



North Ayrshire Council  
Comhairle Siorrachd Àir a Tuath



IRVINE ROYAL ACADEMY  
Ambition • Respect • Responsibility

## Irvine Royal Academy



# STANDARDS AND QUALITY REPORT

## June 2024

This report will inform you of the school's progress and achievements in the last session and let you know about our plans for 2024/2025.

I hope that you find it helpful and informative.

*Lizzie Sloan*

Head Teacher



## OUR SCHOOL

### 2023/2024 School Roll

Year	Number
S1	167
S2	137
S3	127
S4	136
S5	85
S6	75
Total	727

### SIMD

SIMD – 1-3	SIMD – 4-6	SIMD – 7-9
81%	13.5%	3.9%

- Over 50% of pupils are currently on Staged Intervention and are in receipt of varying degrees of enhanced support.
- 56 % of our pupil population have an identified additional support need (ASN).
- 8% of our pupils are Care Experienced.
- 32% of pupils are in receipt of free school meals (FSM).



## Attendance

Year	IRA Average	NAC Average	IRA Unauthorised Absence	NAC Unauthorised Absence	IRA Authorised Absence	NAC Authorised Absence
23/24	85.33%	87.06%	4.09%	5.52%	10.56%	7.38%

## Exclusions

Year	Openings	NAC Average	Number of pupils involved	NAC Average	Number of Exclusions	NAC Average
23/24	60	125	18	25	26	37

- We continue to remain below the NAC average for unauthorised absences. This has been a key priority over the recent period and will continue to be so for next session. Attendance is a key priority on our 24/25 SIP.
- We are an inclusive school. We are fully committed towards utilising internal and external supports as an alternative to exclusion – the data is illustrative of this. The promotion of positive relationships sits at the heart of our work. We are restorative in our approach and at all times, try to foster and embed a sense of belonging across our school community.

## Cluster Schools

*Annick Primary, Castlepark Primary, Loudoun Montgomery Primary, Woodlands Primary and Montgomerie Park Primary.*

**Staffing allocation : 59.98**

**Classroom Assistant allocation: 12**



## OUR VISION, VALUES AND AIMS

### - Irvine Royal Academy Believes in Better -

- As a school, we believe that there is always room for further improvement. We can always do better in order to ensure improved outcomes for all members of our school community.
- We try every day to model and promote the values of **respect**, **responsibility** and **ambition**.

#### We aim to:

- have structures in place to ensure that all young people are safeguarded
- ensure teachers are able to teach within a flexible timetable and dynamic curriculum
- lead by example to develop and support first class teaching and learning in every lesson
- bring real life into the classroom, inspiring all to take the learning beyond the four walls
- make learning challenging to meet the needs of all learners, ensuring that no one is left behind
- promote a 'can do' approach to continuous school improvement
- empower all learners to contribute fully to the life of the school and to exercise their responsibilities as global citizens



## ATTAINMENT & ACHIEVEMENT

### BGE Literacy and Numeracy – ACEL

#### S3

Literacy	4 <sup>th</sup> Level 2022	59%	SCQF 5 (S4) 2023	49%	4 <sup>th</sup> Level 2023	59%	SCQF 5 (S4) 2024	51.09%	4 <sup>th</sup> Level 2024	51.9%
Numeracy	4 <sup>th</sup> Level 2022	29%	SCQF 5 (S4) 2023	41%	4 <sup>th</sup> Level 2023	35%	SCQF 5 (S4) 2024	41.60%	4 <sup>th</sup> Level 2024	30%

#### S4

Number of Level 5 Awards	2023 Exam %	2022 Exam %	2021 No Exam %
1	64	78	75
3	43	57	56
5	30	36	33



S5

Number of Level 5 Awards	2023 – Exam %	2022 - Exam %	2021 – No Exam %
1	59	61	69
2	50	47	55
3	43	38	45
4	31	27	29
5	17	16	11

Number of Level 6 Awards	2023 – Exam %	2022 - Exam %	2021 – No Exam %
1	50	57	59
2	42	44	46
3	29	36	38
4	20	22	24
5	8	13	9



S6

Number of Level 5 Awards	2023 – Exam %	2022 – Exam %	2021 – No Exam %
1	29	34	41
2	21	25	37
3	17	18	31
4	5	10	19
5	-	2	4

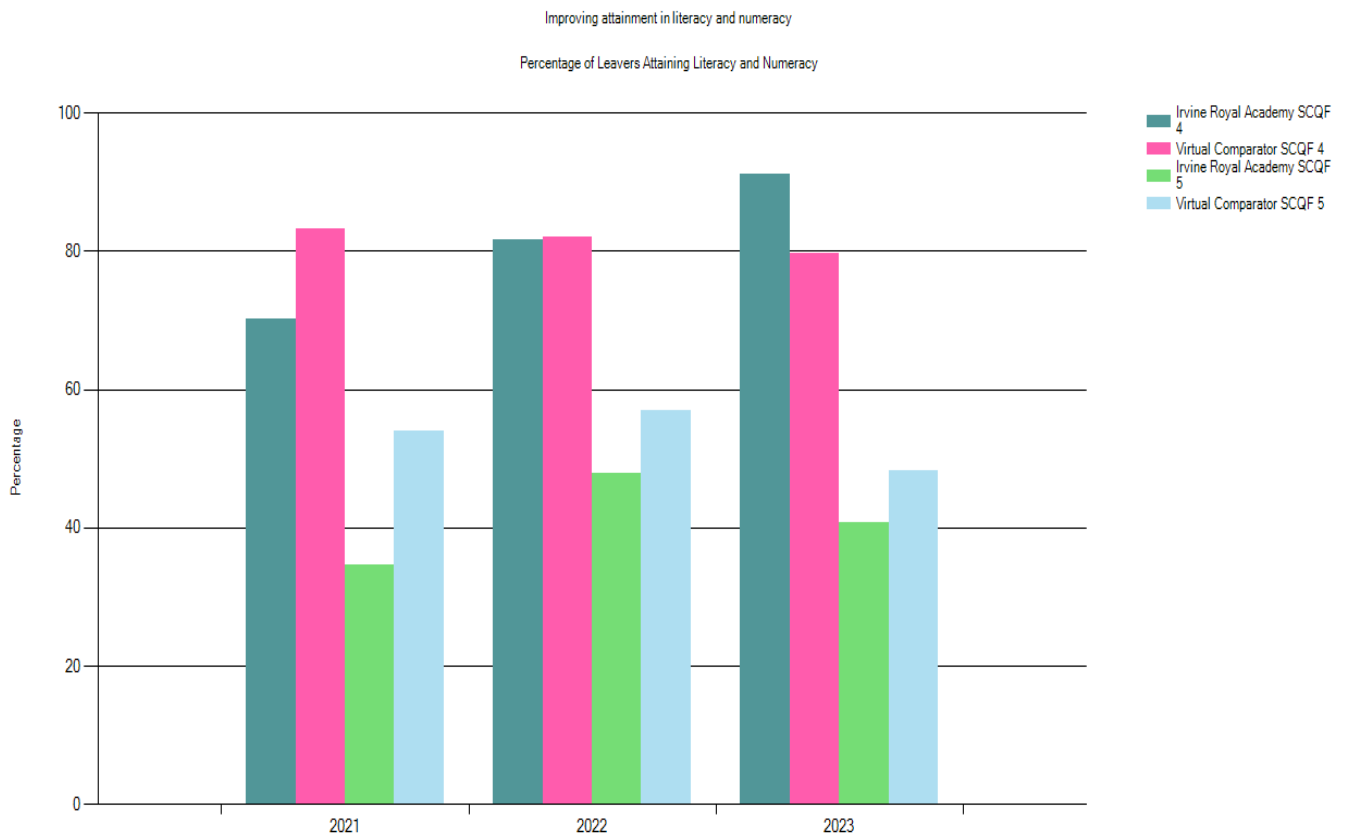
Number of Level 6 Awards	2023 – Exam %	2022 - Exam %	2021 – No Exam %
1	22	31	38
2	17	23	30
3	11	11	22

Number of Level 7 Awards	2023 – Exam %	2022 - Exam %	2021 – No Exam %
1	11	30	24
2	4	16	7
3	-	6	2

