Caledonia High School

SCHOOL IMPROVEMENT PLAN 2026-2027



CHS Vision & Values

Our Vision

Caledonia High School aims to create a community where everyone feels included, respected, safe and nurtured. Together, we strive to provide consistently high quality learning and teaching that develops confident and ambitious learners. The whole school community supports our young people to achieve their full potential and to prepare them for life beyond school.

Ambitious

We are determined to achieve success, setting high expectations for ourselves and taking responsibility for our learning.



Respectful

We are respectful to ourselves, each other and our community. We respect differences and everyone's contributions are valued.



Kind

We are caring, showing empathy and compassion through our words and actions. This helps to create an inclusive, supportive and nurturing environment.



Improvement Priorities 2026-27

IMPROVING

- ATTAINMENT
- LEARNING, TEACHING & ASSESSMENT
- WELLBEING

ATTAINMENT
Raising attainment of young people through developing our curriculum and progressive pathways

LEARNING, TEACHING & ASSESSMENT
Improving the consistency and quality of learning, teaching and assessment

WELLBEING
Promoting positive relationships and behaviour across our school community

Education Directorate Improvement Plan: Improving Learning, Teaching & Assessment: Meeting Learner's Needs: Curricular Pathways

Focused Priority: Raising attainment of young people through developing our curriculum and progressive pathways

Developing our BGE curriculum to ensure young people are motivated and engaged

HGIOS4 Quality Indicators: 3.2, 2.2

Expected Impact	Strategic Actions Planned	Responsibilities	Timescales	Measure of Success
To develop a clear, coherent and shared curriculum rationale that ensures equitable, aspirational pathways for all young people	**Refresh Curriculum rationale to reflect CHS new Vision and Values** 1. Establish a Curriculum Rationale Working Group 2. Audit current rationale – look outwards and inwards 3. Parent/Pupil/Staff/Partner surveys 4. Parent/Pupil/Staff/Partner focus groups 5. Draft Curriculum rationale 6. Launch new Curriculum Rationale 7. Stakeholder review (surveys and focus groups) 8. Review Curriculum Rationale.	1. NH 2. NH/Curriculum SLWG 3. NH/Curriculum SLWG 4. NH/ Curriculum SLWG 5. SLT/NH 6. SLT/Curriculum SLWG 7. NH/Curriculum SLWG 8. NH/SLT/ Curriculum SLWG	1. By 30/10/26 2. 13/11/26 3. Staff WB 16/11/26, Pupils WB 23/11/26, Parents and Partners WB 30/11/26 4. WB 07/12/26 5. 08/01/27 6. 10/02/27 (Inset) 7. WB 14/06/27 8. By 30/06/27	**Parent, Pupil, Staff and Partner Surveys** **Parent, Pupil, Staff and Partner Focus Groups** **External partner visits/feedback** **LV feedback** **Audit material/analysis**
To design a relevant, coherent and engaging BGE curriculum that motivates all learners through high-quality learning experiences, clear progression and meaningful contexts.	**Strengthen the relevance, coherence, challenge and progression within curriculum design.** Review of the BGE Curriculum Framework a. Undertake a full BGE curriculum audit. b. Look outwards at the BGE curriculum in other schools/authorities. c. Map progression pathways from S1 to S3 across all curriculum areas. d. Develop a common curriculum planning framework across departments. Strengthening curriculum relevance a. Increase interdisciplinary learning opportunities linked to real-world issues. b. Embed DYW and career education experiences across the BGE. c. Plan high-quality IDL experiences linked to significant local, national or global themes. Improve Learner Engagement and Motivation a. Establish curriculum focus groups involving pupils from all year groups. b. Create opportunities for young people to co-design aspects of the curriculum.	a. NH Curriculum SLWG b. NH c. NH/Curriculum SLWG/ ELT d. NH/Curriculum SLWG/ ELT a. NH/ Curriculum SLWG/ ELT b. NH/LR c. NH/ Curriculum SLWG/ ELT a. NH/ LR b. NH/LR/ Curriculum SLWG	a. 13/11/26 b. By 30/11/26 to share with SLT c. By 30/11/26 d. By 30/11/26 a. 08/01/27 b. By 10/02/27 c. By 10/02/27 a. 30/11/26 b. By 08/01/27	**Parent, Pupil and Staff Surveys** **External partner visits/feedback** **LV feedback** **4 Contexts of Learning ELT review** **IDL Plans and rationale** **DYW Engagement spreadsheet** **Pupil focus groups/feedback**

