**Communities and Education Directorate**

**Irvine Royal Academy**

**Improvement Plan**

**2023-2024**



IRVINE ROYAL ACADEMY
Ambition • Respect • Responsibility

## Vision, Values and Aims

**Vision**

"Irvine Royal Academy Believes in Better."

**Values**

- **Ambition**
- **Respect**
- **Responsibility**

**Aims**

- We will provide an excellent educational experience for every pupil within a nurturing environment.
- We will continue to refine, develop and embed our practices through robust self-evaluation processes.
- We will ensure equity for all young people across the school community.
- We will equip our pupils with the skills, attitudes and expectations required to thrive in a changing society.
- We will promote positive partnerships with our parents, partners, cluster schools and the wider community.

Our vision will be achieved through the ongoing commitment and dedication of our entire school community.

**NORTH AYRSHIRE COUNCIL: COMMUNITIES & EDUCATION**

**School/EYC Improvement Plan 2023-24**

# EDUCATION SERVICE: IMPROVEMENT PLAN SUMMARY 2023/4 – 2025/6

The Education Service Improvement Plan is aligned to the 5 priorities of the National Improvement Framework. Individual establishments should create their own plan under these 5 priorities, based on rigorous self-evaluation and analysis of performance evidence. Stakeholders should be fully engaged in the development of the plan. In the diagram below, the orange boxes show the thematic areas under each priority which the service intends to focus on in the year ahead.

| | **PRIORITY 1** | **PRIORITY 2** | **PRIORITY 3** | **PRIORITY 4** | **PRIORITY 5** |
|---|---|---|---|---|---|
| **Priority Area** | Improvement in attainment, particularly in literacy and numeracy | Closing the gap between the most and least disadvantaged children and young people | Improvement in skills and sustained, positive school-leaver destinations for all young people | Improvement in children and young people's health and wellbeing | Placing human rights and needs of every child and young person at the centre of education |
| **Themes** | • High quality learning, teaching and assessment<br>• Raising attainment and achievement | • Interventions to reduce gaps<br>• Specific focus on identified target groups, including care experienced learners<br>• Improving data literacy skills | • Improving skills<br>• Improving transitions<br>• Partnerships to improve post-school learner outcomes | • Improving attendance<br>• Supporting mental health and wellbeing<br>• Supporting physical health and wellbeing<br>• Supporting social and emotional wellbeing | • Supporting children's needs<br>• Maximising learner voice and participation<br>• Maximising parent/carer involvement and engagement |

**PRIORITY 1 – Improvement in Attainment and Achievement, including Literacy and Numeracy…**

**Strategic Objective: To ensure that all pupils are exposed to the highest quality learning and teaching experience on a consistent basis and across all curricular areas.**

**Highlight your KEY drivers for this improvement priority**

**Service Priorities**
1. Improvement in attainment, particularly in literacy and numeracy
2. Closing the attainment gap between the most and least disadvantaged children and young people
3. Improvement in skills & sustained, positive school-leaver destinations for all young people.
4. Improvement in children & young people's health & wellbeing
5. Placing human rights & needs of every child & young person at the centre of education

**HGIOSⓄ & HGIOS ELC**
*Language specific to HIGIOELC is in green*

1.1 Self-evaluation for self-improvement
1.2 Leadership for learning
1.3 Leadership of change
1.4 Leadership & management of staff *(practitioners)*
1.5 Management of resources to promote equity

2.1 Safeguarding & Child Protection
2.2 Curriculum
2.3 Learning, teaching & assessment
2.4 Personalised Support
2.5 Family Learning
2.6 Transitions
2.7 Partnerships

3.1 Ensuring wellbeing equality and inclusion
3.2 Raising attainment & achievement *(Securing children's progress)*
3.3 Increasing creativity and employability *(Developing creativity and skills for life and learning)*

**NIF Drivers of Improvement**
1. School & ELC Leadership
2. Teaching & Practitioner Professionalism
3. Parent/carer involvement & engagement
4. Curriculum & Assessment
5. School & ELC Improvement
6. Performance Information

**Care Standards - Care Inspectorate Quality Indicators**
*Applicable within all early years settings*

1.1 Nurturing care and support
1.2 1.2 Children are safe and protected
1.3 Play and learning
1.4 Family engagement
1.5 Effective transitions

2.1 Quality of the session for care, play and learning
2.2 Children's experience high quality facilities

3.1 Quality assurance and improvement are led well
3.2 Leadership of play and learning
3.3 Leadership and management of staff and resources

4.1 Staff skills, knowledge and values
4.2 Staff recruitment
4.3 Staff deployment

**Rationale for Change:**
- *Inconsistent classroom observation data*
- *Two recent Faculty reviews highlight the lack of pace and challenge*
- *Pupil focus groups – high level messages indicate an inconsistency of learning and teaching experience*
- *HT Trio pilot – afforded the opportunity to draw comparisons and identify gaps: Skills framework…*
- *BGE referral data – high levels of disengagement from learning*

| PRIORITY 1: Action Plan | | | | | |
|---|---|---|---|---|---|
| **Pupil Outcomes** | **Implementation Plan** | **Timescales/ Responsibility** | **Measurement of Impact** | **Analysis & Evaluation of Progress** | **Cost (PEF)** |
| *Specifically, what will change for our learners?* | *How will we achieve this? What do we plan to do?* | *What are our timescales? Who will lead?* | *How will we know the change is an improvement? Can you quantify this? What data will be collated and analysed to demonstrate progress? Consider baseline data.* | *How do we know that the experiences & outcomes for learners have improved? What does the data tell us which demonstrates impact?* | *Please enter the cost to the nearest £* |
| • Learners will experience a consistent approach to their learning<br>• Learners' needs will be met by differentiated success criteria<br>• Learners' will experience appropriate pace and challenge<br>• Learners will be engaged and enjoy learning<br>• Learners will understand the purpose of their learning | **Lesson structure framework introduced to ensure consistency of experience/Pace & Challenge**<br>• FOCUS ON CONSISTENCY OF STRUCTURED LESSONS:<br>• Is the lesson structure framework being used consistently and evident from learning study observations?<br>• SLT/FH Learning Round 1<br>• Trio Learning Study (own team) Round 2<br>• Trio Learning Study (IDL) Round 3<br>• Planning meetings before learning study to agree focus for improvement<br>• Follow up learning study meetings will discuss, analyse and evaluate progress using learning study template | GP<br><br>R1 Term 1<br>R2 Term 2<br>R3 Term 3 | • Baseline data: Observations of L&T rounds session 22-23.<br>• Attainment data will be used to decide focus of lessons.<br>• Pupil focus groups<br>• Attainment data analysis<br>• HGIOS 4 Ratings<br>• Minutes from planning & review meetings<br>• Dept Minutes | | **See PEF Plan** |
| • HOT Skills understood by staff/ pupils and supported by CLPL<br>• Skills for Learning to be explicitly introduced<br>• Specific Skills for Work/ Skills for Life embedded into L&T<br>• Learners will be able to speak about and | **Skills framework embedded into all lessons - "Survive and Thrive" model**<br>• Observations of lessons will show consistent and meaningful reference to the purpose of learning<br>• The 'why' of learning will be articulated clearly and explicitly by staff and learners in focus groups | GP<br>Learning & Teaching Group<br><br>On-going | • Baseline data: Reference to skills appears in 'An Irvine Royal Academy lesson'.<br>• QA/Lesson Observation forms<br>• Minutes from planning & review meetings<br>• Dept Minutes<br>• Learning & Teaching Group minutes | | **See PEF Plan** |