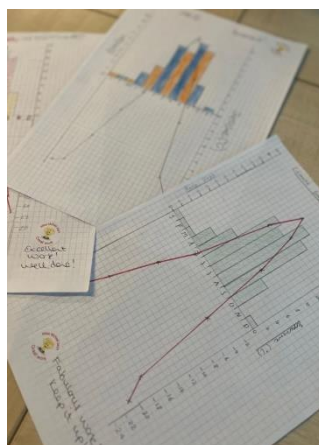


## Insight 2023 – S4/5/6 Leavers

### Literacy and Numeracy

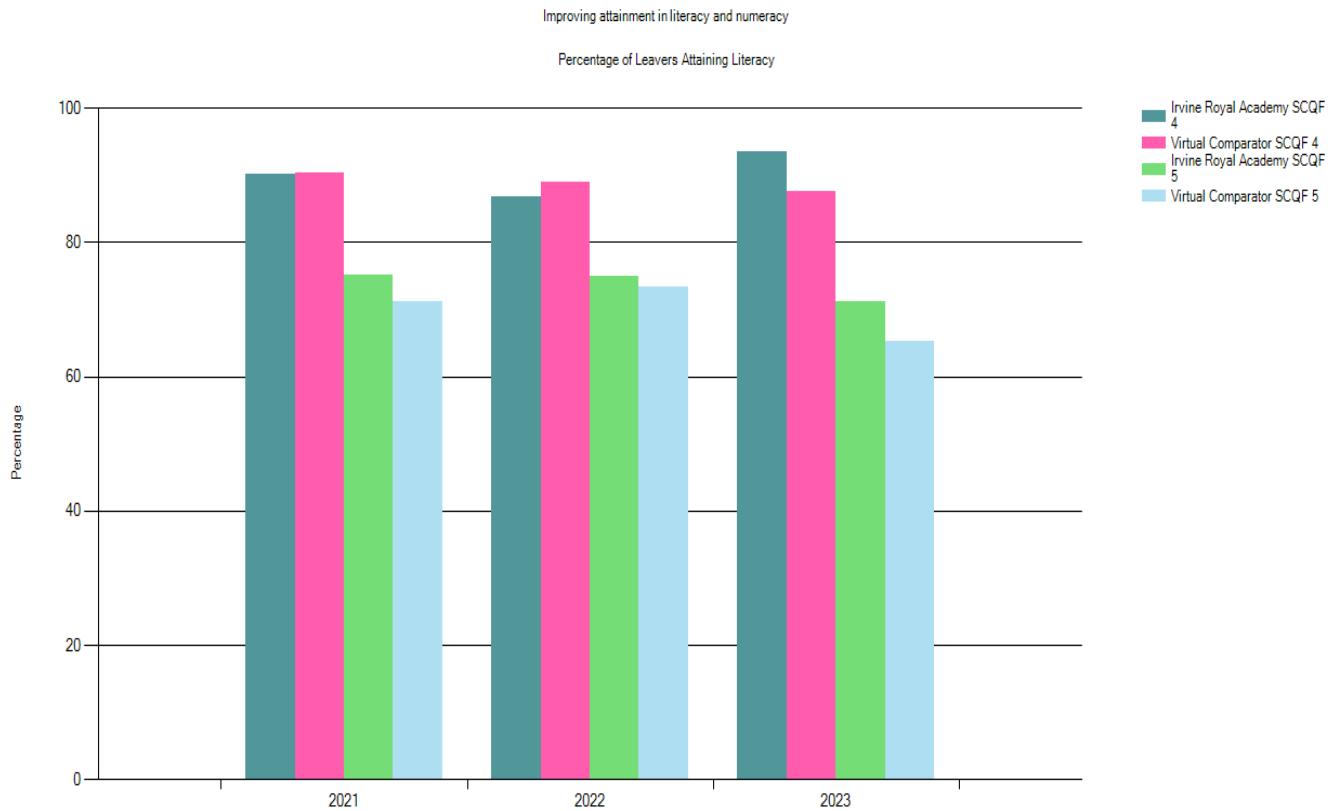


- *Our combined Literacy and Numeracy data at Level 4 in 2023 was **91.20%**. This is our highest ever attainment in this area. We performed at **14.22%** better than our Virtual Comparator. Our Level 4 attainment was **9.58%** better than in 2022 and nearly **21%** better than in 2021.*





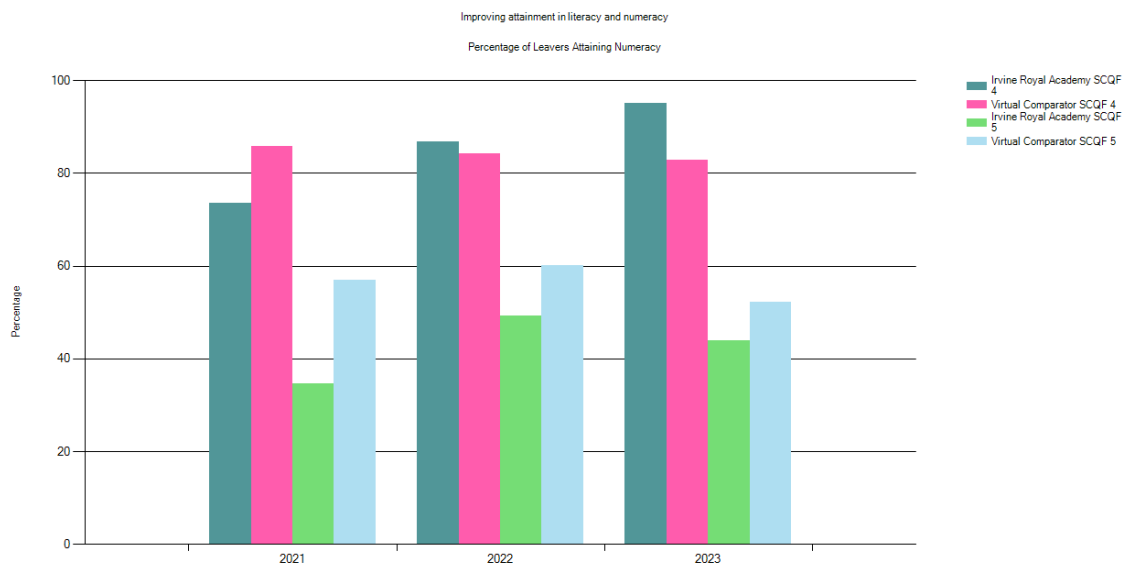
## Insight 2023 - S4/5/6 Leavers - Literacy



- *93.60% of our leavers achieved 4<sup>th</sup> Level Literacy – this is a 6.84% improvement from 2022. For the first time in 3 years, we are attaining above our Virtual comparator in this area. We have a Literacy strategy in place to support improvements at Level 5.*



## Insight 2023 – S4/5/6 Leavers – Numeracy

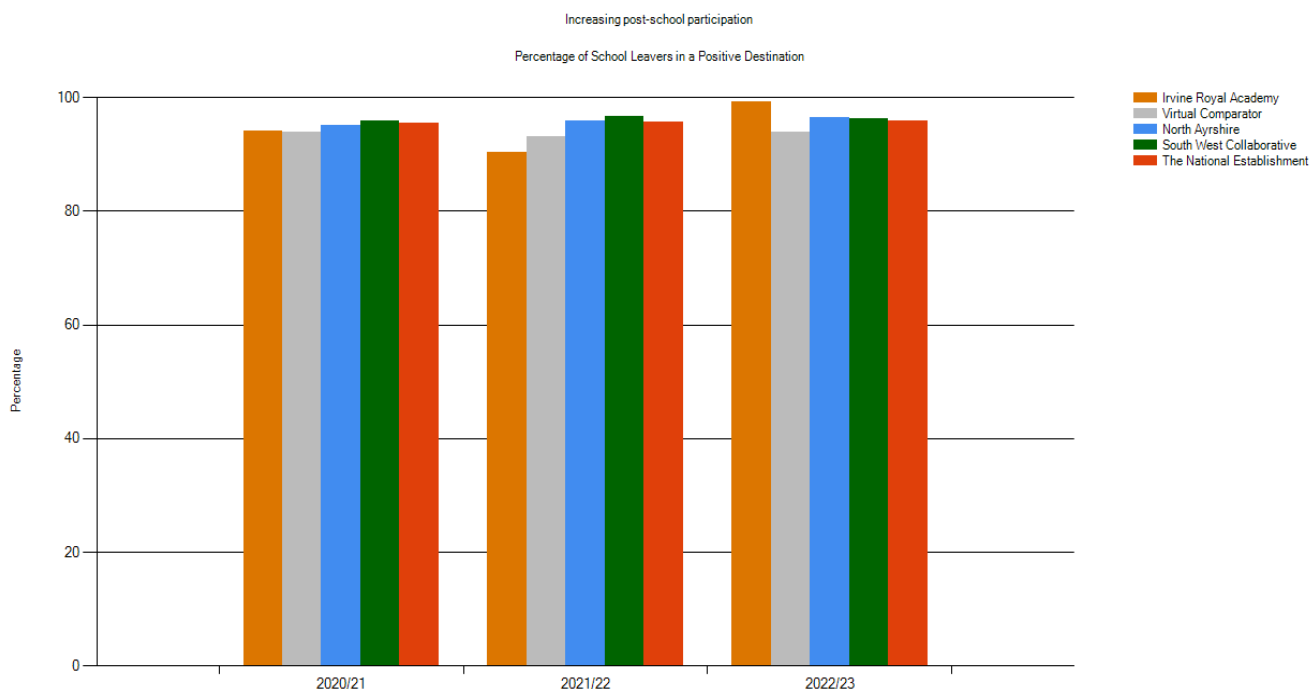


- 95.20% of our leavers achieved 4<sup>th</sup> Level Numeracy – this is an 8.44% improvement from 2022 and a 21.65% improvement from 2021. We have been attaining above our Virtual Comparator for the last two years. We have a Numeracy strategy in place to support improvements at Level 5.*

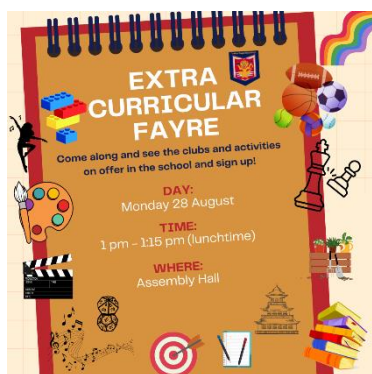
HOUSE FAMILY TIME FOCUS		
<b>Getting to know S1</b> 	<b>100% Attendance</b> 	<b>Wider Achievement</b> 
<b>Winter Leavers</b> 	<b>Sporting Successes</b> 	<b>Always on Time!</b> 
<b>S6 Leaders</b> 	<b>Pupil Prefects</b> 	<b>Summer Leavers</b> 
<b>HoH Pick!</b> 	<b>A</b> 	<b>B</b> 



## Insight 2023 – S4/5/6 – Positive Destinations



- 99.20%** of our S4/5/6 School Leavers entered into a Positive Destination in 2023. This was our best performance in three years and the highest in North Ayrshire. Our data was **5.28%** greater than our Virtual Comparator and **8.76%** better than in 2022.



### S4 Estimates – May 24

	2024		2023	
	Estimates WG	Estimates TG	Estimates WG	Estimates TG
1@5	78%	90%	63%	69%
3@5	54%	61%	47%	50%
5 @5	36%	40%	28%	41%

### S5 Estimates – May 24

	SCQF 5				SCQF 6			
	2024		2023		2024		2023	
	Estimates WG	Estimates TG	Estimates WG	Estimates TG	Estimates WG	Estimates TG	Estimates WG	Estimates TG
1 @	34%	38%	34%	40%	37%	42%	56%	57%
3@	5%	9.8%	6%	9%	22%	27%	30%	37%
5@	0%	0.6%	0%	1%	10%	11%	10%	11%

### S6 Estimates – May 24

	SCQF 5				SCQF 6				SCQF 7			
	2024		2023		2024		2023		2024		2023	
	Est WG	Est TG	Est WG	Est TG	Est WG	Est TG	Est WG	Est TG	Est WG	Est TG	Est WG	Est TG
1 @	24%	27%	17%	19%	35%	40%	24%	26%	19.5 %	22.6 %	17%	17%
3 @	1.8 %	2.4 %	3%	4%	13%	22%	8%	10%	0.6 %	0.6 %	2%	2%
5 @					2.4 %	3.7 %	1%	2%				



## COST OF THE SCHOOL DAY

# IRVINE ROYAL ACADEMY COST OF THE SCHOOL DAY



### ROYAL RESOURCES

Our free Royal Resources Shop is open to the community on a Wednesday between 11am and 12pm. Families come in to access the following:

- Uniform
- Period products
- Casual clothing
- Toiletries
- Emergency food

Pupils access Royal Resources every day for a variety of items. We also supported one of our catchment schools to set up their own Royal Resources.



### FREE BADGE SERVICE

To support with the cost of the school day, we provide a free badge service. Families can take pre-loved uniform from our free Royal Resources Shop or purchase affordable uniform in our school colours, and we will heat press a school badge onto their item. Over 300 items were badged this session.



### CASH 4 KIDS

We received £4600 from Cash 4 Kids to support our most vulnerable families with a £50 supermarket voucher.

