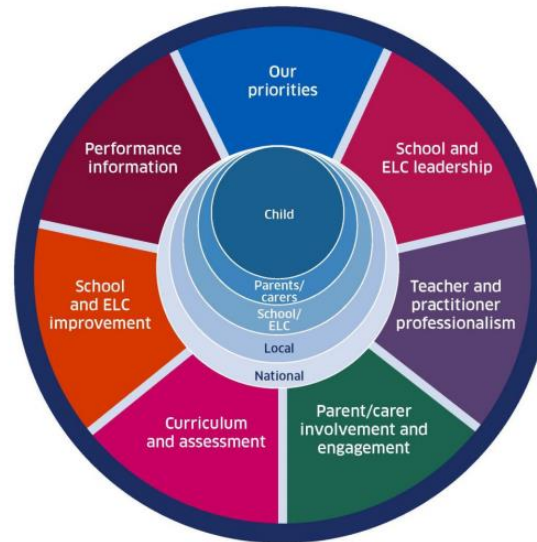


Education and Learning Directorate

School / ELC Improvement Progress Reporting and Planning Return to Education and Learning

(2022 - 2023)



School: Dumfries Academy

Date: June 2022

1. Vision, Values and Aims

An essential element in the improvement process is a shared and agreed vision and set of values. These need to be dynamic, reviewed and referred to continuously. The Vision, Values and Aims statement should indicate the school's stance in empowering the school community and partners, and in ensuring excellence and equity for all learners.

Refer to HGIOS?4 / HGIOELC?: Leadership and Management - QI 1.3 Leadership of Change – Theme 1: Developing a shared vision, values and aims relevant to the school and its community; Learning Provision - QI 2.2 Curriculum – Theme 1: Rationale and design; Successes and Achievements - QI 3.1 Ensuring Wellbeing, Equality and Inclusion - Theme 1: Wellbeing & Theme 3: Inclusion & Equality; Successes and Achievements - QI 3.2 Raising Attainment and Achievement - Theme 4: Equity for All Learners

Our Vision, Values and Aims

School Statement

Values

Respect Ambition Compassion Fairness Responsibility

Vision

Working together to promote and value learning as a means to improving our chances of achieving success in school, our community and in our future lives
– Doctrina Promovet

Aims

To include all young people so that they achieve to the best of their ability;

To make learning a meaningful and enjoyable experience for all;

To motivate, challenge and encourage our young people to be, creative, enterprising, objective, independent learners;

To build a curriculum that enables all young people to develop skills for life, learning and work;

To work with our partners to build a strong school community that supports and cares for all our young people;

To aim for continuous improvement in all we do.

The school's values, vision and aims were developed in consultation with stakeholders during session 2014-2015. There is a need to reflect the NIF and equity. Based on this year's School Improvement Priorities, we will be ensuring that our values underpin practice and vice versa. Through our focus on Health and Wellbeing for All and our implementation of a nurture approach, we are laying very strong foundations for values-based education that underpins GIRFEC principles. Similarly, the way in which we are utilising our PEF to effect improved outcomes for learners is based on a clear vision for the school and its community. Pupil and staff self-evaluation have also provided us with a mandate to ensure equality and respect are explicit in our practices, e.g. in relation to LGBT issues. Furthermore, during Covid-19, we have ensured that we are firmly committed to helping young people and their families

Review Date: 2017-18

Review Activities (as appropriate)

Reviewed in 2017-18 and remained largely unchanged. Needs to be reviewed June 2023 for session 23 onwards in light of DLT phase 2 refurbishment.

Schools should evidence how all of their stakeholders; parents, learners, staff and partners are closely involved in creating and reviewing the Vision, Values and Aims. (If these have not been recently reviewed, please indicate likely review date).

2. School Improvement Progress Report

Include evaluative statement/s on the impact of Covid-19 on priorities.