Education Directorate Improvement Plan: Improving Learning, Teaching & Assessment: Meeting Learner's Needs: Curricular Pathways

Focused Priority: Raising attainment of young people through developing our curriculum and progressive pathways

Developing our BGE curriculum to ensure young people are motivated and engaged

Continue to develop our Senior Phase curriculum to deliver progressive pathways, additionality and bundling of qualifications

HGIOS4 Quality Indicators: 3.2

Expected Impact	Strategic Actions Planned	Responsibilities	Timescales	Measure of Success
Young people in S2 make positive decisions related to their curriculum pathway to ensure they achieve their full potential	**Assertive Curriculum Pathway** 1. Look outwards 2. Discuss with SLT 3. Consider if we want to move forward with 'Assertive Curriculum Pathway' for S2 and/or S4/5 4. If moving forward with Assertive Curriculum Pathway: a. Planning for identifying subjects for every young person b. Share 'planned' assertive pathway with PTCs c. Communication with parents/staff/pupils **Additional details will be added after looking outwards*	1. YB 2. YB 3. YB/SLT a. YB b. YB c. YB	1. 11/09/26 2. 14/09/26 3. 21/09/26 a. 27/11/26 b. 18/11/26 c. 06/01/26	**PT & Staff survey** **Feedback from other establishments** **Parent Survey** *(if assertive Curriculum Pathway goes ahead)* **Pupil Survey** *(if assertive Curriculum Pathway goes ahead)*
Young people are able to achieve their full potential through accessing appropriate progressive pathways	**Providing a range of progression pathways for senior phase pupils** Planning for Curriculum Pathway 1. Dialogue with ELT – audit current progression pathways and PTCs look outwards 2. Finalise any new subjects 3. QS Approval Process 4. Finalise CP Sheet 5. Create progression pathways visuals for each curricular area 6. Share progression pathways with Staff, Pupils and Parents/Carers.	1. YB/PTs 2. YB 3. YB/PTs/LA 4. YB 5. YB/PTCs/SLWG 6. YB	1. 09/09/26 2. 23/09/26 3. 09/10/26 4. 06/11/26 5. 27/11/26 6. 06/01/26	**ELT documentation** **Comparison of subjects offered** **Progression Pathways Overviews** **Pupil Survey** **Parent/Carer Survey** **PT Survey**

Education Directorate Improvement Plan: Improving Learning, Teaching & Assessment: Meeting Learner's Needs: Curricular Pathways

Focused Priority: Raising attainment of young people through developing our curriculum and progressive pathways

Continue to develop our Senior Phase curriculum to deliver progressive pathways, additionality and bundling of qualifications

Embed our policy for aspirational presentation

HGIOS4 Quality Indicators: 3.2

Expected Impact	Strategic Actions Planned	Responsibilities	Timescales	Measure of Success
Targeted groups of young people in the SP are given the opportunity to achieve additional qualifications through bundling across a range of subjects in order to maximise their achievement & attainment	**Providing QS additionality for senior phase pupils** 1. Create overview of current 'additionality' of qualifications 2. Complete PT Survey to ensure 1) bundling and 2) alternative to withdrawal or moving down level at QS Dialogue 3. Add 'additional' qualifications to Didbook to allow tracking 4. New Qualifications 2026-27: • NPA L5 Sports Coaching (PE) • NPA L6 Sports Coaching (PE) • NPA L5 Customer Services (HE) • NPA L6 Customer Services (HE) • L6 Communications (English) • L6 MLLW (ML)	1. YB 2. YB 3. YB 4. YB/PTs/LA	1. 19/06/26 2. 19/06/26 3. 11/09/26 4. 24/08/26	**Overview of qualifications** *(comparison)* **QS Entries and Results** **PT Survey** **Pupil Survey** **Tracking Data for identified groups**
Young people are given the opportunity to achieve their full potential through an aspirational presentation policy	**Planning for young people gaining Higher or Level 6 in S4** 1. Dialogue with ELT 2. Finalise names 3. Tracking groups created on Didbook **To embed our policy aspirational presentation.** 1. Share draft policy with ELT for feedback 2. Share finalised policy with all staff 3. Create updated timeline for QS Dialogue 4. Compare QS entries and new curriculum offerings from 2024 onwards	1. YB 2. YB/PTs 3. YB 1. YB 2. YB 3. YB 4. YB	1. 19/05/2026 2. 19/06/26 3. 11/09/26 1. 27/05/26 2. 29/08/26 3. 09/09/26 4. 28/05/27	**Overview of qualifications** *(comparison)* **QS Entries and Results** **Tracking Data for identified groups** **QS Entries (comparison data)** **PT Survey**