### LOCAL DONATIONS

GMC Corsehill generously donated hot water bottles, blankets, socks, flasks, and fleece jumpers which we were able to give to our families.

### FORM FILLING

We supported families to complete forms for the following:

- EMA
- Young Scot Cards
- Free school meals
- Clothing grant
- Independent Living Fund
- Fuel voucher
- Free laptops

### COSD GROUP

Our COSD pupil group have already made positive changes in our school. They have built community spirit by serving food and working in Royal Resources at Family Engagement Events. Our young people attended The Cost of the School Day Network 'Big Voice Meet Up' to share their opinions. They met with the North Ayrshire Communications Team to share good practice. We are also now members of The Poverty Alliance.

### FOODBANK

We are a registered foodbank distributor at Irvine Royal Academy.



Our Mental Health Ambassadors organised a successful collection for our foodbank.

Our families are supported with food parcels when required.

### MONEY MATTERS

Audrey, our Welfare Rights Officer regularly attends Royal Resources to offer impartial benefits advice.

### CHALLENGE POVERTY WEEK

Our young people supported at the Friends of Redburn Community Food Event as part of Challenge Poverty Week.



### PERIOD DIGNITY

Our Period Ambassadors offer free period products to all pupils throughout the year. Families are invited to come into Royal Resources to take additional items for school holidays. We also supply catchment primary schools with supplies when required.



### PARENT VOLUNTEERS

Parent volunteers are an integral part of our team, as they attend every week to enhance our support in Royal Resources. They have created a video to highlight the help on offer and to encourage other parents and carers to attend.



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## WIDER ACHIEVEMENT – Around the departments...

### English and Languages

- YPI 2023. Young people celebrated success with their chosen charities.
- A group of *The Raven Magazine* pupils have had the amazing opportunity to take part in an Outreach Project with two amazing artists and experts from National Galleries Scotland. The project, which is called *Create Dangerously*, aimed to inspire pupils to use their voices and speak out on issues that are important to them.
- A group of Raven Magazine pupils attended a film making skills workshop and learned about conveying character, plot and theme all within 5 shots.
- The S1 Christmas cinema trip to see *Wonka* was a great success.
- We had Famous Author visits as well as performances and workshops from: Graeme Armstrong, Maisie Chan, and Tidelines
- One of our Ukranian pupils took part in a National Poetry competition at Strathclyde University, in her mother tongue.
- S1 pupils attended a special assembly led by Poetic Justice Productions to tell us all about the Ravenfest Short Story Competition 2023. Ravenfest is a festival celebrating the poet and author Edgar Allan Poe's time in Irvine, Ayrshire.

### Maths, Numeracy and Computing

- The team have run a number of successful events such as Maths Week Scotland Challenge, IET Faraday Challenge and UKMT. One pupil in S1 got through to the Junior Kanagoo which has been this first pupil in at least 10 years at Irvine Royal Academy.
- They have continued to increase their offering in the Senior Phase with the delivery of Personal Finance for the first time in 2023/2024 at L4, 5 & 6.
- We have booked our first overseas Mathematics' Trip to Disneyland Paris in March 2025.
- Staff within the department run Extra-Curricular clubs such as chess club, darts club, Lego league, STEM and DoFE.

### Science

- The team had a very positive verification visit for Practical Electronics. Uptake within a Practical Electronics context continues to grow.
- We have increased our Advanced Higher Physics uptake by 100%.
- Three staff are SQA markers and this has enhanced staff confidence and capacity across the Senior Phase.
- Members of the team lead on our S6 Prom and on the whole school Prize giving as well as Duke of Edinburgh.

- The Science team play a pivotal role in mentoring NQTs and Student Teachers across the whole school community.
- Outdoor Learning is becoming more of a feature across the Science Faculty.

### Social Subjects and RME

- The IRA Ghost Tour is an annual event in the school calendar.
- Mock Court project has been running for three years. An IRA pupil group reached the semi-finals in the national competition this year at the Awards Ceremony in Edinburgh.
- Extra-curricular – A member of the team leads the whole school Musicals Theatre club.
- Our Social Butterflies is a key feature within the Faculty. Pupils are issued with merit awards to recognise achievement. The numbers continue to grow with more pupils awarded certificates each month.
- Social Ambassadors – 30 pupils across all year groups, leading learning and change, working on RRS silver award
- Lessons from Auschwitz – Two pupils within the school visited Auschwitz and then presented their learning to members of our internal and external community.
- The Faculty have introduced NPAs in Business & IT, Business & Enterprise and Climate Change & Sustainability.
- We have been approved for an NPA in Criminology at Levels 5 and 6.

### Health and Wellbeing

- In August 2023 we were chosen to become a School of Rugby. We are now one of the Scottish Rugby Union's Cashback schools.
- Only 13 schools across the country were chosen for this programme, Irvine Royal Academy being the only Ayrshire school.
- Our pupils will benefit from the £75,000 which will be invested into Irvine Royal Academy, and our community, over the next 3 years.
- We have almost 40 pupils signed up to the School of Rugby.
- Each pupil attends 2-3 curricular sessions each week as well as an extra-curricular session.
- All pupils have participated in 4 different Rugby Festivals this year
- We have made strong links with Irvine Rugby Club.
- We have recruited 30+ current P7s to join the School of Rugby in August 2024.
- We went to watch the Glasgow Warriors at Scotstoun Stadium recently – the pupils involved had a great experience.

- Our S2 boys were invited to be the Flag Bearers for the recent Warriors v Cardiff game. They also played the half time game on the main pitch with a try being caught on camera.
- As a faculty we offered 17 different SQA recognised qualifications across PE/HE.
- Sports Personality of the Year Award 2024 was a great success.
- We had high levels of engagement in the Ayrshire Cross Country Championships in Sept 2023 as well as a very successful School Athletics Champs and Whole School Sports Day.
- In the North Ayrshire Athletics Champs held in May 2024, we had over 40 participants, 10 pupils qualified for Ayrshire finals.
- In the Ayrshire Athletics Championships, we won 4 medals.
- We have over 40 Extra-Curricular Clubs in operation across the school.
- Our 4<sup>th</sup> Italian Ski Trip in January 2024 was a great success – one of the best yet.
- We secured various Young Scot funding (£1500) for new S1 PE t-shirts.
- Our Higher PE class has been working in partnership with BetterU Fitness to complete their Personal Development Plans.
- Mental Health Week – Theme of the year was ‘Move more for our mental health’. PE staff created daily workouts and videos to promote this.
- Our Pupil of the Block & Kit League initiatives have gone from strength to strength.

### Technical

- The team attend the Maritime Museum Christmas Fair each year.
- Irvine Incorporated Trades are a great supporter of the school – they attend our exhibition and issue prizes each year.
- The annual Premier League Football trip is led by members of the Technical team.
- We lead on the School Yearbook and DofE
- Technical Club runs weekly and it is well received by those who attend.
- We have been involved in the Industrial Cadets project this year.
- More recently, Senior pupils visited Spirit Aerospace.

### Creative Arts

#### IRA Music Events and Categories:

- Senior Young Musician of the Year
- Senior Young Musician Runner up
- Junior Young Musician of the Year
- Junior Young Musician Runner up
- Centre Stage Rising Star
- Young Musician Audience Choice



**Extra-Curricular:**

- Ukulele Group
- Musical Theatre
- Art Club
- Rock Band
- String Group
- Keyboard Club
- Drum Club
- Staff Choir

**Performances and Exhibitions:**

- 'Believe in Better' showcase
- Young Musician of the Year
- YPI Finals
- Awards Ceremonies
- A 'Frozen' Christmas Concert
- P7 Transition Showcase
- Summer BBQ and Cabaret
- NAC Young Musician of the Year
- Irvine Lassies Community Concert
- Irvine Rotary Caring Trees
- Open Mic Night

**Trips:**

- Theatre trip to Aladdin
- Photography shoot at Eglinton Park
- Photography shoot at Irvine Beach
- Creative Arts London Trip
- Glasgow School of Art Open Day

**SIR**

- 100% of young people achieved Literacy and Numeracy qualifications.
- 100% of young people accessing SIR support achieved at least a National 3 qualification in Maths and English.
- 94% of S4 young people who were at risk of not achieving any qualifications have achieved at least 5 full National Qualifications this academic session.
- Through PE additionality, 23 young people achieved a National 4 PE qualification with support from SIR staff.
- 3 young people achieved National 5 units in Music through additional support from a subject specialist.
- We have been working in partnership with Friends of Redburn. One of our pupils was nominated for the NAC Young Volunteer of the Year Award.

- We have increased parental involvement throughout the session. Parental voice states that support from SIR has been invaluable to their young people.
- We have attended overnight residential with Active Schools.

## SSR

### Literacy

- A member of our Modern Languages team has started to deliver French classes to our young people.
- Library visits and activities with our Librarian have taken place throughout the academic session.

### HWB

- A member of the PE team has provided our young people with a bespoke Physical Education curriculum over the year. Sports Leaders from S5 & 6 have supported our young people to be successful in PE and access the fitness suite as well as participate in team games & sports.
- One of the Music Teachers has provided our young people with a bespoke Music for Wellbeing curriculum over the academic session – our young people have been involved in Creative Arts showcases as a result of this.

### Whole School

- The Dungeons & Dragons group has been running within the SSR one afternoon per week, supported by a member of staff from Pupil Support.
- One of our young people attends the lunchtime choir group and has weekly piano tuition.

### Extra-curricular

- We have been participating in events organised and funded by ASCPO including Bouncestation visits, weekly sessions at the Portal and a day visit to Castle Semple where our young people experienced water sports.
- We have been active attendees at the Into Film at Linwood Showcase Cinema and HAC in Irvine.

## Guidance

- We have led the MVP Programme and training. 27 pupils were trained this year and S1/S2 pupils had an input in PSHE.
- We launched 'House Family Time' as a means to further develop relationships with all profiles of learner.
- We attended The Promise Conference and will work towards achieving the The Promise Award next session.
- We have worked in collaboration with the Young Carers team to support the completion of YC Statements.
- We work closely with Barnardo's to support the needs of young people who require further intervention.