Looking inwards, looking outwards: What key outcomes have we achieved? What are our strengths and areas for improvement? What is our capacity for continuous improvement?

In completing this section, it may be useful to refer to the statements of impact within the Level 5 Illustration for relevant HGIOS? 4 / HGIOELC? Quality Indicators, National Improvement Framework (NIF) 5 key priorities, the 6 NIF drivers and the National Standard (ELC Only)

2.1 Progress against Previous Year's School Improvement Priorities

Area for Improvement	Progress and Impact on: Learners' successes and achievements The school community's successes and achievements - as appropriate <i>(Include evidence of impact.)</i>	Next Steps (Looking Forwards)
<p>School Priority 1: Raising attainment for all (breadth and depth, literacy and numeracy) through improved learning and teaching</p> <p>NIF Priority Raising attainment for all (breadth and depth, literacy and numeracy) through improved learning and teaching</p> <p>NIF Driver 1, 4, 6</p> <p>HGIOS? 4 / HGIOELC? QIs 1.1, 2.3, 2.4, 3.2, 3.3</p>	<p>Evidence of improved progression and attainment in literacy and numeracy for S3 learners after dip due to Covid interruption, as demonstrated in Standards and Quality report. However, there is a need to evidence continuous progression through S1 and S2.</p> <p>Some evidence of improved progression in S5 at SCQF level 4 Literacy/Numeracy over time (increase of almost 3% since 2019) and better than VC by almost 4%. However this is not the same when looking at L5, where there is a decrease of over 3% since 2019 and is over 6% lower than VC. There has been a 12% increase at L5 in literacy since 2019 and a 10% decrease in numeracy.</p> <p>In S4, there is a marked improvement in L5 literacy (11% since 2019) but a slight decrease at L4 literacy (over 1%), with decrease in L4 numeracy of 3.5% approx., but this is better than VC. There is a 9% decrease at L5 numeracy since 2019.</p>	<p>Better monitoring in S1/2 to ensure continued progression</p> <p>Increased IDL opportunities to develop literacy and numeracy in different contexts</p> <p>Earlier targeted interventions through S1-3 to bank L3/4 literacy and numeracy so that pupils can improve pathway planning in S4</p>
<p>School Priority 2: Closing the Gap/Raising Attainment</p> <p>NIF Priority Closing the Gap/Raising Attainment</p> <p>NIF Driver 1-6</p>	<p>Positive engagement in the main with online/digital learning. School making good progress re digital schools award and working smartly to seek digital solutions for learners. Issued over 130 devices to our most vulnerable families. However, still need to incorporate more digital opportunities within the classroom.</p> <p>Satchel One implemented. Positive feedback from parents/pupils. All staff participated in training on additional features and are developing more extensive use of app.</p>	<p>More flexible approaches (including digital solutions) to learning for those on tailored timetables.</p> <p>Homework policy needs revising Explore greater use of Satchel One to reward achievements</p>