Education Directorate Improvement Plan: Improving Learning, Teaching & Assessment: Meeting Learner's Needs: Curricular Pathways				
Focused Priority: Raising attainment of young people through developing our curriculum and progressive pathways *Embed effective approaches to increase attainment in S4 National 5 and S5 Higher*				
HGIOS4 Quality Indicators: 3.2				
Expected Impact	**Strategic Actions Planned**	**Responsibilities**	**Timescales**	**Measure of Success**
Embed effective approaches to increase attainment in S4 National 5 and Higher to ensure young people achieve their full potential	**Raising attainment in S4 National 5 and Higher** 1. Analysis of S3 NSA data to support create tracking groups 2. Create S4 KPI Target Groups – share with staff and PTs – break down into subject areas to make it more accessible for staff 3. Create target group of 'at risk' young people 4. Interventions for 'at risk' young people: a) Personalised Study Planner with Guidance b) Weekly mentoring meeting c) After school 'study school' weekly sessions d) Study skills sessions, revision strategies and exam techniques e) Retrieval practice techniques f) Intervention classes during Core periods 5. Share QS attainment spreadsheets with PTs 6. Identify key action points for every subject from QS attainment analysis (from spreadsheets)	1. YB 2. YB/PTs 3.YB a. YB/Guidance b. YB c. YB d. YB e. YB f. YB 5. GB/YB 6. YB/PTs	1. 11/09/26 2. 11/09/26 3. 09/10/26 a. 30/10/26 b. 30/10/26 c. 30/10/26 d. TBC (3 times across year) e. TBC (3 times across year) f. 30/10/26 5. 09/09/26 6. 25/09/26	**QS Entries and Results** **Tracking Data for identified groups** **Pupil survey and focus group** **Staff survey** **Study support attendance**

Education Directorate Improvement Plan: Improving Learning, Teaching & Assessment: Meeting Learner's Needs: Curricular Pathways				
Focused Priority: Raising attainment of young people through developing our curriculum and progressive pathways *Tracking of literacy/numeracy across outcomes across S1-6*				
HGIOS4 Quality Indicators: 3.2				
Expected Impact	**Strategic Actions Planned**	**Responsibilities**	**Timescales**	**Measure of Success**
Young people are able to achieve their full potential in Literacy and Numeracy through the implementation of early and effective interventions, underpinned by rigorous monitoring and tracking of their progress	**Develop Literacy and Numeracy Strategic Plan, ensuring clear rationale, teacher expectations and roles.** 1. Liaise with PTC English and Maths to consider key aspects of the strategic plan 2. Create draft Literacy and Numeracy Strategic Plan 3. Share draft Literacy and Numeracy Strategic Plan with all English and Maths staff – meet with all staff to discuss content, expectations and teacher responsibilities **Ensure rigor of Monitor and Tracking is in place to allow effective interventions** 1. Set up Literacy and Numeracy tracking in Senior Phase and BGE a. Via cohort and teacher b. Include previous attainment c. Include predicted attainment by end of year d. Data to be exported and analysed 4 times (SP) and 3 times (BGE) across the year in link with M&T timelines **BGE** Using attainment data, identify S1 – S3 pupils who require Literacy and Numeracy intervention **Senior Phase** Using attainment data, identify S4 pupils who require additional English and Maths support • *See additional work plan regarding additional interventions in BGE and SP*	1. YB/MD/JG 2. YB 3. YB a. YB/MD/JG b. YB/MD/JG c. YB/MD/JG d. YB/MD/JG	1. 19/06/26 2. 21/08/26 3. 28/09/26 a. 11/09/26 b. 11/09/26 c. 11/09/26 d. See T&M calendar	**English and Maths Staff Survey** **Literacy Spreadsheet** **Numeracy Spreadsheet** **Tracking data** **Pupil Survey** **Pupil Focus Groups** **S1-3 Attainment Progress** *(target groups)* **L6 Communications Data** **S4 pupils gaining L6 units**

Education Directorate Improvement Plan: Improving Learning, Teaching & Assessment: Meeting Learner's Needs: Curricular Pathways

Focused Priority: Raising attainment of young people through developing our curriculum and progressive pathways

Develop tracking of wider achievement (in and out of school) to support all young people to engage with wider achievements.