- We have increased the uptake in Work experience this year and we have had a greater focus on Care Experienced young people getting placements.
- All PTGs are ASSIST trained which is vital in ensuring high quality support for young people who are struggling with their mental health.
- All pupils across the school have been allocated Key Adult. This has served to promote feelings of safety and trust.
- Parents In Partnership sessions were delivered to Parents/Carers.
- A member of the team leads on the Staff/Pupil Running Club.
- Study support sessions have been delivered by the School Counsellor to support those suffering from exam anxiety and exam stress.
- Members of the team have delivered on Staff wellbeing CLPL.
- We have been active participants in the Irvine Wellness Model – we continually strive to ensure that our young people get the right help at the right time.
- LIAM sessions continue to be offered to identified pupils– targeted sessions are in operation. This is in partnership with our Area Inclusion worker
- Tea and a Blether events with families including grandparents have been timetabled throughout the year – numbers have continued to grow and feedback has been very positive.
- The team play an active role in the Marymass each year.
- IRA Guidance staff are represented at the Care Experienced Champions Board Meeting.
- We have worked alongside Megan’s Space. Presentations have been delivered to the senior school with follow up discussions in PSE.
- Robertson Trust applications were successful for 2022/23. All 6 applicants were successful in receiving funding. £4250 was awarded to each pupils for each year of their studies.
- This academic session, the number of applicants has increased from 6 to 12. This increase is due to the positive relationships built between the school and the Trust.

### **Pupil Support**

#### **Literacy**

- All pupils completed literacy assessments in S1 and this data was shared with teaching staff.
- S1 pupils who took part in the SHORS comprehension programme increased their comprehension reading age by an average of 1 year and 1 month.

- S1 pupils who were selected to take part in TRT increased their reading age by an average of 15 months.
- PLA teaching staff worked with staff in the department to research the best programme to use to support reading. This research has led to assistive technology sessions, focussing on Natural Reader, being delivered to our dyslexic learners in S3.
- 146 young people have been literacy screened and 53% have completed the first 13 levels of TRT, 8% have been trained in assistive technology and 14% are taking part in a reading intervention scheme.
- 59 young people are currently going through the new dyslexia screening process. To date we have identified 3 young people with dyslexia. This information is shared with staff and they are able to use our dyslexia policy to support young people in lessons. Our dyslexic learners have also created a poster where they have described what works best when supporting young people with dyslexia. This has also been shared with staff.

### **Numeracy**

- 138 young people have been numeracy screened. 52% who have been SENA assessed have since engaged with the TNT programme.
- The Pupil Support department also taught the S1 Nurture Maths class this session. 81% of this class have an ASN. Of the young people working within first level, the average assessment score went from 34% to 58%. Of the young people working at 2<sup>nd</sup> level- the average assessment score has gone from 24% to 33%.
- N4 Apps group taught in the department. 50% of pupils who attended secured a full course award.
- Throughout the session we had 50 requests for in-class support, and 198 AAA requests which were all approved.
- 20 learners were invited to attend a Life Skills group comprising of three blocks: Literacy; Numeracy; Health and Wellbeing.
- Teaching staff were offered CLPL on the referral process. As a result of this, 333 referrals have been made throughout the session. This has enabled staff to better support the needs of individuals.
- The AAA policy was revised as a result of SQA CLPL. Forms were made digitally allowing for a more streamlined process and a reduction in workload. Good practice was highlighted and shared with staff. Invigilator feedback has confirmed that the system worked better this year.
- Dungeons and Dragons is a very popular topic in the school, with over 50 young people electing to come to the after school club. As a result of this D&D has been introduced to a group of young people in the SSR and the

S1 Nurture Maths class. This topic is helping to build relationships and individual pupil confidence.

- Throughout the session we had 29 International learners with 10 different first languages. Each learner had a Key Adult, was offered regular check-ins and to attend Pupil Support during breaks and lunchtime. More than half of these young learners accepted this support.
- 20 P7 pupils attended Enhanced Transition this year.
- Pupil Support staff worked alongside S2/3 Prefects to add value to the school community.

### Whole School

- In partnership with **LET'S LOOC** (Learn Outside of the Classroom) the following awards have been achieved as part of our 20 week **Outdoor Learning Programme**:
  - S1 : RSPB Bronze Wild Challenge Award
  - Junior Scottish Countryside Ranger Award: (JSCRA)
  - RSPB Bronze Wild Challenge Award
  - John Muir Explorer Award
  - Saltire Award for Volunteering
  - Archaeology Scotland's Heritage Hero Award Bronze Level
  - The National Outdoor Learning Award
  - SQA Level 4 Biodiversity in Action Keep Scotland Beautiful Award (ongoing)
- MCR Pathways continue to be a vital source of support to many young people across our school. The impact of the programme has been significant for all those involved – we have 28 young people mentored within the Senior Phase.
- Our MH Ambassadors have worked intensively with NAC Youth Services Mental Health Team to develop their personal resilience and how they can support others. They have also worked with national group Change Mental Health to support their “Me and My Money” programme ahead of its national launch.
- Our MH Ambassadors have worked intensively with NAC Youth Services Mental Health Team to develop their personal resilience and engaged in a series of sessions focussed on “Your Resilience”. They planned supports and activities for Anti-Bullying Week and were present for our MH Discussion Dinner. They have also delivered sessions to younger pupils regarding Mental Health.
- This year we launched our Theme of the Month tokens which are awarded by class teachers on a weekly basis to young people who embody the

theme of the month. We have also launched House Stars which are awarded by the House Teams for young people who go above and beyond in support of our school values and community.

- We launched our House Family Time this academic session whereby each House Team dedicated time each month to meet with pupils to further foster and build relationships whilst also celebrating their successes.
- We continue to celebrate how our pupils embody and uphold our school values each term through Royal Recognition – we have sent in excess of 700 positive text alerts home to showcase this. We have expanded this acknowledgement this session to include termly Uniform Battle and Attendance progress.
- Our S1 pupils worked with CANI coaching to target set using their Goal Mapping process at the start of the year and this was then supported in PSHE classes with Senior Mentors who also received bespoke training from CANI coaching.
- We have held monthly Conversation Cafes for parents and invited them into the school to meet with key staff both from Irvine Royal and also our partners – parents have enjoyed being able to learn about the workings of the school and the support available for their young people.
- Our S1 pupils participated in the KA Leisure Euro Roadshow in June 2024.
- Our Transition and Enhanced Transition offering continues to evolve. High levels of support are offered to pupils in advance of the move from Primary and Secondary. This year, we have expanded our transition offering to include curricular events with Primary 6 pupils within our Cluster.

#### **PARTNERSHIPS across the school...**

##### **English and Languages**

- We developed links with Glasgow University's Journalism team.
- Free Writing workshops were accessed through the Royal Literary Fund.
- Our team lead on YPI and linked in with representatives from various local charities.
- We participate in the Tidelines Book Festival and have attended the Gaiety Theatre in Ayr.
- We went on a trip to Edinburgh. This was facilitated through National Galleries - *The Raven* pupils were in attendance.
- We have strong relationships with SDS who deliver regular inputs across the English and Languages curriculum.
- Irvine Burns Club are long standing partners. Our pupils participate in annual events and competitions.

- We worked alongside SCILT through the Mother Tongue Other Tongue programme and our pupils attended the Business Language seminar this year.
- We have been working in partnership with the Chamber of Commerce to develop Modern Languages Industry links.

### **Maths, Numeracy and Computing**

- We work with the IET Faraday Challenge to deliver creative STEM experiences for pupils out with the classroom.

### **Science**

- We have developed links with Marr College to verify and moderate Practical Electronics.
- Partnership with Tilhill, a private forestry company have been established. They delivered an ecology talk to our pupils.
- We have a strong working relationship with the NA STEM lead who lends expertise as we further develop our BGE sustainability inserts into the S1/2 course.
- P6/7 transition visits by Science staff have helped to develop positive relationships across the Cluster as well as further develop Science skills.

### **Social Studies and RME**

- We have had a consistent partnership with the Holocaust Education Trust to further enhance learning around Holocaust education
- Our team support pupils to participate in Joint Cabinet Meetings – this affords pupils the opportunity to have their voice heard.
- We developed the Climate Ready Classrooms this year and delivered a Climate workshop to Senior Geographers, with 29 receiving a Climate Literacy award.
- Business & Admin pupils visited PwC UK to look at services offered and skills for work.
- We work alongside the Law Society of Scotland to ensure that our pupils get the very best support for the Mock Court programme. 3 pupils involved were successful in gaining places to study Law at University next session.
- Following the development of our Criminology courses, we have forged links with PC Lewis, Police Scotland's Partnerships, Prevention and Community Wellbeing team and a retired Crime Scene manager.

## Creative Arts

- Barony Gallery
- The Portal
- National Galleries
- Irvine Burns Club
- Irvine Lassies Burns Club
- Allan Sayers
- The Rotary Club
- Centrestage

## Health and Wellbeing

- Fare, Share, Go are established partners. We work alongside them to reduce food waste and support pupils/ families who struggle to access a healthy, balanced diet.
- The Ernest Trust allocated funding to support our outdoor learning spaces (funding secured for BBQ for outdoor cooking).
- Tesco / Asda consistently donate toiletries as well as food to our Royal Resources shop.
- We have developed links with the Health and Social Care Partnership to support with the delivery of Higher Childcare.
- We have accessed Local Early Years Centres to provide Childcare placements for our Senior Pupils.

## Technical

- Andrew Wright – timber donations allow for Department budget to be used for other additional resources.
- Scottish Maritime Museum – Craft Fair
- Woodlands Primary School – Craft Fair
- Murphy Engineering – metal donation
- GSK – visit by engineers to bring the curriculum to life.

## Pupil Support

- We have been working with the PLA to improve literacy and assistive technology support.
- We have been working with EAL staff in order to better support our International Learners.
- Staff from the VI/HI teams are vital partners. We work in collaboration to support our visually and hearing impaired learners.
- We work alongside our Educational Psychologist to support learners with a multiplicity of barriers.
- This year we have worked with Ayrshire College to support young people to achieve the Employability Award.



## SIR

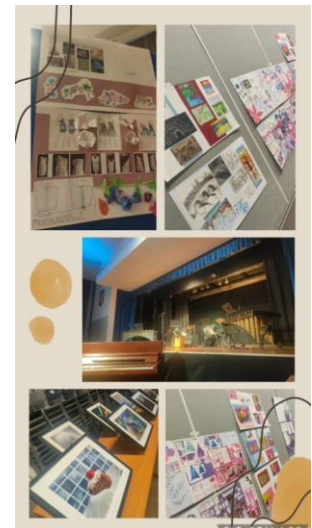
- Groups of young people supported to attend Irvine Youth Forum to help them have a voice in community issues.
- BetterU Fitness have supported a targeted group of young people to improve their mental health through exercise and understand the important link between physical and mental wellbeing.
- Police Scotland delivered a number of sessions through our Campus Police Officer – one such theme explored was Domestic abuse.
- SIR young people attended Alcohol and Drug Partnership events to shape work of the ADP in schools.

## Guidance

- CHAP delivered a series of class presentations to specific year groups
- Welfare Rights Officer – continued partnership and increased offer of assistance to families to aid financial support. This year, our families accessed over £200.000 worth of finances that they did not know that they were entitled to.
- We work alongside Equal to support pupils disengaged with school.