HGIOS? 4 / HGIOELC? QIs 2.4, 2.6		
School Priority 3: Improve Health and Wellbeing for All NIF Priority Improve Health and Wellbeing for All NIF Driver 1,3,5 HGIOS? 4 / HGIOELC? QIs 1.3, 2.5, 2.7, 3.1	<p>Most pupils are able to manage own health and wellbeing more effectively through being better informed and by making better choices</p> <p>There were opportunities for pupil voice around S1-3 experience, curriculum and health and wellbeing. Whilst feedback was collated and utilised to shape improvement, there is scope to develop a better system to share pupil voice.</p> <p>Due to Covid 19, the relaunch of the House system could not be carried out effectively.</p>	<p>Continue mentoring approaches, increase parental involvement MVP to trained and programme implemented</p> <p>RRS implementation, more strategic time set aside for pupil voice/engagement with Tutor Head of Year</p> <p>Consider better approach to House System (separate from Pupil Support/Pastoral Care) that focuses on community and is linked to school values</p>
School Priority 4: Improve skills for work and sustained, positive school leaver destinations for all young people NIF Priority Improve skills for work and sustained, positive school leaver destinations for all young people NIF Driver 1.6 HGIOS? 4 / HGIOELC? QIs 2.3, 2.7, 3.3	<p>Some pupils understand how they are developing skills for work across the curriculum (this has been shown in pupil evaluations). A high percentage of pupils have utilised/are utilising my work of work in order to profile their achievements. There is a more consistent and coherent approach to developing employability skills through PHSE delivery. There has been an increase in the number of pupils who achieved employability awards.</p> <p>Pupils, staff and partners have worked more strategically (increased SDS time in school) and collaboratively to address the one year dip in the percentage of pupils moving on to positive destinations. Although the school did not reach target of 95%, there was an increase from 79% to 92% managed</p> <p>There have been more opportunities for pupils to access a wider range of learning opportunities in the senior phase including, volunteering, peer support and other accredited programmes of study (Young Enterprise, etc.)</p>	<p>Embed Career Management Skills Ensure that all wider achievement awards are completed and appropriately accredited</p> <p>Continue targeted approach for those at risk. Early engagement with pupils, e.g. P7 transition Targeted careers events using alumni/partners</p> <p>Develop work experience opportunities for S4 leavers</p>
2.1.1 Report on the impact of PEF <i>(Not required for ELC if PEF has not been used for children in the nursery.)</i> <ul style="list-style-type: none"> • Comment specifically on how PEF is making a difference / closing the attainment gap for identified cohorts of children / young people? • How rigorous is the school's 	<p><i>(Include evaluative statements about how PEF has been used flexibly to meet needs of children / young people / families.)</i></p> <p>PEF Worker – Working with young people on improving attendance and engagement SLA Nurture – Working with targeted group of pupils to provide emotional support, secure environment, better opportunities for attainment and achievement (Dandelion Project, Citizenship, and Prince’s Trust). Food and clothing provided during pandemic.</p>	

<p>approach to providing robust evidence of closing the attainment gap?</p> <ul style="list-style-type: none">• How well are you removing barriers to learning and ensuring equity for all?	<p>Separate reports attached.</p>
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2.2 Summary of Key Strengths and Areas for Improvement <i>(What is our capacity for continuous improvement?) In giving an evaluation against the HGIOS? 4 /HGIOELC? six-point scale (Column 4), consideration should be given to impact of COVID-19 on the school's strengths and areas for improvement.</i>			
<i>Refer to HGIOS? 4 / HGIOELC? Quality Indicators relevant to your school's context in making comment.</i>			
Quality Indicator	How well are you doing? What's working well for your learners? <i>(Include evidence of impact.)</i>	Areas for Improvement	Evaluation of this QI using the HGIOS?4 six-point scale
1.3 Leadership of Change <ul style="list-style-type: none"> <i>Developing a shared vision, values and aims relevant to the school and its community</i> <i>Strategic planning for continuous improvement</i> <i>Implementing improvement and change.</i> 	<p>Covid has impacted on our ability to work collaboratively with wider partners to ensure that we all share the same understanding of our context and aspirations for pupils</p> <p>The school, however, continues to fully understand its context and is using this knowledge to improve outcomes for learners</p> <p>Given the context we have found ourselves in, the school has still managed to carry out effective self-evaluation that is well used to shape improvement (utilisation of Microsoft forms enables strong quantitative data collection)</p>	<p>Develop strategic overview of pupil voice and impact</p> <p>Revise Aims, Values and Vision Improve opportunities for staff voice and leadership (in the light of planned refurbishment of school)</p> <p>Develop more explicit platforms for sharing impact of self-evaluation with stakeholders. Ensure that more partners continue to be involved in the self-evaluation processes.</p>	4
2.3 Learning, Teaching and Assessment <ul style="list-style-type: none"> <i>Learning and engagement</i> <i>Quality of teaching</i> <i>Effective use of assessment</i> <i>Planning, tracking and monitoring.</i> 	<p>The school, in consultation with stakeholders, has developed a learning and teaching framework. However, due to Covid, this, and the QA processes needed to confirm progress, have not been fully embedded</p> <p>Some pupil/parental feedback has indicated that there is good learning and teaching taking place, but greater rigour is needed to ensure that quality is understood and monitored</p> <p>Staff are making very good use of assessment to</p>	<p>BGE tracking more coherent and explicit Greater pupil involvement in tracking and reflecting on own progress, e.g. reporting, coaching and mentoring Embed CMS and Skills for Work Better communication with parents/carers re careers planning</p> <p>Better use of formative assessment to engage</p>	3/4