HGIOS4 Quality Indicators: 3.2

Expected Impact	Strategic Actions Planned	Responsibilities	Timescales	Measure of Success
All young people can recognise and articulate their wider achievements and associated skills and link them to learning, life and work. Young people demonstrate increased confidence in sharing their skills and participation.	**Develop a Wider Achievements and associated skills focus for SL Time.** 1. Develop a progression pathway for achievement recognition from S1 to S6. 2. Audit current opportunities available across the school and work with partners to provide a broader range of experiences. 3. Develop a common language of skills across the school during SL Time in session 2026/27. 4. Ensure regular opportunities for learners to reflect on and update their profiles during SL Time. 5. Embed Career Education Standard entitlements across the curriculum. 6. Introduce opportunities for pupils to present, discuss and celebrate achievements during SL time.	1. NH/SL SLWG/LR 2. NH/SL SLWG 3. NH/SL SLWG/LR 4. SL SLWG/SL teachers 5. NH/SL SLWG/ ELT 6. NH/SL SLWG/ SL teachers	1. 10/11/26 2. By 30/10/26 3. 17/06/26 for term 1&2 work in SL 4. Weekly tasks and termly recording in SL Time 5. By 10/02/27 6. Termly: scheduled for the last two weeks of each term during SL Time	**Pupil survey** **LV and QA visits** **SL Plan** **Staff survey** **SL teacher survey** **Tracking Data**
A coherent, whole-school system effectively tracks wider achievement for all learners to ensure all learners have equitable access to wider achievement opportunities.	**To implement a consistent system for tracking, recognising and reporting wider achievement across all stages.** 1. Look outwards at systems used by other schools/authorities. 2. Select and implement a consistent digital tracking platform 3. Integrate structured tracking and reflection into SL Time 4. Implement regular QA activities 5. Review and evaluate cohort data against Wider Achievement offerings.	1. NH 2. NH/SLT 3. NH/SL SLWG 4. NH/KG 5. NH/KG	1. By 02/06/26 2. 26/06/26 3. For August 2026. 4. Pilot QA system WB 28/09/26. 5. WB 07/06/27	**Tracking Data** **LV and QA visits** **Pupil survey** **SL teacher survey** **QA data/feedback**

Education Directorate Improvement Plan: Improving Learning, Teaching & Assessment: Meeting Learner's Needs: Curricular Pathways

Focused Priority: Improving the consistency and quality of learning, teaching and assessment

Embed and improve the quality of all aspects of our learning standard

Further integrate the effective use of iPads to support learning, improve engagement and meet pupils' needs

HGIOS4 Quality Indicators: 2.3

Expected Impact	Strategic Actions Planned	Responsibilities	Timescales	Measure of Success
Embed and improve the quality of all aspects of our Learning Standard to ensure young people experience a consistent approach towards L&T	1. Update LV paperwork to reflect aims based on self evaluation 2. Link additional information (Fife Platform) to the new standard (e.g. thinglinks/exemplars) 3. A) Staff launch full version with new V and V B) Pupil launch full version with new V and V (year group Assemblies) 4. Create pupil friendly version 5. Promotion of Learning Standard through school website, assemblies and PSE 6. Work with Primaries to promote LS and Fife Standard 7. Use faculty time to review and align existing practice 8. External provider support for Structure 9. Pupil surveys 10. Review through DHT LV3 Discussions	1.LA/LTAG 2.LA/LTAG 3.LTAG/LA 4.LTAG/HM/Pupil group 5.LTAG/HM/Pupil group 6.LTA Post holder/pupil group 7.PTCs/Faculties 8.Empower Education 9.LTAG/LA/PTCs 10.LTAG/HJ	1. 02/07/2026 2. 02/07/2026 3. A) Staff 17/08/2026 B) Pupils 19/08/2026 4. August 2026 (SIS TBC/Assemblies TBC) 5. August/September 6. October/November 7. Monthly Focus 8. INSET Nov 9. 28/09/2026,25/01/2026,12/04/2026 10. 26/10/2026,18/01/2027, 06/05/2027	**External Partner Visit** **Staff, Partner, Parent and Pupil Surveys** **LV2s** **LV3s** **Feedback from staff sessions** **Faculty DM Minutes** Cluster Minutes **DM Minutes**
Further integrate the effective use of iPads to support learning, improve engagement and meet pupils' needs	1. Provide targeted/differentiated CPD to Staff 2. Sharing good practice during ELT/DMs 3. Sessions for parents/carers (during parents' evenings) 4. Parent/carer user guide 5. Pupil guide saved to the iPad on accessible features 6. Promote a digital newsletter monthly 7. Individual Faculty audit and plan 8. Look outward to other schools in the authority and beyond 9. Monitor data on pupil usage (through Showbie) 10. Pupil feedback on usage/effectiveness	1. LA/LTAG/ELT 2. PTCs 3. KS/RW/LTAG/Digi Champs 4. KC/KS/RW/LTAG/Digi Champs 5. KC/KS/Digi Champs 6. KC 7. KS/KC 8. KC/KS/Digi champs 9. KC/KS/Digi champs 10. KC/KS/Digi champs	1.SIS sessions TBC 2.ELT Sessions TBC (Once per term) 3.21/09/2026,22/09/2026,03/11/2026,10/11/2026,01/12/2026,21/01/2027,26/01/2027, 4. 20/09/2026 5. 26/10/2026 6. 05/10/2026 7. 07/09/2026 8. 28/09/2026,25/01/2026,12/04/2026 9. Monthly 10. 28/09/2026,25/01/2026,12/04/2026	**Pupil iPad data reviewed** **Staff, Partner, Parent and Pupil Surveys** **Parental feedback from sessions** *(Dates TBC)* **Pupils' gathering data during parents' evenings** *(Dates TBC)* **LV Data**