## SSR

- Into Film – we attend film showings to enhance the young people's understanding of animation.



## HOW SUCCESSFUL HAVE WE BEEN IN IMPROVING OUR ESTABLISHMENT?

### Priority 1 – Improvements in attainment and achievement.

- Cluster Primary pupils have developed further connections with Irvine Royal Academy staff out with the IS Team. More than 60% of the Primary 7 pupils surveyed reported knowing more staff within the Secondary school as the year progressed. Primary staff welcomed the expansion of curricular exposure sessions within their classes. All Primary 7 class Teachers were involved in the delivery of a Numeracy project which linked to our Induction days.
- Pupil Support staff have used SNSA assessment data to target interventions in Literacy and Numeracy and have been working with PLA staff to develop this further.
- An In-house CLPL programme has been developed in conjunction with the themes extrapolated from the PRDs. Some staff have been willing to share learning with colleagues.
- A number of staff have been trained in: ASSIST, CALM, SMHFA, Restorative, De-escalation, LIAM and Project Restore.
- Staff from across the School engaged with the PLA's Professional Learning Programmes...
- Our Fortnightly Focus on an aspect of Learning and Teaching is promoted with all staff. Pupils are exposed to learning experiences where Teachers are trialling different approaches.
- Learning Rounds One and Two evidence the need to further develop our approaches to differentiation to support needs. Pupils are benefiting from the varied approaches they are experiencing in some areas.
- Pupils are now experiencing greater degrees of consistency across learning.
- Excellent practice has been shared within Faculties, resulting in improved learning intentions and differentiated success criteria within lessons.
- There has been increased engagement by pupils involved in the Outdoor Learning programme. The data illustrates improvements in behaviour and attendance. Development of this programme has also led to the offering of a new qualification: Biodiversity in Action Level 4.
- External agencies, businesses and community partners have enhanced the relevance, and enjoyment of learning. They have also helped to contextualise learning in different settings.
- The Moderation evidence folder and spreadsheet captures the wealth of activity across teams.
- Staff have improved their levels of confidence with regards the reliability and validity of evidence.

- Lessons are now more engaging, relevant and linked to the skills and knowledge needed to thrive in a 21<sup>st</sup> Century world.
- Pupils have a greater understanding of their strengths and next steps.
- Pupils have regular informal and formal opportunities to discuss their learning. This is evident from focus groups where pupils can articulate learning conversations and engagement with learning log booklets.

### **Priority 2 – Closing the attainment gap between the most and the least disadvantaged young people.**

- Within our Secondary Inclusion Resource (SIR) there has been a relentless focus on attainment and achievement. 100% of young people achieved N4 Numeracy and 100% of young people achieved, at least, National 3 English. There was a further curricular expansion in SIR with young people achieving at least one Social subject at National 3. Furthermore there has been enhanced working with PE staff to support attainment. Within the SIR there has been an increased in the number of young people attending mainstream classes.
- Bespoke and planned interventions from the Pupil Support department enhanced support for our young people – 100% of referrals were granted with 60% of these being for AAA and 27% for time within Pupil Support to further enhance learning. SENA & SHORS interventions have been very successful. Reading ages, on average, have improved by one year.
- We have devised a support process for EAL students as part of their enrolment process and further enhanced the working relationships with the NAC EAL Support Services. We have delivered CLPL for staff to enhance approaches within the classroom.
- Barnardo's continues to provide a vital source of support to our young people and their families. 19 young people have engaged with the service over the course of the school year, including the holidays.

### **Priority 3 – Improvement in skills and sustained positive school leaver destinations.**

- Our Transition and Enhanced Transition offering continues to evolve. High levels of support are offered to pupils in advance of the move from Primary and Secondary. This year, we introduced P6 Curricular Exposure events and School of Rugby sessions with our Cluster Primaries. We also delivered DYW inputs.
- Our MH Ambassadors have worked intensively with NAC Youth Services Mental Health Team to develop their personal resilience and develop confidence to support others. They have also worked with the National

group, Change Mental Health, to support their “Me and My Money” programme ahead of its National launch.

- We have engaged with parents and carers this academic session through our monthly Parental Conversation Café where they have been given the opportunity to meet and chat with members of our staff team and partners.
- We have proactively used external speakers throughout PSHE including CHAP and Emily's Test.
- We have continued our journey towards our LGBTQ+ Charter Mark with staff completing the awareness raising sessions and our PRIDE group planning whole school events including Purple Friday, Book Launches & Picnic in the Park.
- Pupils applying to University in S5/6 are enrolled into a widening access programme that will support them in securing an adjusted University offer on successful completion.
- Pupils in S3 and S4 engaged with FOCUS West early in their secondary education to participate in widening access programmes such as ‘FOCUS on 4’.
- Positive destinations are monitored daily by the PT DYW and SDS Careers Advisor to ensure every pupil transitions into a suitable destination. Follow up is facilitated for those who change their destination to avoid negative outcomes.
- Local partnerships support pupils and raise awareness of opportunities available within their community.
- The stigma around Higher Education has been reduced. Pupils are mostly motivated to ‘want more’ than their community expects of them/societal norms.
- Pupils at all levels are supported. We have a number of groups running: University group, College group, Apprenticeship events etc to ensure every pupil, regardless of academic attainment is able to secure a positive destination that is personalised to them.
- During Scottish Apprenticeship Week, Employers shared the pathways and careers available within their organisation and demystified the common misconceptions regarding their industry.
- Summer 2024 leavers engaged with representatives to find out more about services/supports available beyond school.
- Our S2/3 Curricular Marketplace was planned in collaboration with the Chamber of Commerce. 29 partners were secured alongside representatives from Subject/Faculty areas across the school community. We came up with the idea of using ‘stamp cards’ that pupils attending had

to get stamped after having a meaningful engagement with employers – feedback was extremely positive from representatives and the Chamber.

- DYW inputs delivered to all P7 pupils in conjunction with SDS.
- Our DYW lead completed City and Guilds Level 2 Barista training to support assessment and delivery of S4 Barista Skills course.

#### **Priority 4 – Improvement in children and young people’s health and wellbeing.**

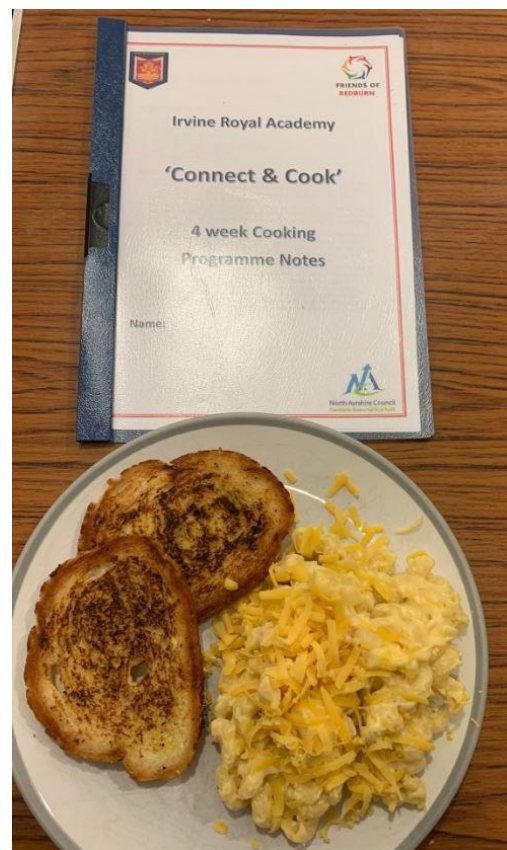
- Targeted attendance interventions have seen an increase of 10% for those young people that have engaged with supports provided for them. Engagement in Project Restore has seen one young person’s attendance improve by more than 50%. Positive attendance patterns have been celebrated on a termly basis.
- Our MH Ambassadors have worked intensively with NAC Youth Services Mental Health Team to develop their personal resilience and engaged in a series of sessions focussed on “Your Resilience”. They planned supports and activities for Anti-Bullying Week and were present for our MH Discussion Dinner. They have also delivered sessions to younger pupils regarding Mental Health.
- We launched and promoted our Key Adult scheme this session with 70% of S1 identifying a Key Adult. Our Key Adults include members of our Teaching and non-teaching staff which showcases the excellent relationships all adults in our school community build and foster.
- We launched our House Family Time this academic session whereby each House Team dedicated time each month to meet with pupils to further foster and build relationships whilst also celebrating their successes.
- Our pupil led Neuro-Divergent group met to formulate an accessible strategy for class teachers to support them with their learning. They have been involved in the creation of Departmental Support boxes to aid learners.

#### **Priority 5 – Placing human rights and needs of every child and young person at the centre of education.**

- We have held monthly conversation cafes for parents and invited them into the school to meet with key staff both from Irvine Royal and also our partners – parents have enjoyed being able to learn about the workings of the school and the support available for their young people.
- The school are working towards their Silver Award for Rights Respecting schools. The Rights Respecting Schools Award puts children’s rights at the heart of school life in the UK. The UK Committee for UNICEF (UNICEF UK) works with schools in the UK to create safe and inspiring places to learn, where children are respected, their talents are nurtured and they

are able to thrive. Our Rights Respecting Schools Award embeds these values in daily school life and gives children the best chance to lead happy, healthy lives and to be responsible, active citizens. The Rights of the Child underpin our Promoting Positive Relationships policy. The UNCRC are regularly promoted at assemblies and via Theme of the month.