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<i>Refer to HGIOS? 4 / HGIOELC? Quality Indicators relevant to your school's context in making comment.</i>			
Quality Indicator	How well are you doing? What's working well for your learners? <i>(Include evidence of impact.)</i>	Areas for Improvement	Evaluation of this QI using the HGIOS?4 six-point scale
	<p>inform planning learning and this is evident through Faculty attainment reports and Faculty Improvement Planning, where there is rigorous and robust evidence</p> <p>A senior phase mentoring programme has been implemented and pupils/staff have evaluated this favourably</p>	<p>pupils in own learning and next steps</p> <p>Ensure mentoring programme has greater impact and similar model is extended to BGE</p>	
3.1 Ensuring wellbeing, equality and inclusion <ul style="list-style-type: none"> <i>Wellbeing</i> <i>Fulfilment of statutory duties</i> <i>Inclusion and equality</i> 	<p>Ongoing training for staff to support pupil/staff health and wellbeing needs needs, built into CPL programme on annual basis</p> <p>School continues to maintain LGBT+ Gold Status and has included significant work on equality in its PHSE programme</p>	<p>Revise and update PHSE materials and method of delivery</p> <p>Continue to seek ways to engage parents, e.g. ESOL parents,</p> <p>Work with limited partners to seek alternatives to exclusion</p> <p>Targeted work (enhanced Tutor role) with pupils who are not recognized for achievements</p> <p>Change to DH/PTs PS remits to streamline support for cohorts</p> <p>Work towards RRS Bronze April 2023</p>	4
3.2 Raising attainment and achievement <ul style="list-style-type: none"> <i>Attainment in literacy and numeracy</i> <i>Attainment over time</i> <i>Overall quality of learners'</i> 	<p>Incremental increase in pupils' achievement in CfE literacy and numeracy (despite interrupted learning):</p> <p>Reading - June 22: 89.9%</p> <p>Writing - June 22: 85.3%</p>	<p>Continue to develop strategies for targeted intervention and monitor progress better through BGE (improved Tracking and Monitoring)</p> <p>Develop more opportunities for IDL in the BGE to enable pupils to apply and develop literacy and numeracy skills in a range of contexts</p>	3/4

2.2 Summary of Key Strengths and Areas for Improvement

(What is our capacity for continuous improvement?) In giving an evaluation against the HGIOS? 4 /HGIOELC? six-point scale (Column 4), consideration should be given to impact of COVID-19 on the school's strengths and areas for improvement.

Refer to HGIOS? 4 / HGIOELC? Quality Indicators relevant to your school's context in making comment.