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| understand how learning relates to:<br>• Skills for Life<br>• Skills for Work<br>• Global Competencies, the 6Cs, are understood by staff and pupils | | | | | |
| • Learner attainment will improve where there is need for blended learning<br>• Digital learning will enhance learning experiences for pupils<br>• Pupils will have specific digital skills when they leave school<br>• Digital applications will improve pedagogical approaches<br>• Pupils will have digital literacy skills | **Digital Learning strategy implemented**<br>• Digital literacy skills for pupils will be a focus area<br>• Use of digital learning to enhance pedagogy | GP<br>Digital Learning Working group<br>NA partner secondary school<br>Education Scotland<br>NA Digital Learning Co-ordinator<br>On-going | • Pupil/Teacher focus groups<br>• Pupil/ Teacher survey | | **See PEF Plan** |
| • Learners will benefit from improvements in teacher understanding of varied pedagogical approaches | **Monthly Pedagogy Spotlight programme**<br>• To improve pupil engagement in lessons<br>• To enhance teaching skills | GP<br>Learning & Teaching working group<br>All staff<br>Terms 1- 4 | • Improved Attainment data<br>• Improved Attendance date<br>• Pupil/Teacher survey | | **See PEF Plan** |
| • Learners will experience a consistent approach to their learning.<br>• Learners' needs will be met by differentiated success criteria.<br>• Learners' will experience appropriate pace and challenge. | **Learning Study model introduced**<br>• FOCUS ON PEDAGOGY:<br>• What pedagogies are being used to differentiate success criteria and engage learners?<br>• SLT/FH Learning Round 1<br>• Trio Learning Study Round 2<br>• Trio Learning Study Round 3 | GP<br>SLT/FH<br>All staff involved in Trios<br><br>On-going | • Baseline data: Observations of L&T rounds session 22-23<br>• Learning study template<br>• Pupil focus groups<br>• Attainment data analysis<br>• Tracking data<br>• SNSA levels | | **See PEF Plan** |

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| • Learners will be engaged and enjoy learning.<br>• Learners will understand why they are learning. | • Attainment data will be used to plan lessons and focus of learning study<br>• Follow up learning study meetings will discuss, analyse and evaluate progress | | | | |
| • Improved attainment<br>• Pupils will experience a more consistent approach to literacy & numeracy across the cluster<br>• Primary school YP will recognise and have connections with more IRAc staff<br>• Clear learning progression visible for all | **Cluster Moderation plan devised & implemented**<br>• Literacy & Numeracy visits to cluster PS scheduled<br>• Findings from moderation and class visits to inform L&T within IRAc<br>• Moderation meetings scheduled<br>• Learning from Moderation events used to inform change<br>• Sharing of good practice across the cluster | JH/Primary Staff/ HTs<br>Term 1<br><br>FHs & CTs<br>On-going<br><br><br>GP, YA, SM/Primary Staff/HTs<br>Termly | • Cluster minutes<br>• Faculty DM minutes<br>• Moderation paperwork<br>• SNSA Levels<br>• CfE Levels | | |
| • Improved attainment progress<br>• Enhanced interventions to support attainment and achievement<br>• Enhanced engagement in lessons and learning | **Planned approaches to the usage of P7/S3 SNSA data**<br>• P7 SNSA Aggregate Report data requested from PS<br>• Pupil profile analysis based on Aggregate Report<br>• High level messages shared with staff<br>• CLPL for staff to access SNSA data, including PS.<br>• SNSA GLOW tile added to all staff Launchpad<br>• P7 SNSA data used to inform interventions for S1<br>• Look outwards for good practice regarding usage of SNSA data | JH<br>Term 4<br>GP/PT PS<br>Term 1<br>PT PS<br>Term 1<br>GP<br>Term 1<br>All staff<br>Term 1<br>PTPS<br>On-going<br>GP<br>On-going<br>GP<br>On-going | • CfE attainment progress<br>• Interventions analysis<br>• DM minutes<br>• Confidential information | | **See PEF Plan** |

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| • Enhanced staff knowledge and understanding of S1 learners | **P7 Transition Profiles developed** <br>• To create a learner profile for P7 pupils that captures their achievements, interests and aptitudes <br>• To use digital/ electronic technology to ensure consistency of format | GP <br><br>On-going <br>Primary Staff Cluster group Subset of Digital Learning group. | • Digital profile <br>• Staff survey <br>• Pupil survey | |
| • Learners will experience courses that meet their learning needs <br>• Learners will understand what steps to take to improve their level of attainment | **BGE Review/ Moderation model launched** <br>• To support a shared understanding of levels and whether the content of lessons and pedagogies are meeting learner needs at all levels including early years/first level- level 4 and beyond within the BGE | GP <br>FH/CT <br>On-going | • BGE attainment levels <br>• Moderation process docs <br>• Pupil focus groups | |
| • Pupils within the BGE will have more opportunity to link learning between curricular areas and develop transferrable knowledge and skills | **Partnership working with Curriculum Innovation Team to support IDL model** <br>• Working in conjunction with Education Scotland and partner schools to develop an integrated curriculum for part of the BGE <br>• Development of a case study/test of change using IDL within BGE | CD <br>Curriculum working group <br><br>On-going | • IDL project development <br>• Staff evaluation <br>• Pupil evaluation <br>• Parent evaluation <br>• Attainment and Achievement data | |
| • Learners will benefit from seeing examples of other learning across all subjects <br>• Learner achievements will be acknowledged, celebrated and supported through increased parental engagement | **BGE Showcase introduced** <br>• A planned evening to celebrate pupil excellence and effort <br>• To improve understanding of what subjects study in order to inform curriculum option choices for pupils and parents <br>• To inform teachers of the curriculum across the school in order to enhance their holistic understanding of a young person's learning journey | GP <br>FH/PTG/IST/ CT <br><br>On-going | • Visual and digital displays <br>• Parent/Pupil Survey <br>• Social Media presence | |

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| • Improved SQA attainment & presentations<br>• Increased attendance in PSHE<br>• Enhanced engagement in PSHE<br>• Enhancement in skills for learning, life and work | **PSHE Strategy to support Wider Achievement**<br>• Development of SQA approach within PSHE<br>• Progression between S4 – S6 within SQA framework<br>• Looking outwards to good practice across SWEIC | PTGs & SLT<br>On-going | • SQA Attainment<br>• Pupil views<br>• T&M Data | | |
| • Pupils will be able to develop and build a portfolio of skills required for life outside of school. | **"Beyond Irvine Royal" Skills Programme**<br>• Development of a skills programme for identified groups of learners which will support them on leaving school<br>• Accreditation of skills, where identified | CD, SDS & PT DYW<br>On-going | • Positive destination data<br>• SCQF attainment<br>• Employer views<br>• Pupil views | | |
| • Staff at all levels will have a better understanding of the different profiles of learner in their care<br>• Staff will be able to see how pupils are doing in areas out with their speciality<br>• Staff can look outwards for support – particularly if pupils are performing at a higher level in other curricular areas<br>• Pupils will be afforded the opportunity to achieve at the highest possible level across all curriculum areas | **Attainment Reviews at all levels of the system**<br>• Re-launch of attainment analysis paperwork at all levels of the system<br>• FH/CT one-to-one results analysis meetings in both the BGE and Senior Phase following each Tracking period and SQA results<br>• HT/DHT/FH results analysis meetings in both the BGE and Senior Phase following each Tracking period and SQA results | LS<br>DHT/FH/CT<br><br>Tracking 1<br>Tracking 2<br>Tracking 3<br>Estimate Time<br>Post SQA Results | • Attainment paperwork at all levels of the system<br>• Tracking data<br>• SQA data<br>• Staff feedback | | **See PEF Plan** |

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| • Pupils will be identified at earlier times (those who require support to re-engage, motivate and achieve)<br>• Pupils will be given specific curricular expertise to support their learning | **Curricular Support days introduced post Tracking and Monitoring periods**<br>• A specialised timetable will be produced for identified pupils at each tracking period to ensure that no pupil is left behind | CD & GP<br>Post Tracking periods | • Increased attendance<br>• SQA attainment<br>• T&M data | | |
| • Pupils will be afforded the opportunity to: Challenge themselves and develop team building/leaderships skills<br>• Access supports to help them to attain/achieve through a goal mapping approach<br>• Study in an environment that is conducive to learning… | **Additional External Partnership interventions to include: Arran Outdoors, CANI Coaching and Inverclyde Sports Centre…**<br>• Groups of learners, at all stages, will be identified throughout the session in order to engage in interventions bespoke to their needs: Leadership, attainment/achievement/environmental… | LS<br>Termly | • Increased attainment and achievement at all levels<br>• Pupil voice embedded into the system<br>• Pupil Focus groups | | **See PEF Plan** |
| • Pupils will feel a sense of pride that their achievements are being recognised by both school staff and Parents/Carers<br>• Pupils will feel an increased sense of motivation to do well with the knowledge that staff are recognising the progress that they are making | **Flipped Intervention Model**<br>• A refined focus on celebrating successes an achievements – a move away from seeing interventions purely from the deficit perspective…<br>• Positive text/calls made on a weekly basis to celebrate improvements (however small) in attendance, late-coming, attainment, school contributions…<br>• Staff at all levels of the system to be involved | SLT/FHs/PTs/CTs<br>On-going | • Improved attendance<br>• Reduced late coming<br>• Improvements made between tracking periods<br>• Increased sense belonging to the school with the knowledge that people care (Focus Groups/questionnaires…) | | |