- The pupil led Rights Respecting group promote the 4 rights that were elected by the school community and have considered what we are doing so far, and what we can do further to promote these rights



**AMBITION  
RESPECT  
RESPONSIBILITY**

**Irvine Royal Academy**

# ROYAL RECOGNITION

**WHAT DO YOU NEED TO KNOW?**

**At the end of Term 1, 2 & 3 a text alert will be sent home for those pupils who have achieved Royal Recognition.**

**During Term 4 a Review will be organised to celebrate**

**Pupils must**

- 90%+ attendance
- an
- m

### Royal Recognition

Department Level	Whole School Community	Wider Community
<b>Bronze</b>	<b>Silver</b>	<b>Gold</b>
Committing to and regularly attending extra curricular activities within a department.	Regularly volunteering time to wider whole school activities and events.	Regularly volunteering time, or participating in, community groups and events.
E.g Musical Theatre	E.g Parents Night	E.g 208 Football Team
Nominated by Class Teacher	Nominated by SLT / Guidance	Nominated by Coach / Leader / Trainer

**IRVINE ROYAL ACADEMY**  
Ambition • Respect • Responsibility

**ROYAL RECOGNITION**

**#BELIEVEINBETTER**

**WELL Done**

**Ambition  
Respect  
Responsibility**

**Irvine Royal Academy**

## QUALITY INDICATORS

### QI 1.3 Leadership of Change

Evaluation – 4

- The vision, 'Irvine Royal Academy Believes in Better' is explicit in all that we say and do. The vision is aligned to our values, AMBITION, RESPECT and RESPONSIBILITY.
- The vision and values are promoted through assemblies – year group and house, led both by Heads of House and the Head Teacher.
- The values are visible in all classrooms and young people have a secure understanding of them.
- Revised strategies/policies/systems/procedures are all underpinned by the school values.
- Theme of the month recognises young people who are able to demonstrate values both within class and across the wider school.
- The monthly RRS article is shared via the electronic pupil bulletin and is a focus in registration classes.
- Royal Recognition, including Extra-curricular, recognises those young people who are promoting the values on a consistent basis.
- Royal Rewards has been introduced as a values based celebration.
- Head Teacher Excellence awards are issued on a monthly basis to both staff and pupils – nominations are centred on the school values.
- STAR awards are issued by house teams on a termly basis. Awards are issued to young people who have shown resilience and determination to overcome challenges.
- Termly uniform recognition serves to promote a sense of belonging – our free 'Royal Resources' shop is able to support all uniform needs.
- House Family time varies in theme – wider achievement, attendance etc
- Pupils are afforded the opportunity to have their voice heard in a variety of ways: Pupil Parliament, Prefects, SPLT, Subject Ambassadors etc
- Added value opportunities across the school are significant: school of rugby, ski trip, London trip, football, chess, darts, mock court, musical theatre etc...
- School priorities are formulated through extensive consultation with all stakeholders.
- School priorities are reflective of local need and are aligned to those plans laid out in the NAC Service Delivery Plan as well as the Irvine Locality Partnership plan.
- A rigorous QA calendar ensures that on-going self-evaluation is embedded into our improvement agenda.



- Multiple QI layers allow for improvement to be measured through different lenses: Faculty Review (NAC and supporting team), Learning rounds (various models), HT Trio model, Senior Manager QI visits...
- A PEF flash reporting model monitors progress and evaluates impact at the end of each term.
- PEF bid forms are utilised by staff across the school in order to improve outcomes for targeted profiles of learners.
- High level messages and next steps are articulated at regular intervals throughout the school year.
- The Extended Leadership has a voice in shaping the change agenda – this forum allows for consistent messaging around roles, responsibilities and next steps.
- The Head Teacher meets weekly with individual DHTs and with the SLT to review progress and to plan next steps.
- Members of the SLT and Middle Leaders are on a variety of NAC strategic groups with a voice in shaping policy and practice across the local authority: Nurture, Learner Participation, Supporting Needs, Policy Review Group, Attendance etc
- There is clear evidence of strategic progress at all levels of the system – within departments and at SLT level.
- Communication is a strength and various approaches are utilised: HT weekly update, electronic calendar...
- Parents/Carers are provided with a monthly newsletter which celebrates success and endeavours to share key information.
- Pupils are provided with a daily interactive bulletin outlining the key events of the week alongside any available opportunities.
- Positive relationships are a strength of the school. Most staff have positive relationships with most pupils.
- Partnership working is at the heart of our approaches – links are extensive and highly productive.
- Parent/Carer feedback is sought at regular intervals – returns made this year so far highlight an overall satisfaction rate of 94.27%.
- We have an extensive in-house CLPL calendar on offer for staff and delivered by staff.
- Staff have stepped forward to lead on specific areas of school improvement: Communications, Learning and Teaching, Data, Wider Achievement...

- We have engaged with the Professional Learning Academy to develop and further improve the PSHE programme, inclusive of whole school health and wellbeing tracking.
- Staff in some areas are engaging with the PLA twilight model to support areas of school improvement as well as areas for further development identified through the PRD process.
- Staff all levels of the system have been developing confidence and capacity in their use of data. A revised approach to tracking analysis ensures accountability by all.
- Staff at all levels have been integral to our revised approach to classrooms observations.
- The wellbeing of all is integral to the work of the school. A staff wellbeing steering group is operational and this is supported by our School Counsellor.
- The work of the Parent Council is progressive. They have a voice in areas of strategic improvement across the school and have developed their own action plan with the ultimate goal of improving learners' experiences.

### QI 2.3 Learning, Teaching & Assessment

### Evaluation - 4

- Our school vision and values serve to promote a culture of inclusion. The values and vision were created in 2018 through extensive consultation with stakeholders.
- We work hard to promote a positive, caring ethos where all pupils feel welcomed and loved.
- Our Class Charter was co-designed and should be visible and promoted in all classrooms.
- The school community has collaborated to develop a whole-school approach to Promoting Positive Relationships. This ensures that staff model behaviours which promote and support the wellbeing of all. Our approach has a focus on positive praise and encouragement amongst staff and pupils including: HT Excellence Awards, Theme of the Month tokens, House Stars, Royal Recognition, Departmental Recognition, Positive Phone calls & Texts Home, Family Time and Departmental Recognition. Reset and Reflection are two components of our policy which is under regular review.
- We are working towards our Rights Respecting Schools Silver Award. Our Staff/pupil steering group are taking the lead on our journey with the hope of securing accreditation.
- Our Primary/Secondary Transition programme has evolved over time. We have multiple layers based on significant need. Our comprehensive

programmes, supported by our Transition Steering Group, now have a clear focus on learning across subject as well as the development of positive relationships and supporting needs.

- Staff have a strong understanding of the varying and at times complex needs of our pupil population.
- We facilitate Pupil Case Conferences in order that staff can share strategies to support pupils and in turn, learn from each other.
- Staff cross the school work in collaboration with our SIR, SSR and Integrated Support Teams. This collaborative work has supported classroom planning and teaching.
- Our Local Authority SSR supports young people from Irvine and beyond. Their learning offering is bespoke to individual needs. Internal and external partnerships have developed in order to support progress and engagement with the curriculum.
- We have been developing our resource provision and professional learning offering to promote dyslexia friendly classrooms.
- We have been in the process of developing our Neuro Support Strategy following extensive consultation with identified pupils
- Our Confidential Information spreadsheet ensure that staff are well informed on pupil needs.
- Our Pupil Team around the Child meetings and Learning Reviews have a clear focus on learning and engagement. These forums provide the space to plan interventions to improve outcomes in learning.
- All Curricular areas have an identified Pupil Support/AAA Champion in place. Information is cascaded back to curricular teams via the identified Champion.
- An EAL Induction pack has been developed by Pupil Support staff in conjunction with NAC EAL service to ensure that key information and support strategies regarding our EAL learners is captured and shared across the school community.
- We have developed over time a culture of participation in a multiplicity of forms: Mock Court, School of Rugby, Pupil Leadership Strategy, D of E, MVP, YPI, Mental Health Ambassadors, and Outdoor Learning. Extra-Curricular experiences, Local and International excursions. Partnership working has further enhanced our added value offering this session.
- Our DYW programme continues to go from strength to strength: Barista, Bike Maintenance, Nail Bar, Hair and Beauty are some of the examples. Staff commitment to professional learning in this area has developed over time.

- Family Engagement and participation has gone from strength to strength. We offer the following opportunities for Parents/Carers: Parents in Partnership, Adult Learning, Parent Volunteering, Parent Support Group, Conversation Café and termly Family Fun Nights. Some parents have and will again be presented for qualifications on the back of their Adult Learning participation.
- High level messages from the PRD process are shared with staff.
- We appointed a PT Learning, Teaching and Assessment in August 23 to support the SLT 2.3 Strategic Lead.
- We have had a significant focus on connecting the purpose of learning to knowledge and the skills needed to thrive in a complex and challenging society.
- We have had a significant focus on making explicit use of the Meta-skills framework within classes.
- We have had a focus on making explicit the understanding and application of Higher Order Thinking Skills.
- Google Classroom is the digital platform used across all subject areas. Google Classrooms are well resourced and engagement levels are high.
- We are developing our approaches towards digital technology across classes. A variety of programmes/software is utilised. There has been significant PEF investment to support the enhanced use of ICT in lessons. Our PT L and T is now a member of the NAC Digital Learning Strategy Service Improvement Group.
- We have strategically planned and supported a number of Learning Rounds in session 23/24:
- **Learning Round 1** - SLT Link and FH observed all classes in their area of responsibility.
- **Learning Round 2** - Lesson Study Trios within teams.
- Authority Trios – All Staff in all subjects observed by colleagues from Kilwinning and Greenwood.
- **Learning Round 3** – Lesson Study Trios across teams.
- Outdoor Learning has been promoted throughout the year and activities have been scheduled in Garden 3. Outdoor Learning programmes have been implemented for identified learners have proven to be successful.
- My World of Work is promoted within a PSHE context. Young people are supported by PTs G and SDS to plan for the future
- Skills Development Scotland, in tandem with the PT DYW play an integral role in our Transition programmes – Primary-Secondary and Post School.

- DYW support Faculties to promote career opportunities and pathways within their subject areas. The Curricular Marketplace has been developed in conjunction with the options process. Staff are ably supported by our PT DYW to develop partnerships as well as their own knowledge and understanding. These partnerships add value to the curriculum and enhance learner experiences. The National Galleries, Writers Workshops, Scottish Opera, GSK are some examples.
- We have developed whole school approaches to:
  - Moderation of CFE levels in the BGE.
  - Moderation and planning of BGE courses.
  - Moderation of SP courses and assessment tools
  - Internal Verification
  - Learning Conversations in the Senior Phase
  - Learning Logs to record progress used in Personal and Social Education.
- Staff across teams engage in Understanding Standards events.
- All subject areas have at least one SQA marker in their team.
- Tracking data is utilised to target groups of learners for Arran Outdoors Study Weekends.
- Tracking data is utilised to target pupils to engage in Supported Study, Saturday School and Easter School.
- Our whole school approaches to Tracking and monitoring are embedded across all Curricular areas.
- BGE and Senior phase Tracking review meetings are timetabled with the FH/DHT Link and the HT following each Tracking period.
- All pupils are supported across the Senior Phase to achieve a minimum of 5 Qualifications – this includes the SIR.
- Robust plans are in place to support improvements in Literacy and Numeracy at all levels.
- Our level change policy has been developed to ensure that all pupils remain registered for the highest level of coursing for as long as possible. Class Teachers/FHs are responsible for supporting alternative certification where there is a need to deviate from the original plan. Senior Leaders now play an active role in this process.