Quality Indicator	How well are you doing? What's working well for your learners? (Include evidence of impact.)	Areas for Improvement	Evaluation of this QI using the HGIOS?4 six-point scale
<p><i>achievement</i></p> <ul style="list-style-type: none"> <i>Equity for all learners</i> 	<p>L&T - June 22: 89%</p> <p>Numeracy - June 22:77%</p> <p>Levels equivalent to or better than pre-pandemic levels</p> <p>Quality of learners' achievement is shown through application of skills in different contexts, e.g. success in Enterprise, YPI, People's Project</p> <p>Equity evident in quantity and quality of work to ensure AAA to meet learners' needs in senior school and amount of young people being tested and subsequently receiving support for undiagnosed learning disabilities, enabling them to improve achievement at attainment</p>	<p>Continue to increase ambition in relation to partnership working to ensure pupils on alternative timetables achieve relevant qualifications</p> <p>Continue to provide information and training to support/diagnose ongoing increase in number of pupils who have processing/dyslexia type difficulties</p>	
<p>2.2 Curriculum: Theme 3 Learning Pathways</p>	<p>S3 plus model implemented (Feb 2022) in response to pupil/staff/parent voice to increase ambition/attainment/achievement and progression routes</p> <p>More targeted offering for those most at risk of missing out</p>	<p>Ensure that those most at risk of missing out received targeted support and are able to access more appropriate curriculum (involving increased partnership working), e.g. introducing Beekeeping, continuing with Hair and Beauty, Army Cadets, DofE</p>	4

2.2 Summary of Key Strengths and Areas for Improvement

(What is our capacity for continuous improvement?) In giving an evaluation against the HGIOS? 4 /HGIOELC? six-point scale (Column 4), consideration should be given to impact of COVID-19 on the school's strengths and areas for improvement.

Refer to HGIOS? 4 / HGIOELC? Quality Indicators relevant to your school's context in making comment.

Quality Indicator	How well are you doing? What's working well for your learners? (Include evidence of impact.)	Areas for Improvement	Evaluation of this QI using the HGIOS?4 six-point scale
	Continued augmentation of senior phase offer allowing pupils greater flexibility in choice of courses	Need to embed CMS standards and increase IDL opportunities, linked to career pathways	
2.7 Partnerships – Theme 3: Impact on Learners The impact of parental involvement on improving children and young people's learning.	<p>Improved staff knowledge of partnership working and increased confidence in accessing limited, available support.</p> <p>Despite Covid, there have been a number of successful new partnerships, enabling young people to learn and achieve in different contexts, e.g. Prince's Trust, People's Project, Employability Partners, etc.</p> <p>Where possible, parental engagement has been encouraged and well received.</p> <p>First face to face parents meeting in June 2022 saw 82% turnout</p> <p>Around 150 parents/carers attended S5 leavers ceremony</p> <p>Positive destinations have improved after 1 year dip to 79% in 2021 to 92% at Feb 2022.</p>	<p>Continue to explore and develop possible partnerships (Army cadets 2022-23) to improve experiences and outcomes for most vulnerable learners</p> <p>Continue to improve parental engagement in careers education/pathway planning</p> <p>Develop new projects further, e.g. links with Tom Kitchen, Stephen Jardine</p> <p>Engage parents/pupils to revise reporting system</p> <p>Reintroduce "Sharing the Learning" evening for S1 parents/carers</p> <p>Improve framework for pupil/ parent voice (e.g. RRS and parents meetings for ESOL, most vulnerable families)</p> <p>Develop approaches to targeted careers events, utilizing partners and alumni (Health and Food, Media, Broadcasting and Journalism)</p>	3/4

3. SCHOOL IMPROVEMENT PLAN 2022 – 2023 *(Limit the number of priorities to ensure they are manageable and achievable.)*

Clearly identify within your School Improvement Plan where you are using Pupil Equity Funding to improve outcomes for learners.

The 'Planned Management of Improvement Area' (Column 4) should indicate lead person/s, resources, time allocations; for example, collegiate sessions. Consideration should be given to how bureaucracy will be reduced and workload managed with the school's 35-hrs Working Time Agreement.