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**PRIORITY 2 – Closing the Attainment Gap between the most and the least disadvantaged young people…**

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**Strategic Objective: To ensure that all young people are given the right help and support at the right time.**

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**Highlight your KEY drivers for this improvement priority**

**Service Priorities**

1. Improvement in attainment, particularly in literacy and numeracy
2. Closing the attainment gap between the most and least disadvantaged children and young people
3. Improvement in skills & sustained, positive school-leaver destinations for all young people.
4. Improvement in children & young people's health & wellbeing
5. Placing human rights & needs of every child & young person at the centre of education

**HGIOSO & HGIOS ELC**
*Language specific to HIGIOELC is in green*

1.1 Self-evaluation for self-improvement
1.2 Leadership for learning
1.3 Leadership of change
1.4 Leadership & management of staff *(practitioners)*
1.5 Management of resources to promote equity

2.1 Safeguarding & Child Protection
2.2 Curriculum
2.3 Learning, teaching & assessment
2.4 Personalised Support
2.5 Family Learning
2.6 Transitions
2.7 Partnerships

3.1 Ensuring wellbeing, equality and inclusion
3.2 Raising attainment & achievement *(Securing children's progress)*
3.3 Increasing creativity and employability *(Developing creativity and skills for life and learning)*

**NIF Drivers of Improvement**

1. School & ELC Leadership
2. Teaching & Practitioner Professionalism
3. Parent/carer involvement & engagement
4. Curriculum & Assessment
5. School & ELC Improvement
6. Performance Information

**Care Standards - Care Inspectorate Quality Indicators**
*Applicable within all early years settings*

1.1 Nurturing care and support
1.2 1.2 Children are safe and protected
1.3 Play and learning
1.4 Family engagement
1.5 Effective transitions

2.1 Quality of the session for care, play and learning
2.2 Children's experience high quality facilities

3.1 Quality assurance and improvement are led well
3.2 Leadership of play and learning
3.3 Leadership and management of staff and resources

4.1 Staff skills, knowledge and values
4.2 Staff recruitment
4.3 Staff deployment

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**Rationale for Change:**

- *SIR Year one self-evaluation data*
- *Pupil Support QA evidence*
- *Increased number of EAL young people joining our IRA school community*
- *Increased level of need requires further supports both internally and externally*
- *We currently do not have a system in place to track wider achievement (extra-curricular/added value)*

| PRIORITY 2: Action Plan | | | | | |
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| **Pupil Outcomes** | **Implementation Plan** | **Timescales/ Responsibility** | **Measurement of Impact** | **Analysis & Evaluation of Progress** | **Cost (PEF)** |
| *Specifically, what will change for our learners?* | *How will we achieve this? What do we plan to do?* | *What are our timescales? Who will lead?* | *How will we know the change is an improvement? Can you quantify this? What data will be collated and analysed to demonstrate progress? Consider baseline data.* | *How do we know that the experiences & outcomes for learners have improved? What does the data tell us which demonstrates impact?* | *Please enter the cost to the nearest £* |
| • Young people will benefit from an increased sense of belonging across mainstream classes<br>• Young people will benefit from increased attendance in mainstream class and an improved attainment and achievement profile | **Bespoke SIR Curriculum Model supported by Subject Specialist Interventions**<br>• SIR timetable devised & implemented<br>• SIR class lists and registers assigned on SEEMiS<br>• SIR Champions identified in each faculty<br>• Identified Curriculum Teaching lessons built into SIR timetable | Term 1 JH & PTGs<br><br>Term 1 JH & PTGs<br><br>Term 1 On-going PTGs & CT | • Attainment data – SQA & CfE<br>• Engagement tracker<br>• Pupil voice<br>• Staff voice<br>• Parent voice<br>• DM minutes | | **See PEF Plan** |
| • Directed work completed during Pupil Support time so that learning is aligned to class work which will enhance engagement in lessons & learning<br>• Bespoke, planned targeted interventions in place | **Revised referral process for Pupil Support to ensure on-going review and appropriateness of resource allocation**<br>• PS Referral process devised and in place<br>• Infographic created and shared across the | Term 1 PTPS & JH<br>Term 1 PTPS | • Referral process analysis data<br>• DM Minutes<br>• House Updates<br>• Pupil Voice<br>• Staff Voice<br>• Parent voice<br>• Attainment data<br>• Attendance data | | |

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| | school to raise awareness | On-going PTPS & JH | | | |
| | • PS tracking process of referrals devised | On-going PTPS & JH | | | |
| | • QA of referrals and outcomes devised | On-going PTPS & JH | | | |
| | • Impact of interventions tracked | | | | |
| • Young people will benefit from an increased sense of belonging & part of the IRAc community<br>• They will also benefit from planned support in classes as key information is shared with staff | **Dynamic & responsive EAL package of support developed**<br>• Links with NAC EAL staff to be developed<br>• EAL working group established & led by Pupil Support<br>• EAL Key Questions developed and asked of EAL staff<br>• EAL Key Questions information shared with teaching staff<br>• Welcome pack content agreed & confirmed<br>• Welcome packs developed over the course of the year | Term 1 JH<br><br>Term 1 PT PS<br><br>On-going JH & PT PS<br><br>On-going PTGs & PT PS<br><br>Term 1 JH<br><br>On-going Pupil Support | • DM Minutes<br>• Link Minutes<br>• Pupil Voice<br>• Parental Voice<br>• Attendance data<br>• Attainment data | | |
| • Young people will benefit from an improvement in MHWB as they have an increased awareness of supports available both inside and out with school<br>• Improvements in attendance and engagement will ensure | **Expansion of partnerships links…**<br>• Planning session with CAP staff to plan supports<br>• Sessions from CAP around budgeting delivered within the | Term 1 JH<br><br>Term 2 -3 JH, SIR PTGs | • Cluster minutes<br>• DM Minutes<br>• Link Minutes<br>• Twitter<br>• IST Minutes<br>• Pupil Voice<br>• Staff Voice<br>• Partner Voice<br>• Partner Reports | | |

| improvements in attainment and achievement | school to targeted young people. | | • Partnership infographics | | |
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| | • Sessions from CAP around budgeting delivered in 1 cluster primary school | Term 2 – 3 JH, P Bleakley | | | |
| | **Barnardo's** | | | | **See PEF Plan** |
| | • Planning session with Barnardo's staff to plan supports | Term 1 JH | | | |
| | • Sessions on group work delivered throughout the year | On-going JH, PTGs, L Samson | | | |
| | • Awareness raising sessions delivered throughout the year | Term 1 – 2 JH, L Samson | | | |
| | • Targeted attendance work as part of Project Restore | Term 2 – 4 IST Staff & L Samson | | | |
| | • 1-1 support as requested | On-going JH & L Samson | | | |
| | **MCR** | | | | |
| | • Planning session with MCR staff to plan supports | Term 1 JH & L Campbell | | | |
| | • MCR involvement in Primary/Sec transition programme | Term 2 – 4 L Campbell | | | |
| | • Expansion of partnerships as per needs of our young people | On-going JH | | | |
| | • Visual representation of partners created and shared across the school | On-going JH | | | |

