support their child's learning and engage in meaningful dialogue.
<p>EVIDENCE GATHERED/IMPACT: Add links/sources etc</p> <p>Ongoing record of progress against planned outcomes could be recorded?</p> <ul style="list-style-type: none"> • More focussed options and pathways visible to our young people. • Feedback from our partners. • Curricular Planning documents. • Department/Faculty minutes. • Increase pupil exposure identified through learning conversations and surveys. • Increased number of pupils experiencing work placements – reviews and feedback • Curricular Planning documents. • Timetabled support for applications. • Feedback from pupils and partners. • % Positive destination data • Increased uptake in DYW projects. • Pupils can articulate their skills and achievements leading to more appropriate choices and pathway targets. 		
<p>EVALUATION</p>		

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| | <ul style="list-style-type: none">• How well do we seek out and respond positively to potential partnerships which will lead to better outcomes for the children and young people we work with?• How well do we identify priorities, communicate, plan, monitor and evaluate our work with partners? Are we clear what added value each partnership brings? |
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