Improvement Area	How are you using pupil equity funding to improve outcomes for learners?		
	Outcomes for Learners / School Community	Key Tasks	Planned Management of Improvement Area <i>(Include: Responsible/Lead Person, Time Allocations, Funding – including PEF and Expected Completion Date.)</i>
<p>School Priority 1: Raising attainment for all (breadth and depth, literacy and numeracy) through improved learning and teaching</p> <p>NIF Priority Raising attainment for all (breadth and depth, literacy and numeracy) through improved learning and teaching</p> <p>NIF Driver 1, 4, 6</p> <p>HGIOS? 4 / HGIOELC? QIs 1.1, 2.3, 2.4, 3.2, 3.3</p>	<p>Carry Forward - Improved progression and attainment in literacy and numeracy from S1-3, demonstrating that % of pupils achieving key milestones and stretch aims is in line with VC, e.g. S1 – 40% at level 3, S2 – 65% at level 3 and S3 – 85% level 3 plus</p> <p>Carry Forward - Almost all pupils in S4-6 will have achieved appropriate level of literacy and numeracy in line with their academic profile and in line with VC (e.g. pupil sitting N5s in cognate subjects must have achieved N5 literacy and numeracy by end of S5), enabling appropriate progression</p> <p>Carry Forward - Improved learning and teaching to ensure consistency, continuity and progression for almost all learners, with pupils being able to comment and reflect on their learning and attainment more accurately</p>	<p>Develop and implement moderation calendar and renew membership of literacy/numeracy moderation group</p> <p>Develop and implement BGE tracking and monitoring framework</p> <p>Timetable strategic interventions for targeted pupils in S3 and S4 English and Maths who are most at risk of progressing to N5 in S3 and completing N4 or N5 in S4.</p> <p>(new) Focus on professional enquiry for all staff. Faculty/Teacher plans to include opportunities for feedback and self/peer evaluation (staff and pupil).</p> <p>Continue Implementation/revision of school's learning and teaching policy (incorporating digital learning and homework/Satchel One)</p>	<p>Plan developed (Aug 2022) - MK, PM, BGE tracking framework developed and shared – JG by October 2022</p> <p>Visits to other learning partners x 3 Time (3 afternoons in term 1) – Management Team</p> <p>Time – 3 meetings to discuss overview of data shared (Oct 22, Jan 23, April 23) – MK, PM, RD, JG</p> <p>Time (2 x 30 min sessions) – built into school calendar for peer and PT feedback (JG, Learning and Teaching Group)</p>

		<p>Pilot new reporting system for BGE pupils</p> <p>Faculty/Pupil Support Quality Assurance Framework improved and monitored and supporting evidence gathered and shared in termly newsletter to staff</p>	<p>As above - Management Team to visit partner schools to evaluate impact of good feedback/differentiation on learners' progress</p> <p>Working Group Meetings – termly/Inset/twilight to discuss practice.</p> <p>Time/Digital Support to ensure policy is appropriately launched - PM 1 or 2 meetings with focus group to develop consistent homework policy and implementation</p> <p>Time – Focus Group Meeting (term1) Admin support (time to set up template)</p> <p>Time at Faculty Meetings – 1 per term where focus is on evidencing good practice – PTsC Time for production of newsletter – JG and Team (termly)</p>
<p>School Priority 2 Closing the Gap/Raising Attainment NIF Priority Closing the Gap/Raising Attainment NIF Driver 1-6 HGIOS?4 / HGIOELC Qis 2.4, 2.6</p>	<p>Carry Forward- Increased ambition for pupils in deciles 1-3 and those with additional needs to achieve appropriate number of qualifications and tariff points in line with VC or better</p> <p>Carry Forward - Improved focus on raising ambition for our most vulnerable learners</p> <p>Carry Forward - Those most at risk of missing out (lowest 20%) will receive more streamlined support depending on</p>	<p>All staff to develop and discuss personal record-keeping (planners, spreadsheets) re raising attainment and closing the gap Faculty Self Evaluation</p> <p>Revise nurture provision to provide more integrated overview between PS team and Nurture Team, share impact of nurture with staff on monthly basis. Increase number of alternative courses to ensure attainment and achievement, e.g. Prince's Trust, ASDAN, Skills for</p>	<p>As above – Management Team to visit “partner” schools to consider recognized effective practice Time to schedule regular meetings with staff to discuss closing the gap – PTsC (monthly)</p> <p>Plan/overview of partnership working and expected impact – EP/Partners (including BOSS) to produce August 21</p>