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| • Increased learner participation<br>• Barriers to participation will be identified and addressed | **Tracking of Wider Achievement and Participation**<br>• To identify pupils who are less likely to participate. Seek to understand why and remove barriers so that access to participation is equitable within a whole school context<br>• To celebrate wider achievement and further develop a culture of ambition | GP<br><br>On-going | • Wider achievement data from tracker<br>• Pupil focus group<br>• Parent focus group | | **See PEF Plan** |
| • Young people will benefit from bespoke, planned & targeted interventions which support their attainment and achievement | **Audit of Pupil Support strategies and interventions to ensure suitability of provision**<br>• Audit process devised and implemented<br>• Measureable data agreed for interventions to measure impact<br>• Bespoke targeted interventions identified and in place to support learning<br>• Sharing of good news stories | Term 1<br>JH & PT PS<br>Term 1<br>JH & PT PS<br><br>On-going<br>IST & SLT<br><br><br>On-going<br>PT PS | • Audit data sheets<br>• Pre-post intervention analysis<br>• Attainment data<br>• Achievement data<br>• Pupil Focus Group data<br>• Pupil Questionnaires<br>• Staff feedback<br>• Parental feedback | | |

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**PRIORITY 3 – Improvement in skills and sustained positive school leaver destinations…**

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**Strategic Objective: To ensure that all transitions are well planned, well supported and are appropriate for each individual.**

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**Highlight your KEY drivers for this improvement priority**

**Service Priorities**
6. Improvement in attainment, particularly in literacy and numeracy
7. Closing the attainment gap between the most and least disadvantaged children and young people
8. Improvement in skills & sustained, positive school-leaver destinations for all young people.
9. Improvement in children & young people's health & wellbeing
10. Placing human rights & needs of every child & young person at the centre of education

**HGIOSO & HGIOS ELC**
*Language specific to HIGIOELC is in green*

1.1 Self-evaluation for self-improvement
1.2 Leadership for learning
1.3 Leadership of change
1.4 Leadership & management of staff *(practitioners)*
1.5 Management of resources to promote equity

2.1 Safeguarding & Child Protection
2.2 Curriculum
2.3 Learning, teaching & assessment
2.4 Personalised Support
2.5 Family Learning
2.6 Transitions
2.7 Partnerships

3.1 Ensuring wellbeing, equality and inclusion
3.2 Raising attainment & achievement *(Securing children's progress)*
3.3 Increasing creativity and employability *(Developing creativity and skills for life and learning)*

**NIF Drivers of Improvement**
7. School & ELC Leadership
8. Teaching & Practitioner Professionalism
9. Parent/carer involvement & engagement
10. Curriculum & Assessment
11. School & ELC Improvement
12. Performance Information

**Care Standards - Care Inspectorate Quality Indicators**
*Applicable within all early years settings*

1.6 Nurturing care and support
1.7 1.2 Children are safe and protected
1.8 Play and learning
1.9 Family engagement
1.10 Effective transitions

2.1 Quality of the session for care, play and learning
2.2 Children's experience high quality facilities

3.1 Quality assurance and improvement are led well
3.2 Leadership of play and learning
3.3 Leadership and management of staff and resources

4.1 Staff skills, knowledge and values
4.2 Staff recruitment
4.3 Staff deployment

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**Rationale for Change:**
- *Inconsistent DYW partnerships across the curriculum*
- *Work experience audit*
- *Marginal drop in number of young people entering a positive, post school destination (data slightly below the NAC and National average in session 2021/2022)*
- *Low winter leaver attainment/attendance data*
- *Primary/Secondary transition mostly focusses on P7/S1 – we need to support the process at an earlier point given the level of need*
- *Lack of strategic approach to IRA stage transition (S1-S2, S2/S3 and BGE- SP) – pupil data references this as a key priority*

| PRIORITY 3: Action Plan | | | | | |
|---|---|---|---|---|---|
| **Pupil Outcomes** | **Implementation Plan** | **Timescales/ Responsibility** | **Measurement of Impact** | **Analysis & Evaluation of Progress** | **Cost (PEF)** |
| *Specifically, what will change for our learners?* | *How will we achieve this? What do we plan to do?* | *What are our timescales? Who will lead?* | *How will we know the change is an improvement? Can you quantify this? What data will be collated and analysed to demonstrate progress? Consider baseline data.* | *How do we know that the experiences & outcomes for learners have improved? What does the data tell us which demonstrates impact?* | *Please enter the cost to the nearest £* |
| • Pupils will work with external partners in all areas of the curriculum to build on skills for work and learning<br>• Pupils will be able to see how their learning can be used in the workplace<br>• Pupils will be able to make more informed choices on options and progression pathways | **Increased number of External Partnerships to enhance learner experiences within each curricular area**<br>• Departments will build on the relationships with external partners to plan meaningful experiences within each curricular area to support learning and the skills development for work<br>• Departments will form new relationships with external partners to support the DYW agenda | On-going CD, PT DYW, PTs<br><br><br><br><br><br><br><br>Term 1 CD, PT DYW, PTs | • Employers engagement record to show increase in partnerships<br>• Careers event with more partners to support option choices<br>• Pupil voice<br>• Positive destination data<br>• School newsletter | | **See PEF Plan** |
| • Young people will benefit from a sense of belonging as part of the IRAc extended community and enjoyment of the curriculum. | **Primary/Secondary Transition programme to include P6 cluster learners** | Term 1 JH | • Increased numbers transitioning to IRAc<br>• PTAC Minutes<br>• Cluster Minutes<br>• Transition Plans & school calendars | | |

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| • Young people will feel more supported at P7 transition time as they will have an enhanced awareness of more adults within IRAc | • P6 Curricular Exposure sessions to be planned<br>• P6 Curricular Exposure session to be delivered<br>• P6 Class visits to take place by IST & DHTs<br>• P6 Class Observations to take place by SIR & Pupil Support<br>• Attendance at P6 PTACs, as appropriate<br>• Cluster discussion regarding P6 possible SSR placement requests | On-going<br>FHs & JH<br>Term 2 – 3<br>IST & DHTs<br>Term 2-3<br>PTGs & PT PS<br><br>On-going<br>All<br>Term 2<br>JH | • Pupil Voice<br>• Parent Voice<br>• SSR Paperwork | |
| • Young people will feel more supported at internal transition points and more able to transition between stages in school<br>• There will be a reduction in anxiety in relation to timetable changes amongst our young people<br>• Increased engagement in learning | **Whole school transition programme introduced prior to Timetable Change**<br>• Completed TT to be shared with IST staff ahead of timetable change<br>• Identified YP in SIR to have planned transition support<br>• Identified YP in Pupil Support to have planned transition support<br>• Identified YP in SSR to have planned transition support<br>• Identified YP within each House to have planned transition support | Term 3<br>CD<br><br><br>Term 3<br>SIR PTGs<br><br>Term 3<br>PT PS<br><br><br>Term 3<br>PT PS<br><br><br>Term 3<br>PTGs & HoH | • Wellbeing tracker<br>• House updates<br>• Pupil voice<br>• Staff voice<br>• DM Minutes<br>• Pastoral Notes<br>• Attendance data | |

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| • Early identification of winter leavers using the 16+ tab<br>• Sharing information with staff to ensure that the learning better meets the pupils' needs for progression<br>• Support with applications and visits as required | **Enhanced focus in ensuring positive Attainment and Achievement of Winter Leavers**<br>• Bespoke programmes of learning to increase attainment and achievement for winter leavers<br>• Alternative courses for internal assessment, where appropriate | Term 1<br>CD, PT DYW & PTs | • Positive destination data<br>• SCQF attainment<br>• Attendance data<br>• Pupil voice<br>• Staff voice | | **See PEF Plan** |
| • Pupils gain recognition and qualifications for working outside of school | **Audit of self-found employment to ensure appropriate Work Experience Accreditation**<br>• Audit to be done for all pupils eligible to work.<br>• Work experience programme to accredit the learning outside of school. | On-going<br>CD, PTG, PT DYW & SDS | • SQA data<br>• Positive destinations data<br>• Pupil voice | | **See PEF Plan** |

**PRIORITY 4 –** Improvement in children and young people's health and wellbeing…

**Strategic Objective: All pupils will feel a sense of belonging to Irvine Royal Academy. Pupils will feel well, safe and supported.**