Education Directorate Improvement Plan: Improving Learning, Teaching & Assessment: Meeting Learner's Needs: Curricular Pathways				
Focused Priority: Improving the consistency and quality of learning, teaching and assessment *Improving learning, teaching and assessment through effective questioning, differentiation, pupil led learning and feedback**				
HGIOS4 Quality Indicators: 2.3				
Expected Impact	**Strategic Actions Planned**	**Responsibilities**	**Timescales**	**Measure of Success**
Improving learning, teaching and assessment through effective questioning, differentiation, pupil led learning and feedback*	1A) PTs to identify two main topics to focus on for FIP 1B) Review faculty plans/designs to these approaches 2. Faculties use DM time to focus on pedagogy discussions 3. Provide staff led sharing sessions to support pedagogy discussions 4. Use time during ELT to discuss elements of LS 5. Use of SIS time to support 6. Updated Newsletters and displays within the staff hub 7. Look outwards (visits to Primary Schools/Queensferry/DHS) 8. Review ongoing progress through LV3s 9. Gather parent/carer views during parents' evenings	1A) PTCs 1B) LA/HJ 2. PTCs 3.LTAG/LA/HJ 4. LA 5. LA/LTAG 6. HJ/LTAG 7. LA/HJ 8. LA/PTCs 9. LA/LTAG	1.29/06/2026 2. Fortnightly 3. September SIS/March SIS 4. Various ELT 5. 29/09/2026, 12/03/2027 6. Monthly from September 7. October/November 8. 26/10/2026,18/01/2027, 06/05/2027 9.21/09/2026,22/09/2026,03/11/2026,10/11/2026,01/12/2026,21/01/2027,26/01/2027	**DM Minutes** **Staff, Partner, Parent and Pupil Surveys** **Pupils' gathering data during parents' evenings** **Staff feedback/impact statements** **LV Data** **Observation notes**

Education Directorate Improvement Plan: Improving Learning, Teaching & Assessment: Meeting Learner's Needs: Curricular Pathways

Focused Priority: Improving the consistency and quality of learning, teaching and assessment

Increased consistency in assessment, moderation and verification and improved staff confidence and shared understanding of standards, leading to more reliable assessment judgements, including literacy and numeracy

Embed the use of Universal approaches within each classroom to ensure high quality support for all learners