- Staff across our school are responsive to the wellbeing needs of our learners.
- Systematic approaches to monitoring and tracking our young people’s wellbeing are utilised within PSHE classes and by our PT Guidance through the use of Learner Journals.
- All pupils participate in our “Believe in Better” annual day which informs and supports critical thinking towards improving their own wellbeing and supporting the wellbeing of others within the school. This day also promotes the school values. These days were adapted to meet the diverse needs of our young people including those within the SIR.
- The school community has collaborated to develop a whole-school approach to Promoting Positive Relationships. This ensures that staff model behaviours which promote and support the wellbeing of all. Our approach to this has a significant focus on positive praise and encouragement amongst staff and pupils including: HT Excellent Awards, Theme of the Month tokens, House Stars, Positive Phone calls & Texts Home and Departmental recognition. Reset and Reflection are two components of our policy which is under regular review.
- Staff within the IST regularly share key information with staff across the school via the House Updates. This is to ensure that the appropriate support is in place within the classroom setting. We have further enhanced our use of technology to aid the information sharing process through SEEMiS notifications.
- CLPL for staff has been developed in tandem with the School Counsellor and PT Guidance to develop a package of in-house professional learning for staff. This has a focus on supporting young people but also on self-support for staff wellbeing.
- We take a collaborative approach to MH Ambassadors & MVP Mentors which is supported by NAC MHWB staff. All MH Ambassadors have completed SeeMe training, SafeTALK and have also participated in the NAC MHWB Resilience Training sessions. We are developing an approach to a Safe Space within the school to support the MH of all.
- Partnership working with PLA to develop resources to support young people to understand and be able to evaluate their own wellbeing which informs support and interventions that are offered by the Guidance Team for them.
- Pupil views inform content and delivery of PSHE lessons to ensure they are topical and responsive to the needs of our YP.

- The L4/L5 Wellbeing Award is being delivered across PSHE and H and WB classes.
- We use partners in a proactive way to support key themes across the school.
- Increased number of staff trained to support MHWB including ASSIST training, MH First Aid, SafeTALK etc...
- We have a number of supports in place for Parents/Carers, monthly Conversation Cafes, Parent Support Group, Volunteering, Parents in Partnership and Adult Learning...
- Our annual Mental Health Discussion dinner is led by our School Counsellor. The event serves to bring partners together over a hot meal in order to raise awareness of the array of supports in our locality.
- School of Rugby launched this session – programme of delivery planned in all Cluster Primaries.
- An extensive extra-curricular programme of events runs daily both at lunch and after school. Staff and pupils alike lead on a number of activities: chess, darts, football, basketball, badminton, Art Club, Musical Theatre are some of the many examples on offer.
- Arran Outdoors Study weekend, planned in accordance with Tracking to raise attainment and achievement in the SP whilst support pupil wellbeing.
- Wellbeing Walks are facilitated by our AIW and Active Schools. They are built into the timetable – pupil selection is targeted.
- The 'Lets Looc' targeted Outdoor Learning programme, runs in conjunction with CLD.
- Annual Outdoor Learning days timetabled for targeted year groups.
- Engagement in Active Schools Outdoor Learning programme.
- New Irvine Royal Connects group launched to drive forwards environmental improvements in the outdoor garden spaces with a view to utilisation for L and T.
- All staff engage in the annual Child Protection and Safe-guarding information sharing session at the start of term and this is part of the induction process for new staff throughout the term.
- All staff are up-to-date with local & national policy & legislation relating to CP.
- Bespoke CP & Safeguarding packs are shared with MCR Partners and are available for all visitors at the school reception.
- SLT share CP updates from NAC throughout the course of the year.
- Facilities Management training logs are shared with CP Coordinator.
- Janitorial Staff engage in bespoke CP training.

- SEEMiS 'Cause for Concern' referrals are utilised to highlight wellbeing concerns to PTG.
- SLT & PTGs regularly explore good practice from across NAC and nationally to ensure that codes of practice and procedures within IRAC are of the highest standard which ensures that there are improved outcomes for all.
- Care Experienced; YC; ASN; SI monitoring within PTG QA Calendar.
- Internal monitoring and follow-up process for RfA & WNoC/CME...
- 32 period radio supervision rota in place to support pupils who are not in class – toilet monitoring is inclusive...
- Support staff provide a range of targeted interventions for young people who have barriers to learning: Literacy/Numeracy group, LIAM, AIW, Nurture...This has led to improved outcomes for identified young people – for example, improvements in reading and comprehension ages and ability.
- Pupil voice gathered from neurodivergent learners to inform Neuro support strategy.
- Staff work effectively to build independence and resilience for these young people so that they can continue to succeed.
- Young people are involved in the life of the school and take on roles such as SPLT, Pupil Parliament, Prefects, Subject Ambassadors etc...
- We are developing our bespoke approach to Attendance at Irvine Royal Academy. Data analysis allows for patterns and trends to be identified and targeted interventions to be put in place.
- Our MCR Pathways mentoring programme is well established within the school, this project provides individualised support and guidance for our young people leading to positive outcomes.
- Our LGBT Journey towards Gold has commenced - a staff & pupil steering group has been established.
- RRS Steering group formulated – Action plan developed to support Silver accreditation.
- An EAL Induction pack has been developed by Pupil Support staff in conjunction with NAC EAL service to ensure that key information regarding our EAL learners is captured and shared across the school community.
- Our Integrated Support Team foster positive partnerships to support our young people. We have an array of partners: Barnardo's, YPST, Families Outside, YC Centre, Social Work, Tuition Support, Extended Outreach, Active Schools, CLD, Irvine Youth Forum, Friends of Redburn, Better U Fitness etc...



- A planned approach to joint working with our EP is utilised to ensure that supports are actioned in a timely fashion. TAC meetings are planned to ensure our EP is present, as appropriate.
- Our NAC SSR provision has developed systems, in tandem with the Educational Psychologist, to monitor and track the progress of all young people who access this provision. This information captures pupil and parent voice to inform where support should be targeted.
- Pupils in the SSR have been supported across the mainstream in Science, Technical, Art, Music and PE.
- SSR community partnerships have continued to evolve which has resulted in a number of added value experiences being brought in to the curriculum.
- Our SIR Provision supports young people with identified barriers to learning. This resources helps them to achieve their potential and remain within the mainstream secondary environment. The SIR staff proactively source and plans off-site learning experiences for our young people to take part in. A number of partnerships have been developed: Inverclyde National Sports Centre, Maritime Museum are two such examples.
- Staffing additionally, in conjunction with PE, utilised to ensure accreditation in PE/HWB for a targeted group of SIR learners.
- Robust tracking systems are in place to ensure that all pupils who utilise the SIR are on track to achieve a minimum of 5 qualifications. All pupils in the SIR will achieve a literacy and numeracy qualification by the end of this session.
- Our free Royal Resources shop ensures that all pupils and their families have access to uniform and other products on a weekly basis.
- Our COSD steering group ensures that the voice of stakeholders is heard. The data gathered informs planning and next steps.
- We offer a free breakfast club each morning, funded through PEF. On average, 14% of the school population are attending on a daily basis.
- We have developed a strategic approach to the collection of school meal debt in order to reduce the amount of money outstanding.
- Free Period products are available to all throughout the year, including holiday times.
- All Family Engagement events are supported through the offering of a hot meal – all members of the family are welcome to attend.
- We have introduced ‘tapas tasting’ events at Parents’ Evenings as a means to improve attendance.
- Cash for Kids funding allows for the collation and delivery of food hampers and vouchers to those families most in need.

- We have made bids to CLD for the distribution of self-care hampers for our families who are most in need.
- Gender neutral PE kit launched in PE.
- All pupils can borrow PE kit from the department.
- All new S1s provided with IRA branded PE T-shirts.
- Alternative changing facilities are available for those who require them.
- Alternative single toilets are available on request for those with identified needs.
- Our *Call to Action* initiative has supported young people to speak up when they witness behaviours not in line with our school values.

### QI 3.2 Raising Attainment & Achievement

### Evaluation - 4

- P7 Literacy/Numeracy data is collated and shared by Pupil Support to inform planning.
- Faculty and whole school tracking systems are in place to support early and effective intervention.
- High level messages are collated following each tracking period and shared across the ELT.
- In 2023, the majority of pupils, by the end of S3, achieved L3/L4 Literacy and Numeracy.
- Targeted Literacy and Numeracy groups have been introduced across the BGE.
- Literacy and Numeracy interventions are in place - TRT/Maths Recovery are two such examples.
- Spelling ages/reading ages are regularly assessed and the data is shared with staff to help them to better support needs.
- Dedicated Literacy and Numeracy support is in place in the SSR/SIR.
- We have a dedicated Literacy and Numeracy specialist in Pupil Support which has proven to be invaluable across both the BGE and Senior Phase.
- The percentage of leavers achieving 4<sup>th</sup> level Literacy and Numeracy combined, has increased from 70.25% in 2021 to 81.62% in 2022 and to 91.20% in 2023.
- The percentage of leavers attaining Numeracy at 4<sup>th</sup> level has improved from 73.55.5 in 2021 to 86.76% in 2022 and then again to 95.20% in 2023.
- The percentage of leavers attaining Literacy at 4<sup>th</sup> level in 2023 has improved by 6.89% from 2022.
- We have high levels of engagement with the SCQF to ensure progressive pathways for all profiles of learner – there are more NPA L5/6 qualifications in 2023 than ever before.

- Tracking and Monitoring systems capture prior levels of attainment to ensure progression (pace/challenge).
- Prior attainment data utilised to support the options process and to ensure progressive, ambitious pathways.
- FH/HT attainment meetings are scheduled post Tracking and Monitoring periods.
- Estimate entry/SQA results – paperwork supports professional dialogue re historical data/uptake/pass rates/estimate accuracy...there are high levels of accountability at all levels of the system.
- Seemis interventions system launched to support a consistency of approach across the school community.
- Learning conversations take place in all curricular areas and within PSHE (target setting and goal mapping).
- On-going support offered to our staff re Progress and Achievement to ensure accurate and valid data entry.
- Study Support/Saturday School and Easter school are offered to learners.
- We sit above our VC for two out of the last three years for the number of young people entering into a positive and sustainable post school destination.
- SLIPP Learning and Teaching model (lesson structure) was launched to promote a consistency of approach across the whole school community.
- The Learning and Teaching poster is promoted to explicitly outline the expectations of all staff.
- We have a high profile Pupil Leadership programme in place – this is inclusive of: SPLT, Pupil Parliament, Irvine Royal Academy Youth Forum (in partnership with CLD) Prefects, Buddys, MVP Ambassadors, Mental Health Ambassadors, Sports Leaders, NASA Leaders...pupil voice sits at the very heart of our work and shapes our priorities. Pupils are agents of change within our school.
- Accreditation opportunities are regularly sought within the Pupil Leadership programme – the Saltire Award is one such example
- The uptake from young people with the Duke of Edinburgh Award scheme continues to grow each year.
- Pupil voice is captured more consistently across subjects to support effective planning.
- Our revised SQA policy ensures that all learners must achieve accreditation in all subjects that they embark upon – that is our commitment.
- Celebration of success is consistently promoted – Royal Recognition and the HT Excellence Awards are two such examples.