**Highlight your KEY drivers for this improvement priority**

**Service Priorities**

11. Improvement in attainment, particularly in literacy and numeracy
12. Closing the attainment gap between the most and least disadvantaged children and young people
13. Improvement in skills & sustained, positive school-leaver destinations for all young people.
14. Improvement in children & young people's health & wellbeing
15. Placing human rights & needs of every child & young person at the centre of education

**HGIOSO & HGIOS ELC**
*Language specific to HIGIOELC is in green*

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| 1.1 Self-evaluation for self-improvement | 2.1 Safeguarding & Child Protection | 3.1 Ensuring wellbeing, equality and inclusion |
| 1.2 Leadership for learning | 2.2 Curriculum | 3.2 Raising attainment & achievement |
| 1.3 Leadership of change | 2.3 Learning, teaching & assessment | *(Securing children's progress)* |
| 1.4 Leadership & management of staff *(practitioners)* | 2.4 Personalised Support | 3.3 Increasing creativity and employability |
| 1.5 Management of resources to promote equity | 2.5 Family Learning | *(Developing creativity and skills for life and learning)* |
| | 2.6 Transitions | |
| | 2.7 Partnerships | |

**NIF Drivers of Improvement**

13. School & ELC Leadership
14. Teaching & Practitioner Professionalism
15. Parent/carer involvement & engagement
16. Curriculum & Assessment
17. School & ELC Improvement
18. Performance Information

**Care Standards - Care Inspectorate Quality Indicators**
*Applicable within all early years settings*

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| 1.11 Nurturing care and support | 2.1 Quality of the session for care, play and learning | 3.1 Quality assurance and improvement are led well | 4.1 Staff skills, knowledge and values |
| 1.12 1.2 Children are safe and protected | 2.2 Children's experience high quality facilities | 3.2 Leadership of play and learning | 4.2 Staff recruitment |
| 1.13 Play and learning | | 3.3 Leadership and management of staff and resources | 4.3 Staff deployment |
| 1.14 Family engagement | | | |
| 1.15 Effective transitions | | | |

**Rationale for Change:**
- *Attendance decline (in line with NAC but below National) over the past year*
- *Lack of in-house H and WB strategy*
- *SE of data usage (PASS/H and WB Census)*
- *No in-house H and WB tracker*
- *Pupil voice – Higher profile/visibility of H and WB Ambassadors*
- *Current Key Adult initiative only includes minority of pupils*
- *Pupil questionnaires – More support needed for pupils on a neuro diverse pathway*

| PRIORITY 4: Action Plan | | | | | |
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| **Pupil Outcomes** | **Implementation Plan** | **Timescales/ Responsibility** | **Measurement of Impact** | **Analysis & Evaluation of Progress** | **Cost (PEF)** |
| *Specifically, what will change for our learners?* | *How will we achieve this? What do we plan to do?* | *What are our timescales? Who will lead?* | *How will we know the change is an improvement? Can you quantify this? What data will be collated and analysed to demonstrate progress? Consider baseline data.* | *How do we know that the experiences & outcomes for learners have improved? What does the data tell us which demonstrates impact?* | *Please enter the cost to the nearest £* |
| • Young people will have an enhanced sense of belonging to IRAc, this will positively impact attendance, attainment & achievement | **Implementation of Project Restore to support improvements in attendance** <br> • Identification of staff to attend training <br> • Identified staff attend 4 NAC training sessions <br> • Identified staff create implementation plan for 1 or 2 young people <br> • Identified staff work collaboratively with key school staff to support progress <br> • Staff to engage in coaching session with Liz Jack <br> • Baseline data & progress recorded | Term 1 JH <br> Term 1 Key staff <br> Term 1 Key staff, JH PTG <br> On-going Key staff <br><br><br> On-going Key staff <br><br> On-going Key staff | • Attendance data <br> • Attendance T&M analysis data <br> • Link minutes <br> • Implementation plan <br> • Pupil voice <br> • Staff voice | | |
| • Young people's attendance in school will increase as will their attainment and achievement. <br> • Young people will benefit from attendance successes being | **Revised attendance strategy including collaborative working with cluster primaries** | Term 1 IST | • Attendance data <br> • Attendance T&M analysis data <br> • Attendance texts <br> • Attendance letters | | |

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| celebrated through feeling a sense of pride and accomplishment<br><br>• Young people will be more aware of the supports available in relation to helping attendance and the importance of good attendance | • IST engagement with 'Included, Engaged and Involved' - Part 1, to devise IRAc approach to promoting good attendance<br>• Re-writing of attendance letters<br>• Process for acknowledging positive attendance trends to be planned and implemented<br>• Internal attendance T&M system developed and implemented<br>• "Our Approach" to attendance devised<br>• "Our Approach" infographic devised<br>• PSHE lessons created and shared with YP<br>• Use of partners to support improvement in attendance<br>• Attendance expectations shared with pupils & parents via assemblies, noticeboards, PSHE, website and groupcall<br>• Representation of IRAc on NAC Attendance working group | Term 1 JH & PTGs<br>Term 1 JH<br><br><br>Term 1 JH & Data Lead<br><br>Term 1 IST & JH<br>Term 2 JH<br>Term 2 PTGs<br>On-going IST & JH<br><br>On-going All<br><br><br>On-going JH | • IST minutes<br>• DM minutes<br>• Link minutes<br>• House Updates<br>• Pupil voice<br>• Infographic |

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| • Pupils wellbeing needs will be met across all curricular areas | **Collaboration with PLA to develop a whole school MH and WB Strategy & Tracker**<br>• Partnership working with PLA staff to research and devise approach<br>• Looking outwards across SWEIC for good examples of HWB strategy & tracker<br>• Whole school MH & WB Strategy created in draft form<br>• WS MH & WB Strategy shared with key stakeholders for feedback<br>• WS MH & WB Strategy finalised in light of feedback<br>• WS MH & WB Strategy launched<br>• Accessible infographics developed | On-going All staff<br><br>Term 1 – 2 JH & PLA<br><br>Term 1 – 2 JH, PTGs & PLA<br><br>Term 2 All staff<br><br>Term 3 JH<br><br>Term 3 JH<br><br>Term 3 JH | • DM minutes<br>• Link minutes<br>• Strategy<br>• Tracker data<br>• Pupil voice<br>• Staff voice | | |
| • PSHE programmes will be tailored to suit the needs and wants of the young people based on the data we hold | **Strategic use of PASS/HWB Census & HWB Tracker to inform PSHE provision and to inform resource allocation**<br>• Access of PASS tool sought | Term 1 GP<br>Term 1 – 2 | • DM minutes<br>• Link minutes<br>• Working Group minutes<br>• Pupil voice<br>• Tracker Data<br>• PSHE curriculum | | **See PEF Plan** |

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| | • Gathering and analysis of pupil voice to shape approach to tracker<br>• Approach to use of PASS/HWB Tracker devised<br>• Approach to analysis of PASS/HWB Tracker devised<br>• Use of PASS/HWB Tracker within PSHE classes<br>• Analysis of PASS/HWB Tracker conducted & information used to inform PSHE next steps | PTGs & SLT<br><br><br>Term 2<br>JH<br><br>Term 2<br>JH<br><br>Term 3 & 4<br>PTGs<br><br>Term 3 & 4<br>PTGs | | |
| • Pupils taking part in the workshops will expand their understanding of MH supports<br>• Pupils will learn how to develop their resilience. They will develop their confidence in supporting others<br>• Pupils will benefit from the high profile of the MH Ambassadors and the supports that they offer | **Engagement in "Your Resilience" workshops**<br>• Identification of MH Ambassadors<br>• Planning session with Vicki Andrews (MWHB Project Delivery Officer) to plan supports<br>• Your Resilience workshops planned and MH Ambassadors to attend<br>• MH Ambassadors plan PSE input in relation of resilience<br>• MH Ambassadors plan and offer follow-ups to resilience inputs | Term 1<br>JH & PTG<br><br>Term 1<br>JH& PTG<br><br><br>Term 1 & 2<br>JH & PTG<br><br><br>Term 2<br>PTG<br><br>Term 2 & 3<br>PTG<br><br>On-going<br>PTG | • MH Planning document<br>• Link Minutes<br>• PSHE input<br>• Pupil Voice<br>• Staff Voice<br>• Twitter | |