HGIOS4 Quality Indicators: 2.3

Expected Impact	Strategic Actions Planned	Responsibilities	Timescales	Measure of Success
Embed our approaches to assessment & moderation and verification (including in literacy and numeracy)	**1. Develop Moderation Protocols** A) Use faculty examples and shared success criteria to guide judgements. B) Create subject-specific moderation schedules, and adopt a whole school consistency of recording (MS Forms) C) Collate an overview of A and M whole school **2. Build Staff Capacity** A) Provide CPD on formative and summative assessment. B) All staff involved in moderation activities (Across Cluster and LA) C) Work with cluster on writing moderation (CPD sessions) **3. Enhance Learner Ownership** A) Audit of pupil profiles/learner logs across the school (pupil profiles/learning logs) B) Showcase feedback strategies that promote reflection and improvement.	1.A) HL/P7 Teachers 1.B) PTCs/LA 1.C) LA 2.A) LA/LTAG 2.B) LA /P7 staff/AD/AS, PTCs/English Dep 2.C) HL/LA/LTAG/English Dep 3.A) LTAG/PTCs/LA 3.B) PTCs/LTAG	1.A) 09/06/2026 1.B) 31/08/2026 1C) 20/09/2026 1.A) SIS Sept 2.B) 12/06/2026 (Literacy),19/09/2026 (BGE 3rd level),20/11/2026 (BGE 4th level) 2.C) Dates TBC cluster calendar 3.A) 26/10/2026 3.B) 15/01/2027	**DM Minutes** **Moderation meeting feedback Forms** **Staff, Partner, Parent and Pupil Surveys** **SIS Evaluation** **LV2 Data** **LV3 Data** Cluster Minutes
Embed the use of Universal approaches within each classroom to ensure high quality support for all learners	**Embedding Universal approaches in every classroom practice to support pupils to engage in learning and ensure best outcomes** 1. Follow Up Universal approaches session – INSET 2. Audit and evaluate the current Universal approaches with ELT for feedback 3. Stakeholder feedback to shape Universal approaches resources 4. Evaluation of approaches with all stakeholders	1.EC/PB/AC/SS 2.EC/PB/AC/SS 3.EC/PB/AC/SS 4.EC/PB/AC/SS	WB 02/06/26 WB 18/11/26 WB 18/11/26 WB 11/02/27	**PT Survey** **Pupil Surveys** **Parent/Carer surveys** **All staff surveys** **Attendance and Behaviour Data** **SIS Evaluation**

Education Directorate Improvement Plan: Equality & Equity, Health & Wellbeing, Attendance & Engagement				
Focused Priority: Promoting positive relationships and behaviour across our school community *Embed Positive Relationships & Behaviour Policy, Recognising & Celebrating Achievement Policy and de-escalation practice*				
HGIOS4 Quality Indicators 3.1				
Expected Impact	**Strategic Actions Planned**	**Responsibilities**	**Timescales**	**Measure of Success**
Pupils feel that they are valued, supported and safe within school **Pupils personal achievements to be celebrated in different ways within the school community.**	**Embed the Promoting Positive Relationships (PPR) Policy and the Recognising and Celebrating Achievement (RCA) Policy** 1. Launch finalised PPR and RCA policies 2. Audit and evaluate the current PPR and RCA policies with ELT for feedback 3. Review of current policies strengths/areas of improvement with all stakeholders for feedback on strengths and areas of development 4. Refresh and review of PPR and RCA policies with all staff based on review of all stakeholder data at School Improvement Session	1. EC/AM/LR/DM/AMc/SB 2. EC/PTs 3. EC/AM/LR/DM/AMc/SB 4. EC/AM/LR/DM/AMc/SB	1. 18/08/26 2. 04/11/26 (ELT Meeting) 3. 16/11/26 (Anti Bullying Week) 4. 02/02/27 (SIS Session)	**PT Survey** **Pupil Surveys** **Parent/Carer surveys** **All staff surveys** **Attendance and Behaviour Data** **SIS Evaluation Data**
De-escalation practice will support the wellbeing of staff and pupils. Pupils feel supported and nurtured to make positive choices.	**Embedding de-escalation practice to support pupils to engage in learning and take responsibility for actions** 1. Launch finalised PPR policy and De-Escalation Resources 2. De-escalation pack is used to support staff reflection and evaluation within incidents as a regular item in Department Meetings and Improvement Planning time 3. Audit and evaluate the current PPR policy and De-Escalation Resources with ELT for feedback 4. School Improvement Session in February 2027 as a further focus on evaluating own De-Escalation practice and skills	1. EC/AM/LR/DM/AMc/SB 2. EC/PTs 3. EC/PTs 4.EP Service Input EC/AM/LR/DM/AMc/SB	1. 18/08/26 2. 23/09/26, 09/12/26, 28/04/27 (via ELT) 3. 04/11/26 (ELT Meeting) 4. 02/02/27	**PT Survey** **Pupil Surveys** **Parent/Carer surveys** **All staff surveys** **Attendance and Behaviour Data** **SIS Evaluation Data**