	most significant need and work with one key person (including ESOL support)	<p>Work</p> <p>Overarching plan for working with partners/parents to be developed and shared with all staff.</p> <p>Family engagement sessions will be scheduled</p>	<p>As above, plus monthly overview of impact of Home Link worker/BOSS/Nurture and other partners on attendance and inclusion – PTPS, Nurture Team, Boss, Home Link Worker (1st Monday in the month)</p> <p>Monthly sessions – LD, AC, Parents, Support Staff</p>
<p>School Priority 3 Improve Health and Wellbeing for All NIF Priority Improve Health and Wellbeing for All NIF Driver 1,3,5 HGIOS?4 / HGIOELC Qis 1.3, 2.5, 2.7, 3.1</p>	<p>Carry Forward - Most pupils are able to manage own health and wellbeing more effectively through being better informed and by making better choices</p> <p>Carry Forward - Pupils are better represented in school and understand the impact of pupil voice on school improvement/wider community</p> <p>Carry Forward - Increased participation in/awareness of House System and opportunities for pupil leadership</p>	<p>Set up peer support for PHSE delivery to pupils in BGE</p> <p>Work towards achieving Bronze Rights Respecting School Award by completing audit and developing action plan</p> <p>Relaunch House System, implement framework, create wider achievement and participation database, monitor impact</p>	<p>Revise PHSE programme – PTPS (ongoing but some evidence of peer delivery by Oct 2022)</p> <p>Time to share UNCRC/RRS with pupils/staff/ (Aug Inset) visit schools with Bronze to Gold status (2 visits) 3 working group meetings. Audit complete Oct 2022, Bronze Award Achieved by March 2023 – JG and Working Group</p> <p>Plan of House Events and Implementation of Framework – House Leaders, House Captains, Head Boy/Girl team, PTs by October 2022</p>

	Increase opportunities for leadership at all levels	Audit of Skills to link PRD process to staff remits/GTCS standards. Development of Professional Learning Framework	Audit of skills – JD/JG (August 2022) Development of Professional Learning Framework – JG August-October 2022)
<p>School Priority 4 Improving skills for work and sustained, positive school leaver destinations for all young people</p> <p>NIF Priority Improving skills for work and sustained, positive school leaver destinations for all young people</p> <p>NIF Driver 1, 6</p> <p>HGIOS?4 / HGIOELC Qis 2.3, 2.7, 3.3</p>	<p>Carry Forward - Almost all pupils will understand how they are developing skills for work across the curriculum and these will be recognised and tracked to improve pathway planning</p> <p>Carry Forward - Pupils, staff and partners will work together to increase (by a further 3%) the number of pupils moving on to positive sustained destinations on leaving school</p> <p>Carry Forward-There will be an increased number of opportunities for pupils to access a wider range of learning opportunities in the senior phase including work experience, volunteering, army cadets, D of E, peer support and other accredited programmes of study</p>	<p>All faculties to embed career management standards in their BGE curriculum plans and develop (in line with school plan) methods for tracking and recognising these skills</p> <p>Develop Action Plan for improving positive destinations and monitor</p> <p>Build partnerships with employers and develop planned work experience opportunities, plan activities for senior phase wider achievement,</p>	<p>Faculty and Pupil Support Plans – All PTs (by August 2022) Inset – 2 sessions (Aug and Jan)</p> <p>Action plan for improving positive destinations, involving partnership approach – SMcQ/DL (by August 2022) 3 weekly meetings with PTPS and SDS - DD</p> <p>Overview of activities/opportunities – SMcQ /RD by Oct 2022</p>