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| • Young people will have more opportunities to meet and speak to key adults in the school - this will increase their sense of belonging within the school community and help to promote feelings of safety. | **Whole School "Key Adult" programme introduced** <br> • Approach to Key Adult initiative devised and launched <br> • Key Adult approach explained to young people via PSHE <br> • Process for gathering Key Adults from young people devised and implemented <br> • Process for sharing Key Adult information with staff devised and shared <br> • PTG & Pupil Support drop-ins offered as CLPL to support staff identified as Key Adults <br> • Key Adult engagement tracking process devised and implemented | Term 1 JH <br><br> Term 1 PTGs <br><br> Term 1 JH <br><br> On-going PTGs <br><br> Termly PTG & PT PS & JH <br><br> Term 1 JH | • WS/DM Minutes <br> • Key Adult records & engagement tracker <br> • Pupil Need information Pupil Voice <br> • Staff Voice | |
| • Young people will feel more supported as staff will be more aware of the challenges that they face <br> • Staff will be more knowledgeable in how to plan/support the learning of pupils on a neuro pathway | **Neuro Support Strategy launched & implemented** <br> • Partnership working with CAMHS and other appropriate agencies established <br> • Involvement of EP in looking at supports and strategies that should be embedded into | Term 1 JH <br><br> On-going JH & PTG | • Pupil voice <br> • Link minutes <br> • Strategy paper <br> • CLPL records | |

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| | practice across the school<br>• Capturing of pupil voice to inform strategy and support<br>• Strategy paper finalised & shared with key stakeholder.<br>• Relevant CLPL for staff sourced and delivered/shared | Term 1 & 4<br>JH & PTG<br><br>Term 3<br>JH<br><br>On-going<br>JH | | | |
| • Improved rugby skills<br>• Enhanced physical, social, emotional and academic development<br>• Improved overall health and wellbeing<br>• Links with local Primary schools – opportunities to lead learning<br>• Community rugby links<br>• Added value opportunities (attendance at Glasgow Warriors/Scotland National Team matches) | **Irvine Royal Academy to become a school of rugby in conjunction with the SRU**<br>• Implementation plan devised<br>• Programme launched<br>• Pupils identified(S1/S2)<br>• Termly review and next steps agreed | Terms 2/3/4<br>LS/JH/CH/RC<br>On-going | • Attendance data<br>• Tracking data<br>• Pupil voice<br>• Parental voice<br>• Wider participation data<br>• H and WB Tracker | | |

**PRIORITY 5 –** **Placing human rights and the needs of every young person at the centre of education…**

**Strategic Objective:** **To facilitate opportunities for all stakeholders to have their voice heard and to feel listened to.**

**Highlight your KEY drivers for this improvement priority**

**Service Priorities**

16. Improvement in attainment, particularly in literacy and numeracy
17. Closing the attainment gap between the most and least disadvantaged children and young people
18. Improvement in skills & sustained, positive school-leaver destinations for all young people.
19. Improvement in children & young people's health & wellbeing
20. Placing human rights & needs of every child & young person at the centre of education

**HGIOS○ & HGIOS ELC**
*Language specific to HIGIOELC is in green*

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|---|---|---|
| **1.1** Self-evaluation for self-improvement | **2.1** Safeguarding & Child Protection | **3.1** Ensuring wellbeing, equality and inclusion |
| **1.2** Leadership for learning | **2.2** Curriculum | **3.2** Raising attainment & achievement |
| **1.3** Leadership of change | **2.3** Learning, teaching & assessment | *(Securing children's progress)* |
| **1.4** Leadership & management of staff *(practitioners)* | **2.4** Personalised Support | **3.3** Increasing creativity and employability |
| **1.5** Management of resources to promote equity | **2.5** Family Learning | *(Developing creativity and skills for life and learning)* |
| | **2.6** Transitions | |
| | **2.7** Partnerships | |

**NIF Drivers of Improvement**

19. School & ELC Leadership
20. Teaching & Practitioner Professionalism
21. Parent/carer involvement & engagement
22. Curriculum & Assessment
23. School & ELC Improvement
24. Performance Information

**Care Standards - Care Inspectorate Quality Indicators**
*Applicable within all early years settings*

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| **1.16** Nurturing care and support | **2.1** Quality of the session for care, play and learning | **3.1** Quality assurance and improvement are led well | **4.1** Staff skills, knowledge and values |
| **1.17** 1.2 Children are safe and protected | **2.2** Children's experience high quality facilities | **3.2** Leadership of play and learning | **4.2** Staff recruitment |
| **1.18** Play and learning | | **3.3** Leadership and management of staff and resources | **4.3** Staff deployment |
| **1.19** Family engagement | | | |
| **1.20** Effective transitions | | | |

**Rationale for Change:**

- *Parental feedback on meaningful school involvement opportunities/support*
- *Recent SIF analysis specific to the role of the Parent Council*
- *Pupil Parliament focus group data*
- *Pupil Surveys – High level message showed that pupils wanted more time with PTs G/HOH*
- *PPR Audit in relation to the UNCRC*
- *Pupil Leadership audit and analysis*
- *NAC Policy change re Staged Intervention*

## PRIORITY 5: Action Plan

| Pupil Outcomes | Implementation Plan | Timescales/ Responsibility | Measurement of Impact | Analysis & Evaluation of Progress | Cost (PEF) |
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| *Specifically, what will change for our learners?* | *How will we achieve this? What do we plan to do?* | *What are our timescales? Who will lead?* | *How will we know the change is an improvement? Can you quantify this? What data will be collated and analysed to demonstrate progress? Consider baseline data.* | *How do we know that the experiences & outcomes for learners have improved? What does the data tell us which demonstrates impact?* | *Please enter the cost to the nearest £* |
| • Improved home/school partnership working to support improved outcomes for pupils<br>• Pupils have the opportunity to have their voices heard through their parents | **Learner/Parent involvement in School Improvement Steering Groups**<br>• 2023/2024 Steering Groups established<br>• Staff sign up<br>• Offering made to Parents/Carers<br>• Parent/Carer responses collated and group composition published<br>• Meetings scheduled for session 2023/2024<br>• Evaluation of Parent/Carer input | LS<br>Terms 1-4 | • Steering group minutes<br>• Parent feedback<br>• Staff feedback<br>• Pupil feedback<br>• SIP progress evaluation and associated data | | |
| • Additional resources as a consequence of PC fundraising activities<br>• Improved home/school partnership working to support improved outcomes for pupils<br>• Opportunities promoted for pupils to support the work of the PC at various events both internally and externally | **Parent Council Improvement Plan**<br>• PC Chair contacts with other PC Chairs nationally<br>• Draft plan devised in conjunction with current SE data and shared with the PC and HT<br>• Feedback on plan sought from stakeholders | LS<br>Terms 1-4 | • Parent Council minutes<br>• Plan progress<br>• Parent Council feedback<br>• Parent/Carer feedback<br>• Twitter/website | | |

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| | • Plan launched<br>• Termly review and agreed next steps | | | | |
| • Pupils will have a voice in shaping the remit to support school improvement<br>• Pupils will have a greater understanding of their role, remit and the associated responsibilities<br>• Pupils will be able to self-evaluate the impact of their involvement using set criteria<br>• Pupils will have the opportunity to work collaboratively with their peers across NAC | **Pupil Parliament Charter**<br>• 2023/2024 Pupil Parliament opportunity launched<br>• Pupil Parliament applications submitted<br>• Pupil Parliament interviews carried out<br>• S1-S6 Pupil Parliament appointed<br>• Pupil Parliament improvement plan devised<br>• Charter drafted and feedback sought<br>• Charter launched<br>• Termly self-evaluation of impact | LS/D Anderson<br>Terms 1-4 | • Pupil Parliament minutes<br>• Pupil Parliament feedback<br>• Termly self-evaluation data<br>• Pupil feedback<br>• Staff feedback | | |
| • Increased sense of belonging for young people across the school community<br>• Sharing of good news stories and information with home<br>• Promotion of positive relationships across the school community | **House Family Time**<br>• House family plan devised and shared with house teams, pupils & parents<br>• Resources to support House Family time sought<br>• Pupil voice used to shape development of the model | Term 1<br>JH<br><br>Term 1<br>JH<br><br>Term 1<br>JH/SLT & PTGs | • Link Minutes<br>• Pupil/Parent/Staff feedback<br>• DM Minutes<br>• Infographic<br>• Twitter | | |