Education Directorate Improvement Plan: Equality & Equity, Health & Wellbeing, Attendance & Engagement

Focused Priority: Promoting positive relationships and behaviour across our school community

Further develop processes to measure the impact of targeted interventions across our continuum of support

Develop and evaluate a wellbeing framework that supports understanding from all stakeholders of how to access support

HGIOS4 Quality Indicators 2.3, 2.4, 3.1, 3.2

Expected Impact	Strategic Actions Planned	Responsibilities	Timescales	Measure of Success
Robust Monitoring and Tracking processes for all targeted interventions across our continuum of support ensure pupils have a clear understanding of the progress they are making and the next steps they require to take to ensure progress	**Ensure rigorous monitoring and tracking of targeted interventions to improve outcomes for pupils** 1. Create Monitoring and Tracking tool for Targeted Interventions 2. Rigorous and regular dialogue (via Targeted Interventions Dialogue Calendar) with staff who lead targeted interventions to analyse and review progress of all Targeted Interventions 3. Progress and Reporting timeline in place to share Targeted Intervention progress with all pupils, parents/carers and staff 4. Pupil/Parent Carer Voice calendar to capture feedback on an ongoing basis	*TIS – Targeted Interventions Staff 1. EC 2. EC/KB/NW/TIS 3. EC/KB/NW/TIS/PTGs 4. EC/KB/NWTIS/PTGs	1. To be completed and "live" by 14/09/26 and then updated, 05/10/26, 30/11/26, 11/01/27, 22/02/27, 19/04/27 2. To begin WB 14/09/26 and then updates 05/10/26, 30/11/26, 11/01/27, 22/02/27, 19/04/27 3.. To begin WB 14/09/26, 05/10/26, 30/11/26, 11/01/27, 22/02/27, 19/04/27 4. To be completed and "live" by 14/09/26, 05/10/26, 30/11/26, 11/01/27, 22/02/27, 19/04/27	**Monitoring and Tracking Data** **PT Survey** **Pupil Surveys** **Parent/Carer surveys** **All staff surveys** **Attendance and Behaviour Data** **SIS Evaluation Data**
Embedding wellbeing across our school leads to almost all pupils feeling nurtured, included and responsible.	**Wellbeing framework for whole school community that signposts supports at a universal, additional and intensive level** 1. Create wellbeing framework, promote and evaluate a) Look outwards around Wellbeing frameworks and impact b) Link with key Partners to develop framework c) Stakeholder feedback to shape framework d) Launch/Share framework with all stakeholders e) Evaluation of framework with all stakeholders	1. EC/PTGs/PB/SS/KG/KR	a) WB 17/08/26 b) WB 14/09/26 c) WB 28/09/26 d)WB 26/10/26 e) WB 23/11/26	**Data from "Looking Outwards" exercise** **IHS Wellbeing Data from session 25-26** **Health and Wellbeing survey data from 25-26** **Pupil Surveys** **Parent/Carer Surveys** **Staff Surveys**

Education Directorate Improvement Plan: Equality & Equity, Health & Wellbeing, Attendance & Engagement				
Focused Priority: Promoting positive relationships and behaviour across our school community *Review, refresh & evaluate our PSE programme, including all aspects of **equality and diversity**, ensuring pupil voice is central to this*				
HGIOS4 Quality Indicators 2.1, 2.3, 2.4, 3.1				
Expected Impact	**Strategic Actions Planned**	**Responsibilities**	**Timescales**	**Measure of Success**
Our PSE programme meaningfully supports all aspects of our pupils' wellbeing - focusing on their mental, emotional, social and physical wellbeing	**Review, refresh and evaluate the current PSE programme to best meet the wellbeing needs of all and reflect unique context of CHS** **1. Review and refresh PSE programme** a) Look outwards regarding implementation of Fife framework b) Stakeholder feedback to shape curriculum c) Promote changes and developments with all stakeholders d) Evaluation	1. EC/PTGs/PB/SS/KG/KR	a) WB 31/08/26 b) WB 14/09/26 c)WB 05/10/26 d) WB 23/11/26	**Data from "Looking Outwards" exercise** **IHS Wellbeing Data from session 25-26** **Health and Wellbeing survey data from 25-26** **Pupil Surveys** **Parent/Carer Surveys** **Staff Surveys**