- The monthly newsletter, school website and social media are all utilised to promote and celebrate pupil achievements.
- Royal Resources supports our continued quest to reduce the cost of the school day and in turn mitigate the impact of poverty on our learners
- On average, 100 pupils access our free breakfast club provision each day
- Over 50% of our pupils are on Staged Intervention and have an Additional Support Need (ASN) – Pupil Equity Funding is utilised effectively to remove barriers and to support wellbeing and engagement in learning – Barnardo’s is one such example.
- PTACs and Learning Reviews are strategically scheduled throughout the session – clear action plans are devised and shared accordingly.
- Enhanced partnership working with our link Educational Psychologist helps to support re-engagement in learning.
- We sit consistently below the NAC average for exclusions.
- The SIR provides intense support for young people with identified barriers to their learning, including social, emotional and behavioural – all SP pupils in session 2023/24 achieved at least 5 qualifications – PEF supports additional resourcing in this area in order to meet the evolving and diverse need of our pupil population.
- Developing whole school partnerships within the SSR has served to ensure pupil progress and engagement within lessons across the mainstream environment. This aspect is going from strength to strength.
- External partnerships continue to be developed to add value across the curriculum – we have over 100 existing partnerships in place.
- All pupils are supported well by SDS and our PT DYW – PTs Guidance liaise closely to ensure positive destinations for all leavers.
- High quality partnership working with Outreach Support serves to ensure positive attainment and achievement outcomes.




**IRVINE ROYAL ACADEMY**  
Ambition • Respect • Responsibility

## Adult Learning

Schedule 2024

Monday

- French Conversation 4.30pm - 6pm

Tuesday

- Music Performing 4.30pm - 6pm
- History 4.30pm - 6pm

Wednesday

- Music Technology 4.30pm - 6pm



Click the link or scan the QR code to sign up.  
Adult Learning will start the week beginning 22nd January  
and will run until the end of term 3.





Spots Council

Pupil Parliament



D of E



ST-6 Prefects



Sports Ambassadors

SPLT

Auschwitz Ambassadors



NASA



Pupil Leadership 

Sports Captains

Subject Ambassadors

YPI

MVP



Buddlys



Mock Court



Mental Health Ambassadors

My WoW Ambassadors



## PUPIL EQUITY FUNDING

Expenditure	Impact
<b>Breakfast Provision</b>	On average, 90 pupils per day attended the club and enjoyed a hot roll/drink. Many of the pupils in attendance were targeted and supported to attend by members of the Integrated Support team. Staff volunteers continue to supervise each morning. Breakfast Club is absolutely conducive in supporting staff to foster positive relationships with young people.
<b>Royal Resources</b>	Our free shop has been a real success and has gone from strength to strength this year. Young people and their families have accessed the resource on a daily basis. The shop is open every day and is fully stocked with: uniform, jackets, shoes/boots, leisure wear, toiletries and washing products. On average, over 20 young people access the resource each week. Our parent volunteers, along with our SIR Outreach lead, are instrumental in ensuring the smooth running of the shop.
<b>Barnardo's</b>	Our allocated worker has supported young people in a group set up as well as one-to-one. She has been instrumental in improving outcomes in the following areas: physical health, confidence, self-esteem, relationships and feelings of safety. We have completed a number of case studies in order to evidence the impact of this intervention. Pupil engagement with Barnardo's during holiday periods remained high during session 23/24.
<b>SIR Pupil Support Teacher and SIR Classroom Assistant</b>	The introduction of an additional member of staff has helped to support our ambition of ensuring that all Senior Phase pupils in the SIR achieved a minimum of five qualifications – this has been achieved and will be evidenced in our 2024 data. Our provision has expanded even further this year the young people supported have all secured Literacy and Numeracy qualifications at levels appropriate to them.

<b>IT and Software</b>	A further classroom in a box was purchased for an additional two curricular areas to support learning and teaching. This has helped to removed barriers to learning for many young people who require AAA. The additional resources have also helped with the delivery of new courses during session 23/24.
<b>Family Engagement sessions</b>	Termly engagement sessions attracted over 500 Parents/Carers and young people. Themes included Arts and Crafts, Games, Quizzes and a summer BBQ. Food was provided for all events. The development of positive relationships has been very visible as a result of these sessions. The Family Engagement team have been instrumental in bringing our entire school community together.
<b>Communications Lead</b>	The creation of the daily pupil bulletin improved participation levels at the many added value opportunities offered. The consistent publication of what is on offer served to ensure that no young person missed out. The introduction of the monthly school newsletter has played a critical role in improving the narrative around IRA. A change in culture is starting to emerge. Consistently celebrating success and promoting the value of ambition has been well received (Parent/Carer survey data serves to elucidate this). The development of a new school website has had an impact on our ability to ensure high levels of staffing. Applicants for all posts have commented on the website – it is accurate and up-to-date. The website is also a one stop shop for Parents/Carers – all the information that they need is readily available to them (again, Parent/Carers survey data illustrates the positive impact of the new website).
<b>Data Coach</b>	Our Data coach has been instrumental in improving data literacy across the system. Data is now displayed in an accessible format which allows for a more targeted approach towards early and effective intervention. We are clear about the gaps and where additional resource is needed.

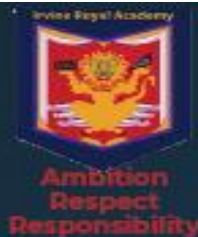
<b>Royal Recognition and Wider Achievement</b>	Termly recognition events introduced to support consistent demonstration of the school values of: ambition, respect and responsibility. We now have a greater understanding of pupil contributions to life beyond both the classroom and the school gates. We now have a system in place which serves to celebrate the contributions of our young people in a multiplicity of settings.
<b>Uniform Battle</b>	Termly recognition events introduced to support high standards in uniform and the promotion a sense of belonging to the school. Various activities have been planned, as voted for by our young people.
<b>Arran Outdoors</b>	Groups of learners were targeted on the back of Tracking data. Arran Outdoors was utilised to promote and nurture a sense of ambition and aspiration.
<b>PT DYW</b>	Our positive destination data is the best in NAC this year. Our PT works in partnership with SDS and the Integrated Support team in order to ensure that all IRA pupils are afforded the highest levels of support. She plays a vital role in supporting Faculties to develop added value partnership to enhance the curriculum. This is done in conjunction with the Chamber of Commerce.
<b>PT Learning and Teaching</b>	Our PT Learning and Teaching has been instrumental in driving forward improvements across the school community. The CLPL programme in place supports staff to develop their confidence and capacity to deliver consistently high quality lessons. She has been integral to our progress in this areas and has clear plans in place for next session.



## Service Improvement Plan 2023-26

No changes to PRIORITIES or THEMES for 2024-25. The changes will be in the actions that sit below the themes.

<p><b>PRIORITY 01</b></p> <p>Improvement in attainment, particularly in literacy and numeracy.</p> <p><b>THEMES:</b></p> <ul style="list-style-type: none"> <li>High quality learning, teaching and assessment</li> <li>Raising attainment and achievement</li> </ul> 	<p><b>PRIORITY 02</b></p> <p>Closing the attainment gap between the most and least disadvantaged children and young people.</p> <p><b>THEMES:</b></p> <ul style="list-style-type: none"> <li>Interventions to reduce gaps</li> <li>Specific focus on identified target groups, including care experienced learners</li> </ul> 	<p><b>PRIORITY 03</b></p> <p>Improvement in skills and sustained, positive school-leaver destinations for all young people.</p> <p><b>THEMES:</b></p> <ul style="list-style-type: none"> <li>Improving skills</li> <li>Partnerships to improve post-school learner outcomes</li> </ul> 	<p><b>PRIORITY 04</b></p> <p>Improvement in children and young people's health and wellbeing.</p> <p><b>THEMES:</b></p> <ul style="list-style-type: none"> <li>Improving attendance</li> <li>Supporting mental health and wellbeing</li> <li>Supporting physical health and wellbeing</li> <li>Supporting social and emotional wellbeing</li> </ul> 	<p><b>PRIORITY 05</b></p> <p>Placing human rights and needs of every child and young person at the centre of education.</p> <p><b>THEMES:</b></p> <ul style="list-style-type: none"> <li>Supporting children's needs</li> <li>Maximising learner voice and participation</li> <li>Maximising parent/ carer involvement and engagement</li> </ul> 	<p>The work of the Service Improvement Plan will be enhanced through a focus on STRATEGIC SUPPORT themes as follows:</p> <ul style="list-style-type: none"> <li>Policies and operating procedures</li> <li>Creating inspiring learning environments</li> <li>Investing in leadership</li> <li>Workforce planning</li> </ul>
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# Irvine Royal Academy

## Improvement Plan 2024 - 2025

PRIORITY  
**01**

### Improvement in attainment and achievement.

- Co-operative Learning strategy
- Bespoke CLPL to include: Meta Skills, HOTS, LFS and UNCRC
- Renewed focus on Assessment strategies
- Feedback
- Digital Learning

PRIORITY  
**02**

### Closing the gap between the most and least disadvantaged young people.

- SIR and mainstream curriculum alignment
- Professional Learning programme for PSAs
- Specialist Literacy, Numeracy and H and WB input within the SIR/SSR
- Achievement of The Promise Award
- Enhanced Transitional support for the new Montgomerie Park Primary School in the IRA Cluster
- Strategic use of CAT/SNSA data to support improvements in attainment and achievement
- Senior Phase Wider Achievement inserts
- Timely interventions at all levels of the system to raise attainment

PRIORITY  
**03**

### Improvement in skills and sustained, positive school leaver destinations.

- Curriculum review
- Development of meaningful progression pathways for all subject areas
- Curricular development to consistently include real life contexts and links to the WOW
- 'Winter Leavers' Strategy
- Ambitious post school destinations for all leavers

PRIORITY  
**04**

### Improvement in young people's health and wellbeing.

- Attendance strategy
- Class based avoidance strategy
- CIRCLE resource launched across the whole school community - *Cluster Focus*
- Primary/Secondary Literacy and Numeracy Project Based Learning
- Whole School Nurture Benchmarking
- PASS data analysed alongside IRA Health and Wellbeing Tracker to inform next steps

PRIORITY  
**05**

### Placing human rights and the needs of every young person at the centre of education.

- Introduction of Young Leaders of Learning to support improvements in Learning and Teaching
- Support community developed to better meet the needs of learners

### Maintenance Agenda

- Learning and Teaching
- Partnerships
- Royal Recognition - Wider Achievement
- Transitions at all levels
- Moderation
- Parental Engagement
- Promoting Positive Relationships
- Pupil Leadership including Subject Ambassadors
- RRS
- LGBT Gold Charter Mark