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| | • House Family Time timetabled each month within each house | On-going JH/SLT | | | |
| • Parents will feel better supported, which in turn, will allow them to support their young people with greater confidence <br> • Parents will feel less isolated and will be afforded the opportunity to develop positive relationships with other parents and school staff <br> • Parents will have an enhanced understanding of the multiple supports available to families | **Expansion of Parental Engagement programme to include the introduction of a Parent Support Group and monthly Conversation Cafes…** <br> • Family Engagement steering group composition published <br> • Parents in Partnership plan launched <br> • Family Learning team offering, inclusive of STEM related activities launched <br> • Meetings scheduled <br> • Termly Family Fun events planned/ calendarised and published <br> • Parent Volunteering opportunities sought and launched <br> • Parent Support Group launched <br> • Parent Support Group meeting times/dates published | LS Terms 1-4 | • Family Engagement event attendance data <br> • Family Engagement evaluation data <br> • Support Group composition data <br> • Support Group feedback <br> • Volunteer data and feedback <br> • Partner sign up data and feedback <br> • Conversation café feedback <br> • PIP feedback <br> • FLT data <br> • Termly evaluation data | | **See PEF plan** |

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| | • Conversation Cafe timetable to include Partner education slot<br>• Termly evaluation and agreed next steps | | | | |
| • Promotion of positive relationships & enhanced opportunities to celebrate the many successes of our young people across the school community<br>• Enhanced awareness of the role that they play in promotion positive relationships<br>• Increased sense of belonging | **Revised PPR Strategy inclusive of Children's Rights**<br>• Updated policy launched and practices embedded across the school<br>• Celebration of success events to take place across all curricular areas on a termly basis<br>• Awareness raising of PPR Policy with young people and staff to ensure a consistency of approach<br>• Rights of the month overview created<br>• Rights of the month infographics created<br>• House challenges linked to Children's Rights<br>• Process to celebrate upholding of Rights created | Term 1<br>JH<br><br>On-going<br>FHs<br><br>Term 1 & 2<br>JH & PTGs<br><br>Term 1<br>JH & Pupil Prefects<br>Term 1<br>GP<br>On-going<br>Pupil Prefects<br><br>On-going<br>JH | • DM Minutes<br>• PSHE Lesson Resources<br>• Pupil/Staff/Parent Voice<br>• Twitter<br>• Royal Recognition Data | | |

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| • Pupils needs will be better met in classes & support will be targeted in a more effective manner | **Application of revised NAC Staged Intervention Model to support planning**<br>• Attendance at NAC training days<br>• Staged Intervention POP shared and discussed with SLT & Pastoral/Support staff<br>• IRAc infographic updated and shared with SLT & Pastoral staff<br>• Updating of Staged Intervention levels<br>• QA of Staged Intervention levels<br>• QA of PN relating to Staged Intervention levels<br>• QA of Staged Intervention paperwork<br>• PTAC & Meeting process & paperwork updated in light of changes | On-going PTGs & SLT<br>Term 1 JH & PT PS<br><br>Term 1 JH<br><br><br>On-going PTGs, SLT & PT PS<br>On-going JH & PT PS<br><br>On-going JH<br>On-going JH<br>Term 3 JH | • CLPL records<br>• DM Minutes<br>• Link Minutes<br>• Infographic<br>• Analysis data<br>• Pupil Plans & meeting notes<br>• Pastoral Notes<br>• PTG Risk Matrix<br>• Pupil/Staff/Parent feedback | | |
| • Adults across our community will be able to engage with learning opportunities across the school – this will lead to formal accreditation and certification<br>• Accreditation opportunities may lead to further education/employment opportunities for some of our | **Accredited Adult Learning Programme**<br>• Adult learning offering collated and published<br>• Formal registration and enrolment to be introduced<br>• Adult Learning Timetable launched | CD<br>LS<br>Family learning Staff<br>Family engagement working group<br>Terms 1-4 | • SCQF data<br>• Parent/Staff feedback<br>• Registration data | | **See PEF Plan** |

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| parents/carers which will hopefully lead to better outcomes and experiences for our young people | • Termly review and agreed next steps<br>• Adult Learning Celebration of Success | | | | |
| • Enhanced pupil opportunity to develop leadership capacity in a curricular area(s) of strength/enjoyment<br>• Pupils afforded the opportunity to develop their confidence and skills in an area of strength/enjoyment<br>• Pupils afforded the opportunity to be role models for other young people across the school community | **Subject Ambassadors in all Curricular Areas**<br>• Each Faculty/Department to devise Subject Ambassador role profiles<br>• Each Faculty/Department to devise their own recruitment/selection process<br>• Each Faculty/Department to have Ambassadors in place before the end of term 1<br>• Each Faculty/Department to promote the work of their Ambassadors via social media/school website/display boards<br>• Each Faculty/Department to facilitate a termly review and agree next steps<br>• End of term Ambassador celebration of success event | LS<br>Terms 1-4 | • Pupil/Staff/Parent feedback<br>• Wider Achievement tracker<br>• Twitter/Website/School displays | | |

# NORTH AYRSHIRE COUNCIL: COMMUNITIES & EDUCATION

## School/EYC Improvement Plan 2023-24

**This should only be completed for aspects of your PEF spend <u>not</u> included within your Improvement Plan priorities.**

| PEF contact - HT or DHT with responsibility for the plan: | | Linzie Sloan - HT | | | |
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| **Carry forward:** | £14,302 | **Total Allocation:** | £145,775 | **Total:** | £160,077 |

| PEF Action Plan | | | | | | |
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| **Poverty Related Gap** | **Pupil Outcomes** | **Implementation Plan** | **Timescales/ Responsibility** | **Detail of Spend** | **Measures of Impact** | **Analysis & Evaluation of Progress** |
| Provide details of the gap or barrier you wish to address. | Specifically, what will change for our learners? | What do we plan to do to achieve this outcome? | What are our timescales? Who will lead? | Record cost & provide concise detail of what this entails. | How will we know the change is an improvement? Can you quantify this? What data will be collated and analysed to demonstrate progress? Consider baseline data. | What does the data tell us? How well is evidence from self-evaluation analysed to improve pupil outcomes? How is the spend contributing to narrowing our attainment gap? |
| **Food poverty** | • Improvements in health and wellbeing and readiness to learn | • Breakfast Club | LS Daily throughout session 2023/2024 | £8000 Hot rolls/refreshments provided on a daily basis | • Attendance/late-coming data<br>• H and WB tracker data | |

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| **Barnardo's (Poor pupil wellbeing and low attendance)** | • Improvements in health and wellbeing outcomes<br>• Improvements in attendance<br>• Improved engagement in learning<br>• Improvements in attainment and achievement | • Pupils and families targeted using multiple data sets | JH Throughout session 2023/2024 | £21000 3x days per week Group work/1-1/Family Outreach/Family Support | • H and WB tracker data<br>• Attendance data<br>• Attainment/achievement tracking data<br>• Pupil/Parent voice data |
| **SIR – PT (0.5) x2 (Disengagement from learning in S1-S6)** | • Pupils were/are disengaged from learning will be better supported to re-engage via a bespoke curriculum offering<br>• Improved attendance/attainment<br>• Reduction in referrals/exclusions<br>• Increased number of young people entering a positive destination | • Bespoke curriculum designed for each pupil with identified barriers to their learning<br>• External partnership expansion to improve outcomes<br>• Work experience blocks introduced | JH Throughout session 2023/2024 | £9980 The additionally within the SIR means that an increased number of young people, with significant barriers to their learning, will be better supported to remain in education and in their own community, where they belong. | • H and WB tracker data<br>• Attendance data<br>• Attainment/achievement tracking data<br>• Pupil/Parent voice data<br>• Referral/exclusion data<br>• Positive destination data |
| **SIR – Pupil Support Teacher (0.4)** | • As above | • As above | JH Throughout session 2023/2024 | £24584 As above | • As above |
| **SIR – Classroom Assistant (0.4)** | • As above | • As above | JH Throughout session 2023/2024 | £4666 As above | • As above |