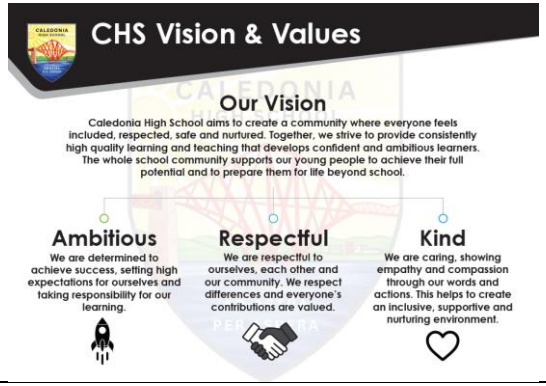
Caledonia High School
PEF Plan 2026-27



Pupil Equity Fund allocation for session 2026/27	**£**116,375.00

School Context

Our Vision and Values were refreshed in session 2025-26 as we planned our move from Inverkeithing High School to Caledonia High School. Our refreshed vision and values were created through consultation with our stakeholder groups (pupils, parents and staff). Our refreshed Vision and Values were launched in June 2026 with staff and pupils prior to our move to Caledonia High School in August 2026. Our school motto was voted on by our staff and pupils following engagement with the same stakeholder groups for suggestions for our new motto. Our Vision and Values were again created after taking feedback through surveys and focus groups.



Cost of the School Day

Our cost of the school day statement is available on our website and via the link below:
Caledonia High School- Cost of the School Day

Stakeholder engagement

In session 26-27 we are continuing with the overall improvement areas identified for session 25-26 this was agreed through consultation with the local authority. In deciding these priorities, we previously engaged with pupils, parents/carers, partners and staff about our overall areas for improvement. We have done this through a variety of surveys. We have also used data to identify key areas for improvement. Our PEF spend supports the areas identified by stakeholders and supports our overall improvement priorities in a targeted way towards young people impacted by social deprivation and lack of engagement. These targeted approaches are additionality to what we are delivering within Caledonia High School.

Attainment Fund Rationale: Improving Attainment			
What is the rationale behind your identified actions: Our curriculum supports our most disengaged young people and ensures that they are supported to achieve and attain.			
Expected Impact	**Interventions Planned**	**Measure of Success**	**Impact on learners**
Young people's needs are met through delivering an appropriate curriculum that motivates and engages them alongside developing skills for learning, life and work.	Continue to deliver approaches to personalised support and the removal of barriers to learning (including through the work of the Achievement & Ambition Pathway) Interventions will include: • Increasing our Achievement & Ambition pathway across S1-2 • Maintaining our Achievement & Ambition pathway across S3-4 • Maintaining outreach work for young people struggling to engage and attend school	Pupil focus group Attainment data Destination data Attendance & Exclusion data Parental views	

Attainment Fund Rationale: Improving Learning, Teaching & Assessment			
What is the rationale behind your identified actions: Improving leadership opportunities and developing Learning, Teaching & Assessment will improve experiences for all young people. Specifically focusing on developing learning, teaching and assessment will support our most disadvantaged pupils through creating more engaging, motivating and active learning experiences.			
Expected Impact	**Interventions Planned**	**Measure of Success**	**Impact on learners**
To improve the quality and consistency of learning, teaching, and assessment across all stages, ensuring high expectations, effective pedagogy, and equitable outcomes for all learners.	This priority will be taken forward through two key approaches: 1) L, T & A School improvement Post x 2 **L, T & A Improvement Posts** The post holders will work closely with the DHT and L, T & A working group to support delivery of professional learning, INSET/School Improvement Sessions, Transforming Learning and the embedding of our IHS learning standard.	Staff evaluations Learning visit observations Pupil focus Groups Pupil survey data	

Attainment Fund Rationale: Improving Wellbeing			
What is the rationale behind your identified actions: Appropriate supports are in place to support dysregulation and ensure early intervention takes place to de-escalate situation and return young people to learning as quickly as possible.			
Expected Impact	**Interventions Planned**	**Measure of Success**	**Impact on learners**
Young people's wellbeing is fully supported to improve outcomes. They are supported to cope with societal pressures, childhood trauma and resilience.	**Pupil Support officer (Temporary)** One additional Pupil Support officer supports young people who are dysregulated or struggling to cope with mainstream learning environments.	Pupil Survey Pupil Focus groups Staff Survey/feedback Key data around duty calls, attendance & child's planning	