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| **Nurture Classroom Assistant** | • As above | • As above | JH Throughout session 2023/2024 | £6546 Support in the SIR/Nurture Base/LIAM trainer | • As above | |
| **Food to support family learning/engagement (Food Poverty)** | • An increased number of parents will engage with the school in a variety of forms<br>• Pupils will be in attendance at the events<br>• Improved relationships/trust/connection/belonging with IRA | • Termly events designed based on previous feedback | LS Termly – various sessions will take place each term | £3000 A hot meal will be provided for all families in attendance | • Family Learning/engagement attendance data<br>• Parent/Pupil/Staff feedback | |
| **Staffing to support family learning/engagement (Breaking down barriers to improve home/school links)** | • As above | • As above | LS Termly – various sessions will take place each term | £5000 Staff will be paid for planning and attendance at events | • As above | |
| **IT and software (resource gap to deliver the curriculum)** | • Increased pupil access to IT<br>• Barriers to learning reduced<br>• Improved curricular offering/pathways | • Higher Applications of Maths introduced – a high percentage of the course is computer based | LS/IT Tech Classroom in a box to support the Maths department introducing Higher Applications of Maths | £7200 Classroom in a box and charging trolley | • Pupil Digital literacy audit<br>• Higher Apps uptake<br>• Higher Apps attainment data | |

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| **Adult Learning (Parent/carer wellbeing/low confidence/self-esteem)** | • Adults across our community will be able to engage with learning opportunities across the school – this will lead to formal accreditation and certification<br>• Accreditation opportunities may lead to further education/employment opportunities for some of our parents/carers which will hopefully lead to better outcomes and experiences for our young people | • Evening programme offered Mon-Thurs from all curricular areas<br>• Adult learners registered to ensure accreditation | LS<br>Termly – various sessions will take place each term | £5000<br>Staff paid for planning and delivery | • SCQF data<br>• Parent/Staff feedback<br>• Registration data | |
| **Communications Lead (Learner participation/celebration of success/perception of IRA within and out with the school community)** | • Pupils will have an enhanced understanding of the added value opportunities available to them<br>• All stakeholders will be afforded the opportunity to see the wealth of activities offered both within and out with the curriculum<br>• The IRA school community will feel a sense of pride in the achievements of our school | • School Twitter<br>• Daily Bulletin<br>• News of the week<br>• Monthly Newsletter<br>• School Website | LS/RC<br>On-going | £5000<br>Development work | • Pupil/Staff/Parent feedback<br>• Wider Achievement/ Participation tracker data<br>• Website hits<br>• Twitter/Sway hits | |
| **Data Coach (Data literacy support)** | • Enhanced understanding of our data will allow for more effective, timely interventions for particular groups of learners | • Tracking collation and analysis following each tracking period and including WA and SNSA<br>• Tracking tools developed to support staff at all levels | LS/TBC<br>On-going | £5000<br>Development work | • Staff feedback<br>• Tracking spreadsheet with filters to identify specific groups of learners<br>• SNSA Analysis data<br>• Wider Achievement analysis data | |

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| **Pedagogy Lead including Digital (to support a consistent approach to L and T)** | • Pupils will benefit from a consistency of approach across the curriculum<br>• Pupils will develop their digital skills | • Appointment of a lead<br>• L and T Steering group formed<br>• CLPL programme launched<br>• Partnership working with another NAC Secondary school | LS/GP/TBC | £5000 Development work | • L and T steering group minutes<br>• Staff/Pupil/parent feedback<br>• CLPL uptake data<br>• CLPL evaluation data<br>• Learning Round data | |
| **CANI Coaching (To help promote a culture of ambition/aspiration)** | • Pupils will be afforded the opportunity to:<br>Challenge themselves and develop team building/leaderships skills<br>• Pupils will access supports to help them to attain/achieve through a goal mapping approach<br>• S1 pupils will receive on-going supports from S6 Mentors | • S1 training days planned<br>• S6 training day<br>• Sustainable plan devised<br>• Termly review | LS/JH/DG Term 1 and on-going | £4200 CANI Coaching and Mentoring Days with S1/S6 pupils including follow up slots | • Pupil feedback<br>• Staff feedback<br>• Tracking data<br>• Health and Wellbeing tracker data | |
| **Arran Outdoors (Added value experiences)** | • Improvements in the following areas: health and wellbeing, teamwork, resilience, confidence, relationships… | • Targeted groups of learners (based on tracking data) will attend Arran outdoors throughout the session | LS/TBC Termly | £8000 Pupils targeted will NOT pay for their attendance at the Arran Outdoor residential | • Pupil feedback<br>• Health and Wellbeing tracker data<br>• Feedback from School staff and Arran Outdoor staff<br>• Whole school tracking data | |

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| **School Trips (Cost of the School Day)** | • Pupils will be afforded the opportunity to engage in value added experiences across the curriculum. | • Contributions to all departments running a trip in order to reduce pupil cost. | LS/CD Throughout the session | £3000 Pupil profile and need will determine the contribution made – this will be done in conjunction with parents | • Pupil feedback<br>• Staff feedback<br>• Wider achievement and participation tracker data |
| **Royal Recognition (To promote a culture of ambition and achievement)** | • Pupils will be recognised for their consistent commitment to our school values: Ambition, Responsibility, and Respect… | • Various experiences planned at the end of term 4 | JH Term 4 | £4000 Pupils will vote on the top 5 experiences and then sign up accordingly | • RR data<br>• Pupil/Parent/staff feedback |
| **Uniform Battle (Safety/security /belonging)** | • Pupils will be recognised for contributing towards a sense of safety/security and belonging within the school | • Termly recognition events for those who meet the criteria (Royal Resources is available to ALL pupils) | JH Termly | £2000 Pupils involved will not make any contribution – the recognition will be fully funded… | • Uniform battle data<br>• Royal Resources uptake<br>• Pastoral Notes/contact home re uniform<br>• Pupil/Staff/Parent feedback |
| **Departmental Celebration of success (To develop a culture of achievement)** | • An increased number of young people will be recognised at Departmental/Faculty level for their hard work, dedication and commitment to learning | • Departments/ Faculties will have the autonomy to plan their own experiences | LS/JH Termly | £4000 Departments/ Faculties to bid for additionality | • School newsletter<br>• Departmental/Faculty Twitter<br>• Wider achievement tracker<br>• Tracking reports |

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| **DYW (Improvements in positive destination data)** | • All pupils leaving Irvine Royal Academy will enter into a positive and sustained post-school destination | • Close working with SDS lead<br>• College/UCAS support classes<br>• Chamber link<br>• 16+ data lead<br>• Departmental/ Faculty support<br>• Winter leaver focus<br>• Collaboration with WE lead to support accreditation | LS/CD On-going | £6647 Clear focus on those at risk of not entering a positive destination | • Positive destination data | |
| **Supported Study (Improvements in attainment/achievement)** | • Pupils will be targeted to engage in additional learning opportunities in order to support improvements in attainment/achievement. | • Departmental offering across all curricular areas | LS/CD Term 2/3 | £14000 Teacher planning and delivery | • Supported Study attendance data<br>• Tracking data<br>• Attainment/Achievement data | |
| **Education Resources to support curriculum development (Improvements in the overall learning experience due to resource re-fresh)** | • Additional resources will support the consistent delivery of high quality learning and teaching. Additional text/texts books/concrete materials will support learner motivation and engagement | • Departmental bids throughout the session | LS On-going | £4000 Resources allocated based on need | • Pupil/Staff/Parental feedback<br>• Learning round data | |